

# 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 #6 REGULAR BOARD MEETING**

**Wednesday, October 21, 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](http://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.



**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***

Ms. Kelly Castillo, Principal of Curren School, will introduce Valeria Rosales and Madilyn Fuqua, Kindergarten DLI students from Curren School 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 Manuel Medina, 8<sup>th</sup> grader from Curren in English; and Emilio Caro, 8<sup>th</sup> grader from Curren in Spanish.

***A.4 Presentation by Curren School***

Ms. Castillo will provide a short presentation to the Board regarding Curren 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 - Proposed Alternative for Driffill Kindergarten & MPR Facilities (Dr. Morales/ Cline, CFW, Inc.)***

The Board of Trustees will review proposed alternatives for the Kindergarten and MPR (Multi-Purpose Room) facility needs at Driffill K-8 School.

***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 Section 48916 of the Education Code the Board will consider student matters including:
  - Consideration of Expelling Student(s) from the Oxnard School District

**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***

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3. 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
  
4. 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***

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**7:00 PM**

***A.10 Report Out of Closed Session***

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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***

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

- August 26, 2015, regular board meeting
- September 2, 2015, regular board meeting

Notes:  
Moved:  
Seconded:

**ROLL CALL VOTE:**

**O’Leary \_\_, Morrison \_\_, Cordes \_\_, Duff \_\_, Robles-Solis \_\_**

***A.12 Introduction of New Administrator(s) (Dr. Morales)***

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Administration will introduce the following new administrator(s) to the Oxnard School District and/or employees to new positions to the Board of Trustees:

- Rosario Villalpando, Assistant Principal at Lemonwood School

**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)

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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)

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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**

***B.2 Public Hearing – Adoption of Resolution #15-18 Mitigated Negative Declaration and Approving the Mitigation Monitoring and Reporting Program for the Lemonwood Elementary School Reconstruction Project in Compliance with the California Environmental Quality Act (Cline/CFW, Inc. )***

This being the time and date noticed, the Board of Trustees will hold a public hearing to receive and consider any additional comments from the public or interested agencies regarding the Initial Study and Mitigated Negative Declaration.

Following this public hearing, it is the recommendation of the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees consider any and all comments received, whether written or oral, and adopt Resolution #15-18 adopting the Mitigated Negative Declaration and approving the mitigation monitoring and reporting program for the Lemonwood Elementary School Reconstruction Project in compliance with the California Environmental Quality Act.

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 agreement:	Dept/School
<ul style="list-style-type: none"> <li>▪ Amendment #1 to Agreement #15-116 with Ventura County Office of Education, to provide the two year Administrative Services Credential Program for two (2) additional administrators; amount not to exceed \$10,000.00; original contract amount was \$55,000.00, total contract amount is \$65,000.00, to be paid with Educator Effective Grant – General Funds.</li> </ul>	Vaca
<ul style="list-style-type: none"> <li>▪ #15-117 with Shavonn Swain – KNS Rockstar, to provide motivational and positive presentation which will focus on “Stop the Bullying and Conquer Your Dreams” to students at Haydock Middle School; amount not to exceed \$2,000.00, to be paid with Discretionary Funds;</li> </ul>	Freeman/ Bond
<ul style="list-style-type: none"> <li>▪ #15-153 with Anti-Defamation League, to provide each of the three middle schools with a day of “A World of Difference” Institute Step UP! Assemblies; amount not to exceed \$3,500.00, to be paid with MSAP Grant Funds;</li> </ul>	Freeman/ West
<ul style="list-style-type: none"> <li>▪ #15-154 with MARE – Lawrence Hall of Science, to provide a full-day teacher workshop on the Ocean Science Sequence program for up to 32 OSD Middle School Teachers; amount \$6,192.75 (includes accommodations and incidentals up to \$750.00), to be paid with MSAP Grant Funds;</li> </ul>	Freeman/ West
<ul style="list-style-type: none"> <li>▪ #15-155 with Oxnard Performing Arts and Convention Center (PACC), for use of the PACC on Thursday, October 29, 2015 for a Magic Show with Garry Carson; amount not to exceed \$1,682.25, to be paid with ASES Grant Funds.</li> </ul>	Freeman/ Thomas

#### C.2 Ratification of Agreements

It is recommended that the Board ratify the following agreement:	Dept/School
<ul style="list-style-type: none"> <li>▪ Amendment #1 to Agreement #15-79 with Ventura County Office of Education/SELPA, to provide an increase for Occupational Therapist (OT), or Certified Occupational Therapist Assistant (COTA) services; amount not to exceed \$13,440.00; original contract amount was \$107,520.00, total contract amount is \$120,960.00, to be paid with Special Education Funds;</li> </ul>	Freeman/ Sugden
<ul style="list-style-type: none"> <li>▪ #15-118 with Briggs Elementary School District for Oxnard School District to provide Deaf and Hard of Hearings Services to student VH121010 for the 2015-2016 school year, including Extended School Year; Briggs Elementary School District will reimburse Oxnard School District \$21,964.00;</li> </ul>	Freeman/ Sugden
<ul style="list-style-type: none"> <li>▪ #15-119 with Sunbelt Staffing LLC, to provide supplemental Healthcare Professionals (HCPs) to the Oxnard School District on an “as needed” basis; amount not to exceed \$90.00 per hour, to be paid with Special Education Funds.</li> </ul>	Freeman/ Sugden

**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.3 Request for Approval of Out-Of-State Conference Attendance –  
Orientation To School Nutrition Management Conference**

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve request for Julie Chessen, Assistant Director, Child Nutrition Services to the Institute of Child Nutrition's Orientation to School Nutrition Management Conference, in Oxford, MS, on January 11-15, 2016; there is no cost for the conference, District would be responsible for reimbursing the employee for the cost of travel and meals, to be paid with Child Nutrition Services Funds.

Dept/School  
Cline

**C.4 Disposal of Surplus Personal Property**

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing, that the Board of Trustees declare the September 2015 surplus property obsolete and approve its sale and/or disposal, as permitted by California Education Code §17546.

Dept/School  
Cline/  
Franz

**C.5 Ratification of Work Authorization Letter #004 For The Performance of  
Certain Testing and Inspection Services To Support The District's Mitigated  
Negative Declaration for the Lemonwood Elementary School Reconstruction  
Project, Pursuant to Master Agreement #13-135 with Cardno ATC**

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees ratify Work Authorization Letter #004 for the Completed Performance of A Phase I Environmental Site Assessment for the Lemonwood Elementary School Reconstruction Project pursuant to Master Agreement #13-135 with Cardno ATC; fixed fee of \$4,635.00, to be funded from Measure "R" cost code of 6171 – Environmental Studies.

Dept/School  
Cline/  
CFW, Inc.

**C.6 Request for Approval of Out-Of-State Conference Attendance – MSAP Technical &  
Training Conference**

It is the recommendation of the Assistant Superintendent, Educational Services and the Director of MSAP that the Board of Trustees approve request for Robin Freeman, Assistant Superintendent, Educational Services, Debra West, Project Director, Dr. Liam Joyce, Frank Middle School Principal, Gregory Brisbane, Fremont Middle School Principal, Dr. Edd Bond, Haydock Middle School Principal and Virginia Whitt, Administrative Assistant to the Magnet Schools Assistance Program (MSAP) Technical Assistance & Training Conference, in Washington, D.C., on November 7 – 10, 2015; amount not to exceed \$10,000.00 for registration, airfare and lodging, to be paid with MSAP Grant Funds.

Dept/School  
Freeman/  
West

**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 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 Consideration of Resolution #15-19 Supporting The California Emerging Technology Fund’s “Internet For All Now” Proposal to Secure Affordable Broadband Internet for All Low-Income Households (Dr. Morales)**

It is recommended that the Board of Trustees discuss and consider Resolution #15-19 Supporting the California Emerging Technology Fund’s “Internet For All Now” Proposal to Secure Affordable Broadband Internet for All Low-Income Households.

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

**ROLL CALL VOTE:**

**O’Leary \_\_, Morrison \_\_, Cordes \_\_, Duff \_\_, Robles-Solis \_\_**

**D.3 Approval of Notice of Completion, Ritchen Special Day Classroom Project, Bid #14-04 (Cline/CFW, Inc.)**

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees approve the Notice of Completion and authorize the filing of such notice with the County Recorder’s Office, for Bid #14-04, Ritchen Special Day Classroom Project with GRD Construction.

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

**ROLL CALL VOTE:**

**O’Leary \_\_, Morrison \_\_, Cordes \_\_, Duff \_\_, Robles-Solis \_\_**

**D.4 Ratification of Change Order #1 To Construction Services Agreement #14-21 With Bernards For The Harrington Elementary School Reconstruction Project (Cline/CFW, Inc.)**

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees approve Change Order #1 to Construction Services Agreement #14-21 and Guaranteed Maximum Price (GMP) with Bernards for the Harrington Elementary School Reconstruction Project; in amount of \$194,733.00, to be funded with Measure “R” Funds – Harrington Reconstruction Project Reserve.

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 D**  
**ACTION ITEMS**

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

***D.5 Approval of Supplemental Work Authorization Letter #001S to WAL #003 and Master Agreement #13-126 with MNS Engineers Inc. For Site Survey and Utility Location Services For The Marshall E.S. 12 Classroom Building (Cline/CFW, Inc.)***

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees approve Supplemental WAL #001S for surveying and utility location services per Master Agreement #13-126 with MNS Engineers Inc.; lump sum fixed fee of \$3,100.00, to be funded from Measure "R", Developer Fees, State Aid Reimbursements and/or other capital fund balances. The total fee for MNS Engineers Inc., including the original WAL, is \$10,300.00.

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 Report on Living Wage (Cline)***

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The Board of Trustees will receive a report regarding Living Wage.

***E.2 Report on CAASPP (Freeman)***

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The Board of Trustees will receive a report on CA Assessment of Student Performance and Progress (CAASPP) results for Oxnard School District students tested in Spring of 2015.

**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)***

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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)***

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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***

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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):** Dr. Morales

**Date of Meeting:** 10/21/15

**STUDY SESSION**   X    
**CLOSED SESSION** \_\_\_\_\_  
**SECTION B: HEARINGS** \_\_\_\_\_  
**SECTION C: CONSENT AGENDA** \_\_\_\_\_  
**SECTION D: ACTION** \_\_\_\_\_  
**SECTION E: REPORTS/DISCUSSION** \_\_\_\_\_  
**SECTION F: BOARD POLICIES** 1<sup>st</sup> Reading \_\_\_\_\_ 2<sup>nd</sup> Reading \_\_\_\_\_

**Presentation on Proposed Alternative for Driffill Kindergarten and MPR Facilities by Caldwell Flores Winters, Inc. (Morales/Cline/CFW)**

Caldwell Flores Winters, Inc. will be making a presentation to the Oxnard School District Board of Trustees to review proposed alternatives for the Kindergarten and MPR facility needs at the Driffill K-8 School.

**FISCAL IMPACT**

None

**RECOMMENDATION**

It is recommended that the Board review the proposed alternative presented.

**ADDITIONAL MATERIAL(S)**

None



Regular Board Meeting  
August 26, 2015

Minutes not yet approved

The Board of Trustees of the Oxnard School District met in regular session at 5:00 p.m. on Wednesday, August 26, 2015, at the Educational Service Center.

CALL TO ORDER

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

ROLL CALL

Mrs. Noemi Valdes, Director, Early Childhood Education Programs introduced Emiliano Gael Hernandez, Preschooler at Sierra Linda School; who lead the audience in the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

Emmanuel Segovia, Preschooler at Elm School, and Emiliano Gael Hernandez, Preschool at Sierra Linda School read the District's Vision and Mission Statements in English and Spanish with the assistance of Mrs. Valdes.

DISTRICT'S VISION AND MISSION STATEMENTS

Mrs. Noemi Valdes, Director of Early Childhood Education Programs, she reported that the District had been a provider of early education for over 30 years. She presented the different programs available, the support to families, and the alignment of Preschool to Transitional Kindergarten/Kindergarten through Eighth grade. Following discussion, President Robles-Solis thanked Mrs. Valdes for the presentation.

Presentation on Early Childhood Education Programs

A.5 Changes to the outline of the agenda were noted:

- Section C – Consent Agenda, Pulled C.11 Approval of New Job Description: Counsel Coordinator; and Pulled C.12 Approval of New Job Description: Counselor
- Trustee Cordes requested C.6 Ratification of Supplemental WAL #001S...Harrington Elementary School be moved to the action agenda for discussion, item C.6 became item D.7

ADOPTION OF THE AGENDA

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

Dr. Cesar Morales, District Superintendent presented the Board of Trustees/Superintendent updated and revised Vision and Mission Statements and the Goals & Objectives for the 2015-2016 school year. He thanked the Board for their dedication to the students of the Oxnard School District. Following discussion, Dr. Morales informed the Board the item was placed as an action item later in the evening for approval.

STUDY SESSION  
2015-16 Board of Trustees/Superintendent Vision & Mission Statement and Goals & Objectives

ANNOUNCEMENTS PRIOR TO CLOSED SESSION August 26, 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:
  - Director, Certificated Human Resources
  - Director, Special Education
  - Manager, Special Education
  - Assistant Principals (3)

Trustees convened to closed session at 5:41 p.m. until approximately 7:01 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 Teresa Gern as Director, Certificated Human Resources.
- On motion by Trustee Morrison, seconded by Trustee Duff and carried on a roll call vote of 5-0; the Board of Trustees appointed Amelia Sugden as Director, Special Education.
- On motion by Trustee Morrison, seconded by Trustee Duff and carried on a roll call vote of 4-0, Trustee O’Leary was not present during the vote; the Board of Trustees appointed Kristin Haidet as Manager, Special Education.
- On motion by Trustee Morrison, seconded by Trustee Cordes and carried on a roll call vote of 5-0; the Board of Trustees appointed Bethany Moore and Gabe Covarrubias as Assistant Principals.

(Motion #15-06)

(Motion #15-07)

(Motion #15-08)

(Motion #15-09)

A.11 Dr. Morales introduced the following new administrators to the Oxnard School District and/or employees to new positions to the Board of Trustees:

INTRODUCTION OF  
NEW  
ADMINISTRATORS

- Jorge Mares, Principal at Marina West School
- Elena Garcia, Assistant Principal at Curren School
- Suzanne Grajeda, Assistant Principal at Chavez School
- Sarah Lepe, Assistant Principal at Driffill School
- Rosaura Castellanos, Assistant Principal at Soria School

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

RULES FOR  
PRESENTATIONS

The following individuals address the Board of Trustees:

PUBLIC COMMENT

- Monica Adrian, parent of 3 children, expressed disappointed in the poor communication from the district to parents regarding placement of children;
- Michele Harris Patron, first grade DLI Teacher at Soria School, concerned with lack of material, material in English only, paraeducator assistant, and unable to use promethean board because of lighting.

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

CONSENT AGENDA  
(Motion #15-10)

C.1 Approved the following agreements:

(Approval of  
Agreements)

- #15-75 with NCS Pearson Inc., to provide professional development to teachers who will be implementing “Words Their Way: Words Study in Action: Implementation Essentials”; amount not to exceed \$2,200.00, to be paid with Title I Funds;
- #15-76 with Mixteco/Indigena Community Organizing Project (MICOP), to provide interpreting and visual translation services as needed for Mixteco and Zapoteco speaking families; amount no to exceed \$45.00 per hour plus mileage, to be paid with EL Funds;
- #15-77 with Mad Science of Los Angeles, to provide enrichment activities for students at K-8 schools: Chavez, Curren, Driffill, Kamala, Lemonwood, and Soria, September 1, 2015 through June 30, 2016; amount no to exceed \$30,000.00, to be paid with Unrestricted General Funds;
- #15-78 with Art Trek Inc., to provide art lessons during after school hours for students attending Chavez, Curren, Driffill, Kamala, Lemonwood, and Soria, September 1, 2015 through June 30, 2016; amount not to exceed \$20,000.00 (\$10,000.00 plus additional classes billed at \$250.00 per class/per school), to be paid with Unrestricted General Funds;
- #15-79 with Ventura County Office of Education/SELPA for Occupational Therapist (OT), and Certified Occupational Therapist Assistant (COTA) services for the 2015-2016 school year; amount not to exceed \$107,520.00, to be paid with Special Education Funds;
- #15-80 with Ventura County Office of Education/SELPA for Social/Emotional Services Specialist (SESS) services for the 2015-2016 school year; amount not to exceed \$61,440.00, to be paid with Special Education Funds;
- #15-91 with Focus on the Masters, to provide art integration classes at Fremont Middle School for the 2015-2016 school year; amount not to exceed \$5,850.00, to be paid with Title I Funds.

C.2 Ratified the following agreements:

(Approval of Ratification  
of Agreements)

- #15-81 with Hueneme School District for Oxnard School District to provide Deaf and Hard of Hearing Services to student RV071706 for the 2015-2016 school year, including Extended School Year; Hueneme School District will reimburse Oxnard School District \$24,407.00;
- #15-82 with Hueneme School District for Oxnard School District to provide Deaf and Hard of Hearing Services to student VH121010 for the 2015-2016 school year, including Extended School Year; Hueneme School District will reimburse Oxnard School District \$22,887.00;

- #15-83 with Hueneme School District for Oxnard School District to provide Deaf and Hard of Hearing Services to student IR100509 for the 2015-2016 school year, including Extended School Year; Hueneme School District will reimburse Oxnard School District \$22,887.00;
- #15-84 with Pleasant Valley School District for Oxnard School District to provide Deaf and Hard of Hearing Services to student LA101809 for the 2015-2016 school year, including Extended School Year; Pleasant Valley School District will reimburse Oxnard School District \$23,527.00;
- #15-85 with Rio School District for Oxnard School District to provide Deaf and Hard of Hearing Services to student GE052610 for the 2015-2016 school year, excluding Extended School Year; Rio School District will reimburse Oxnard School District \$22,887.00;
- #15-86 with Simi Valley Unified School District for Oxnard School District to provide Deaf and Hard of Hearing Services to student SF052208 for the 2015-2016 school year, including Extended School Year; Simi Valley Unified School District will reimburse Oxnard School District \$22,887.00;
- #15-87 with Ocean View School District for Oxnard School District to provide Deaf and Hard of Hearing Services for student JM060311 for the 2015-2016 school year, including Extended School Year; Ocean View School District will reimburse Oxnard School District \$22,887.00;
- #15-88 with Editorial Projects in Education Inc. to provide on-line advertisements for hard-to-fill certificated vacancies, July 27, 2015 through July 26, 2016; amount not to exceed #3,450.00, to be paid with General Funds;
- #15-90 with CompHealth Medical Staffing to provide temporary occupational therapy services to Oxnard School District students, August 19, 2015 through June 30, 2016; amount not to exceed \$70.00 per hour, to be paid with Special Education Funds.

C.3 Approved request for participation of 90 fifth grade students from Thurgood Marshall School in an instructional program of Outdoor Science & Conservation Education, located in Santa Barbara, June 6-9, 2016; costs will be paid from School Donation – Science Camp Fund.

(Approval of Overnight Field Trip and Agreement #15-74 – The Outdoor School at Rancho Alegre – Marshall School)

C.4 Approved Work Authorization Letter #003 for Preconstruction Geotechnical Services per Master Agreement #13-124 with CTE South; services will be completed for a lump sum fixed fee of \$14,900.00, to be funded with Measure R Bond Funds.

(Approval of WAL #003 to Master Agreement #13-124 with CTE South For Preconstruction Geotechnical Services for Marshall E.S. 12 Classroom Building)

C.5 Approved Work Authorization Letter #003 for Surveying and Utility Location Services per Master Agreement #13-126 with MNS Engineering; services will be completed for a lump sum fixed fee of \$7,200.00, to be funded with Measure R Bond Funds.

(Approval of WALL #003 to Master Agreement #13-126 with MNS Engineering for Site Survey and Utility Location Services for the Marshall E.S. 12 Classroom Building)



C.6 *Moved to Action Item D.7.*

*(Ratification of Supplemental WAL #001S to Master Agreement #13-122 with Earth Systems for Additional DSA Special Inspection and Testing Services for Harrington Elementary School)*

C.7 Ratified Work Authorization Letter #003 to prepare a Pipeline Risk Analysis per Master Agreement #13-132 with Tetra Tech, Inc.; services will be completed for a lump sum fixed fee of \$7,500.00, to be funded with Measure R Bond Funds.

*(Ratification of WAL #003 to Master Agreement #13-132 with Tetra Tech, Inc. Pipeline Risk Analysis)*

C.8 Approved participation with the Ventura County Community College District Bid #481 for the purchase and installation of Commercial Carpet and Flooring from Reliable Floor Covering, for the performance term of the Ventura County Community College District's agreement; any fees incurred will be charged to end user's budget.

*(Participation per Public Contract Code §20118 – OSD for the Purchase and Installation of Commercial Carpet and Flooring)*

C.9 Ratified Change Order #1 in the amount of \$44,828.00 for Bid #14-02 Marshall School Flooring Project with ProSpectra Contract Flooring, to be paid with General Funds.

*(Ratification of Change Order #1 for Marshall School Flooring Project, Bid #14-02)*

C.10 Approved the amendment to the employment contract for the District Superintendent.

*(Employment Contract Amendment: District Superintendent)*

C.11 *Pulled the Counselor Coordinator position pending Board approval of the Counseling Program Grant.*

*(Pulled of New Job Description: Counselor Coordinator)*

C.12 *Pulled the Counselor position pending Board approval of the Counseling Program Grant.*

*(Pulled of New Job Description: Counselor)*

C.13 Approved the establishment, abolishment, reduction or increase in hours for classified positions:

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

Established:

- An eight hour, 246 day District Translator, position number 7157, to be established in the Special Education department. This position will be established to assist with translating IEP's.
- A three hour, 183 day Preschool Teacher, position number 7213, to be established in the Neighborhoods for Learning Department. This position will be established to lead PACT activities.
- A four hour, 183 day Paraeducator I, position number 7167, to be established at Brekke school. This position will be established to support TK/K classes.

- A one hour, 183 day Paraeducator I, position number 7168, to be established at Brekke school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7169, to be established at Chavez school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7170, to be established at Curren school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7171, to be established at Driffill school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7172, to be established at Driffill school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7173, to be established at Elm school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7174, to be established at Harrington school. This position will be established to support TK/K classes.
- A one hour, 183 day Paraeducator I, position number 7175, to be established at Harrington school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7176, to be established at Kamala school. This position will be established to support TK/K classes.
- A two hour, 183 day Paraeducator I, position number 7177, to be established at Kamala school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7178, to be established at Lemonwood school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7179, to be established at Marina West school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7180, to be established at Marina West school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7181, to be established at Marshall school. This position will be established to support TK/K classes.
- A two hour, 183 day Paraeducator I, position number 7182, to be established at Marshall school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7183, to be established at McAuliffe school. This position will be established to support TK/K classes.
- A two hour, 183 day Paraeducator I, position number 7184, to be established at McAuliffe school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7185, to be established at McKinna school. This position will be established to support TK/K classes.
- A two hour, 183 day Paraeducator I, position number 7186, to be established at McKinna school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7187, to be established at Ramona school. This position will be established to support TK/K classes.
- A one hour, 183 day Paraeducator I, position number 7188, to be established at Ramona school. This position will be established to support TK/K classes.

- A four hour, 183 day Paraeducator I, position number 7189, to be established at Ritchen school. This position will be established to support TK/K classes.
- A one hour, 183 day Paraeducator I, position number 7190, to be established at Ritchen school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7191, to be established at Rose Avenue school. This position will be established to support TK/K classes.
- A one hour, 183 day Paraeducator I, position number 7192, to be established at Rose Avenue school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7193, to be established at Sierra Linda school. This position will be established to support TK/K classes.
- A three hour, 183 day Paraeducator I, position number 7194, to be established at Sierra Linda school. This position will be established to support TK/K classes.
- A four hour, 183 day Paraeducator I, position number 7195, to be established at Soria school. This position will be established to support TK/K classes.
- A two hour, 183 day Paraeducator I, position number 7196, to be established at Soria school. This position will be established to support TK/K classes.

Abolished:

- A four hour, 183 day Instructional Assistant Bilingual, position number 2239, to be abolished in the Special Education department. This position will be abolished due to lack of work.

FISCAL IMPACT:

Cost for District Translator - \$69,731 Special Education  
 Cost for Preschool Teacher - \$18,920 NfL  
 Cost for Paraeducator I's - \$409,994.00 General  
 Savings for Instructional Assistant - \$21,265 Special Education

C.14 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)

<b>Name</b>	<b>Position</b>	<b>Effective Date</b>
<u>NEW HIRES</u>		
Angela Adams	Teacher, Mathematics, Chavez	August 17, 2015
Maria Carmen Ayala	Teacher, 2 DLI, Soria	August 17, 2015
Jessie Blois	Speech/Language Specialist, Pupil Services	August 17, 2015
Adam Cahill	Teacher, Sp. Ed. Adaptive P.E., Pupil Services	August 17, 2015
Dawn M. Cassity	Teacher, Social Science, Chavez	August 17, 2015
Alejandra Cortez	Teacher, Mathematics, Kamala	August 17, 2015
Katie Crossett	Elementary Support Teacher, Lemonwood	August 17, 2015
Diane DeMars	Teacher, 4/5 SEI, Kamala	August 17, 2015
Mark DeRosa	Teacher, Social Science, Chavez	August 17, 2015
Kathryn M Earnest	Teacher, Special Education, Pupil Services	August 17, 2015
Gabriel Gonzales	Teacher, Science, Drifill	August 17, 2015

Gonzales Villalpando, Rae	Teacher, 4 SEI, Kamala	August 17, 2015
Christina Hartman	Teacher, Social Science, Lemonwood	August 17, 2015
Maureen Hayes	Teacher Physical Education, Kamala	August 17, 2015
Rhiannon Kingston	Teacher, Science, Kamala	August 17, 2015
Maleah N. Lopez	Teacher, 1 SEI, Driffill	August 17, 2015
Jodi McAulay	Teacher, Special Education M/S, Brekke	August 17, 2015
Maya Monserrate	Teacher, 3 SEI, McKinna	August 17, 2015
Daniela Moreno	Teacher, English Language Arts, Soria	August 17, 2015
Wilfredo Nerida	Teacher, Sp. Ed. Adaptive P.E., Pupil Services	August 17, 2015
June Palazzo	Resource Specialist, Lemonwood	August 17, 2015
Esteban Perez	Teacher, Social Science, Driffill	August 17, 2015
Brennan Pope	Teacher on Special Assignment, Kamala	August 17, 2015
Erica Ragan	Teacher on Special Assignment, Soria	August 17, 2015
Roberto R. Rodriguez	Teacher, Mathematics, Lemonwood	August 17, 2015
James R. Sisco	Teacher, 6 SEI, Haydock	August 17, 2015
Laura M. Uchiyama	Teacher, Special Education M/M, Harrington	August 17, 2015
Flavio Valdes	Teacher, Mathematics, Driffill	August 17, 2015
Steven C. Williams	Teacher, Physical Education, Driffill	August 17, 2015
Megan Young	Teacher, 5 SEI, Lemonwood	August 17, 2015
Peter Chapa	Substitute Assistant Principal, Lemonwood	August 13, 2015
Pamela Morrison	Substitute Assistant Principal, Lemonwood	August 10, 2015
Julia Villalpando	Substitute Assistant Principal, Kamala	August 10, 2015
Sharene Dunham	Substitute Teacher	2015/2016 School Year
Diana Figueroa	Substitute Teacher	2015/2016 School Year

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

Ingrid Davis	Kamala	September 14, 2015
Lynne M. Haavaldsen	Kamala	September 14, 2015
Karen Houle	Kamala	September 14, 2015
Maria Kirk	Kamala	September 14, 2015
Mary Lang	Brekke	August 24, 2015
Teresa Ann La Pata	Brekke	August 24, 2015
Erin Lynch	Brekke	August 24, 2015
Katie Norton	Brekke	August 24, 2015
Angelica Railey	Marina West	August 31, 2015

LEAVE OF ABSENCE

Sandra Synnes	Teacher, 4 SEI, Kamala	August 1, 2015 – July 29, 2016
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RESIGNATION

Cristina Aguirre	Teacher, Social Science, Chavez	August 6, 2015
Erin Ferrier	Teacher, 3 SEI, Marshall	July 23, 2015
Betsy Meyring	Assistant Principal, Lemonwood	August 12, 2015

RETIREMENT

Robert H. Hanawalt	Teacher, 3 TBE, Kamala	October 1, 2015
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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)

<b>Name</b>	<b>Position</b>	<b>Effective Date</b>
<u>New Hire</u>		
Bedolla, Jose	Child Nutrition Worker, Position #2768 Fremont 5.0 hrs./192 days	08/10/2015
Fick, Shauna	Health Care Technician, Position #7115 Pupil Services 7.0 hrs./183 days	08/17/2015
Fort, Wendy	Intermediate School Secretary (B), Position #384 Haydock 8.0 hrs./192 days	08/10/2015
Ingram, Jason	Child Nutrition Worker, Position #2139 Curren 4.5 hrs./185 days	08/13/2015
Johnson, Anthony	Accounting Specialist III, Position #846 Budget & Finance 8.0 hrs./246 days	07/27/2015
Minott Mitchell, Valerie	Chief Information Officer, Position #2106 Technology Services 8.0 hrs./246 days	07/20/2015
Ruckstuhl, Brenda	Library Media Technician, Position #2519 Harrington 5.0 hrs./190 days	08/12/2015
<u>Limited Term</u>		
Alvarez Sanchez, Blanca	Paraeducator	08/03/2015
Medina, Miguel	Paraeducator	06/20/2015
<u>Promotion</u>		
Jimenez, Victoria	Intermediate School Secretary (B), Position #7015 Chavez 8.0 hrs./192 days Preschool Assistant (B), Position #6360 McKinna 3.0 hrs./183 days	08/17/2015
<u>Increase in Hours</u>		
Iwamoto, Yoshiko	Child Nutrition Worker, Position #783 Marina West 5.5 hrs./185 days Child Nutrition Worker, Position #783 Marina West 5.0 hrs./185 days	08/13/2015
Moraga, Karen	Child Nutrition Worker, Position #782 Marina West 5.5 hrs./185 days Child Nutrition Worker, Position #782 Marina West 5.0 hrs./185 days	08/13/2015
<u>Transfer</u>		
Gonzalez, Maria Irene	Administrative Assistant, Position #7098 Pupil Services 8.0 hrs./246 days	8/31/2015

	School Office Manager, Position #225 Marina West 8.0 hrs./210 days	
Perez-Gutierrez, Maritza	Outreach Specialist (B), Position #1738 Elm 8.0 hrs./180 days	8/19/2015
	Outreach Specialist (B), Position #2686 Ritchen 8.0 hrs./180 days	
<u>In Lieu of Layoff</u>		
Gonzales, Celia	Migrant Education Recruiter, Position #7101 Migrant 8.0 hrs./246 days	07/01/2015
	Migrant Education Recruiter, Position #2653 Migrant 8.0 hrs./246 days	
<u>Add Bilingual Stipend</u>		
Garibay Lopez, Luis	Help Desk Support Technician, Position #2899 Technology 8.0 hrs./246 days	06/10/2015
<u>Unpaid Leave of Absence</u>		
Hartman, Christina	Library Media Technician, Position #2526 Soria 8.0 hrs./192 days	08/17/2015- 08/17/2016
Hartman, Richard	Custodian, Position #6449 Lemonwood 4.0 hrs./246 days	07/09/2015 08/02/2015
<u>Resignation</u>		
Alcala, Carolina	Paraeducator II, Position #2699 Ed. Services 5.75 hrs./183 days	08/03/2015
Carino-Alvarez, Maribel	Library Media Technician, Position #635 McAuliffe 5.0 hrs./190 days	08/17/2015
Duran, Smith	Preschool Teacher (B), Position #1496 NfL 4.0 hrs./183 days	07/29/2015
Hernandez, Maria R.	Child Nutrition Worker, Position #2853 Sierra Linda 5.0 hrs./185 days	08/04/2015
Hurtado Alamilla, Ana	Child Nutrition Worker, Position #2054 Soria 5.0 hrs./185 days	08/12/2015
Medina, Miguel	Paraeducator II, Position #6177 Pupil Services 5.75 hrs./183 days	06/19/2015
Toscano, Teresa	Speech Language Pathology Assistant, Position #2843 Pupil Services 8.0 hrs./183 days	08/03/2015

D.1 On motion by Trustee Morrison, seconded by Trustee Cordes and carried on a roll call vote of 5-0; the Board of Trustees approved the revised Board of Trustees/Superintendent Vision & Mission Statements and Goals & Objectives, as presented.

APPROVAL OF 2015-2016 BOARD OF TRUSTEES/SUPERINTENDENT VISION & MISSION STATEMENT AND GOALS & OBJECTIVES (Motion #15-11)

D.2 No nomination made, so no action was taken on this item.

CSBA CALL FOR NOMINATION FOR DIRECTOR-AT-LARGE AFRICAN AMERICAN, AMERICAN INDIAN, AND COUNTY

D.3 Trustee Ernie Morrison reclused himself and left the room. Dr. Jesus Vaca, Assistant Superintendent, Human Resources & Support Services presented requirements for Administrative Preliminary Credentials and recommended the Board approve Recommendation Form (41-REC ADMIN). Trustee Cordes expressed her concerns on the item being on the agenda after introducing the person to the Board earlier in the evening. She requested administration review the job description on the website regarding experience if it is minimum of three years or five years, this item may not have come to the Board if the candidate met the requirements.

APPROVAL AND PUBLIC NOTICE OF INTENT TO EMPLOY SARAH LEPE IN AN ADMINISTRATIVE POSITION ON THE BASIS OF AN EXPERIENCE WAIVER

On motion by Trustee Duff, seconded by Trustee Cordes and carried on a roll call vote of 3-1-1, (3) Ayes: Trustees Cordes, Duff and Robles-Solis, (1) Nay: Trustee O’Leary, and one (1) Recluse: Trustee Morrison; the Board of Trustees approved Recommendation Form (41-REC ADMIN) affirming the District’s intent to employ Sarah Lepe in an administrative position, on the basis of an experience waiver.

(Motion #15-12)

D.4 Mr. Jeremy Cogan with CFW, Inc. and Architects with CSDA Design Group presented the Marshall New Classroom Building Project. Following a lengthy discussion, on motion by Trustee Morrison, seconded by Trustee Duff and carried on a roll call vote of 5-0; the Board of Trustees appointed CSDA Design Group as Architect of Record for the Marshall New Classroom Building Project of the Measure “R” Facilities Implementation Program and approved Agreement #15-89 for Architectural Services with CSDA Design Group, and proposed project design & site layout; basic services fee of \$462,750.00, plus additional reimbursement allowance for approved expenses of \$30,000.00, for a total contract amount to exceed \$492,750.00, to be funded with Measure R Bond Funds.

CONSIDER APPOINTMENT OF CSDA DESIGN GROUP AS ARCHITECT OF RECORD FOR THE MARSHALL NEW CLASSROOM BUILDING PROJECT AND APPROVE AGREEMENT #15-89 (Motion #15-13)

D.5 On motion by Trustee Cordes, seconded by Trustee Morrison and carried on a roll call vote of 5-0; the Board of Trustees approved the following prequalified firms, no fiscal impact at this time:

CONSIDER APPROVAL OF PRE-QUALIFIED FIRMS FOR LEASE LEASEBACK PRECONSTRUCTION AND CONSTRUCTION SERVICES FOR THE OXNARD SCHOOL DISTRICT’S FACILITIES PROGRAM (Motion #15-14)

Existing Firms/Prequalification Renewed:

- Bernards
- C.W. Driver
- Swinerton Builders

New Firms/Prequalification Added:

- Meehleis Modular Buildings, Inc.
- Pinner Construction Co., Inc.
- Frank Schipper Construction Co.

D.6 On motion by Trustee Morrison, seconded by Trustee O’Leary and carried on a roll call of 5-0; the Board of Trustees approved the Special Education Local Plan Area (SELPA), pursuant to Education Codes 56195-56195.10.

APPROVAL OF SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) (Motion #15-15)

D.7 On motion by Trustee Cordes, seconded by Trustee O’Leary and carried on a roll call vote of 5-0; the Board of Trustees ratified Supplemental Work Authorization Letter #001S for additional DSA Special Inspection and Testing Services for Harrington per Master Agreement #13-122 with Earth Systems; services will be completed for a lump sum fixed fee of \$68,176.60, to be funded with Measure R Bond Funds.

RATIFICATION OF SUPPLEMENTAL WAL #001S TO MASTER AGREEMENT #13-122 WITH EARTH SYSTEMS FOR ADDITIONAL DSA SPECIAL INSPECTION AND TESTING SERVICES FOR HARRINGTON ELEMENTARY SCHOOL (Motion #15-16)

E.1 Ms. Robin Freeman, Assistant Superintendent, Educational Services reported she had met with Janet Kliegl with CFW, Inc. who had been working with the school administrators and their staff on the strand focus for their respective schools. The report tonight included the K-5 and K-8 respectively. Dr. Morales reported there would be a future presentation to the Board regarding the strands at each of the school sites. He also thanked the teachers, staff and principals at the K-5 schools that had lead the way and developed and implemented their strands last year

K-5 AND K-8 STRAND PRESENTATION

F.1 The Board of Trustees reviewed the Board Policies, Regulations and Bylaws, listed below, for a first reading and directed administration to bring back for adoption at the next board meeting:

FIRST READING OF BOARD POLICIES, REGULATIONS AND BYLAWS

Revision of AR 5111	Student ADMISSION	Freeman
Revision of AR 5126	Student AWARDS FOR ACHIEVEMENT	Freeman
Revision of E 5145.6	Student PARENTAL NOTIFICATIONS	Freeman
New E 0420.41	Philosophy, Goals, Objectives, and Comprehensive Plans CHARTER SCHOOL OVERSIGHT	Freeman

Dr. Cesar Morales:

- Thanked all of the school site staff and teachers for a smooth beginning of the school year and attributed it to taking care of enrollment and staffing before the school year started. He reported there continues to be overflow cases and administration continues to review and assist families as soon as there is space available at that respective school sites.

SUPERINTENDENT ANNOUNCEMENTS



- He reported he had visited fourteen (14) school sites since school began.
- He thanked the MICOP organization who had coordinated a 450 Backpack, school supplies and food give away at Haydock School to the Mixteco families. He reported there were 30 volunteers including Trustee O’Leary. Mrs. Morales and his daughter Valentina were also present. He enjoyed spending time with the families.

Mr. Denis O’Leary:

- Reported that on August 13, 2015 he attended a “Transition To The Future” which was a backpack give away and information provided by different community agencies in coordination with Assemblymember Jacqui Irwin and the PAL Program. It was well attended by parents and children.
- On August 15, 2015, he attended the services for Dr. Mayo De La Rocha from Ventura College who passed recently. He had taught Chicano Studies at Ventura College for over 30 years.
- On August 17, 2015 he attended the OSD Welcoming Celebration at the PACC that was attended by 1,400 plus employees and stated it is amazing to see everyone together in one place and the program was well done.
- Reported he had visited Marina West, Soria, McAuliffe and Driffill Schools in the last week. He visited Soria School the week before school started where they were distributing books, PE clothes and iPads, he appreciated the staff providing these services to the families before school started.
- He reported the MICOP backpack give away is always well attended and stated the number of children not backpack age is incredible, lots of young children. He thanked Dr. Morales for attending.
- Future Agenda Items: Update on the formation of bullying committee and curriculum as it relates to Resolution for Respect of Indigenous People “No Me Llamas Oaxaquita”, Living Wage, class size reduction data and study session

TRUSTEES  
ANNOUNCEMENTS

Mr. Ernest Morrison:

- Sent his condolences to the family of Lois Weatherhead, a retired employee of the district.
- Thanked the staff for a smooth start of school.
- Reported the OSD Welcoming Celebration was a lot of fun and very well attended.

Mrs. Debra M. Cordes:

- Reported she enjoyed the OSD Welcoming Celebration, it was a lot of fun, a high energy program. She thanked everyone that comes into the classroom every day and does their job which is life changing to the students.
- Stated she would be attending Back To School Nights in the coming weeks.
- The statements expressed earlier in the meeting regarding the concerns of not having materials and supplies to start the school year. She understands this happens but the district needs to do its best to provide everything the teachers need to do their jobs.
- Stated she appreciated the process taken in handling the enrollment and overflow students for the beginning of the school year and stated the district needs to do what is best for the students and families of the district.

Mr. Albert “Al” Duff Sr.:

- Reported he was out of town during the OSD Welcome Celebration and welcomed the entire OSD staff to a great year.

- He visited Harrington School and Principal Sugden provided a tour of the facilities project which is due to be completed December of this year.
- He visited Soria School and new Assistant Principal Rosario Castellanos provided information about the school and implementation of a bullying program. Mr. Duff questioned if the district had a program throughout the district. Dr. Morales informed the Board that the CHAMPS program was being implemented district wide.

Mrs. Veronica Robles-Solis:

- Thanked Dr. Morales for putting together a great staff welcoming program and it was a great way to start off the year.
- Commended the Enrollment Center and District Staff and thanked Mr. Chris Ridge for his professionalism, politeness and thoughtfulness to accommodate all the family members. She reported that families had informed her that they felt welcomed and were put at ease by meeting with Mr. Ridge and staff.
- Reported that the District needs to reach out to the nearby communities and let them know that the Oxnard School District has an Enrollment Center that takes care of all of registration for the district.
- She appreciated that the iPad deployment at the schools sites were done before school started so that on the first day of school almost everyone came prepared to start the new school year. She wished everyone a great school year.

There being no further business, on motion by Trustee O’Leary, seconded by Trustee Cordes, President Robles-Solis adjourned the meeting at 9:07 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 August 26, 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

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Member of the Board of Trustees

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Member of the Board of Trustees

Regular Board Meeting  
September 2, 2015

The Board of Trustees of the Oxnard School District met in regular session at 5:00 p.m. on Wednesday, September 2, 2015, at the Educational Service Center.

CALL TO ORDER

A roll call of the Board was conducted. Present were President Veronica Robles-Solis and Trustees Albert Duff Sr., Debra M. Cordes and Ernest “Mo” Morrison. Trustee Denis O’Leary was absent due to a prior commitment. Staff members present were District Superintendent Dr. Cesar Morales, Assistant Superintendents Lisa Cline, Robin Freeman, Dr. Jesus Vaca, and executive assistant Sylvia Carabajal.

ROLL CALL

Danielle Deuter, 8th grader at Driffill School; lead the audience in the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

Alondra Cuen, 7th grader at Driffill School, read the District’s Vision and Mission Statements in English and Spanish.

DISTRICT’S VISION AND MISSION STATEMENTS

Mrs. Carol Flores-Beck, Principal at Driffill introduced Mrs. Sarah Lepe and Mr. Gilbert Elizarraraz, Assistant Principals at Driffill and together they presented a recap of 2014-2015, the present and the future of their school year where they reflected, reviewed, revised and transitioned for a K-8 school. They presented on the ELD Program, AVID, and their Strand Focus – The School of Environmental Science and Global Awareness.

PRESENTATION BY DRIFFILL SCHOOL STAFF

A.5 On motion by Trustee Cordes, seconded by Trustee Duff and carried on a roll call vote of 4-0; the Board adopted the agenda, as presented.

ADOPTION OF THE AGENDA

ANNOUNCEMENTS PRIOR TO CLOSED SESSION September 2, 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

Trustees convened to closed session at 5:28 p.m. until approximately 7:00 p.m. to discuss items on the closed session agenda.	CLOSED SESSION
President Robles-Solis reported the Board took no reportable action was taken during closed session.	REPORT ON CLOSED SESSION
A.10 Dr. Morales introduced the following new administrators to the Oxnard School District and/or employees to new positions to the Board of Trustees:	INTRODUCTION OF NEW ADMINISTRATORS
<ul style="list-style-type: none"> <li>▪ Teresa Gern - Director, Certificated Human Resources</li> <li>▪ Amelia Sugden - Director, Special Education</li> <li>▪ Kristin Haidet - Manager, Special Education</li> <li>▪ Bethany Moore - Assistant Principal at Lemonwood School</li> <li>▪ Gabe Covarrubias - Assistant Principal at Lemonwood School</li> </ul>	
A.11 On motion by Trustee Morrison, seconded by Trustee Cordes, and carried on a roll call vote of 4-0; the Board of Trustees adopted Resolution #15-15 School Administrator Week, October 11-17, 2015 and directed administration to bring the item back to the October 7, 2015 board meeting to present.	APPROVAL OF RESOLUTION #15-15 SCHOOL ADMINISTRATOR WEEK, OCTOBER 11-17, 2015 (Motion #15-17)
B.1 Clerk Duff read the Rules For Individual Presentations in English and President Robles-Solis read them in Spanish. No one addressed the Board of Trustees during closed session public comment.	RULES FOR PRESENTATIONS 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 4-0, as presented.	CONSENT AGENDA (Motion #15-18)
C.1 Approved the following agreements: <ul style="list-style-type: none"> <li>▪ #15-92 with Gold Coast K9 to provide K9 detective sniffs in accordance with Oxnard School District policy at several schools in the district for the 2015-2016 school year; amount not to exceed \$24,000.00, to be paid with MAA Funds.</li> </ul>	(Approval of Agreements)
C.2 Ratified the following agreements: <ul style="list-style-type: none"> <li>▪ #15-93 with Ventura County Office of Education, to provide exceptional services for special education student MG021504 that consists of support from Special Circumstances Paraeducators (SCP's) for the 2015-16 school year, including Extended School Year; amount not to exceed \$34,557.60, to be paid with Special Education Funds.</li> </ul>	(Approval of Ratification Of Agreements)
C.3 Approved the Purchase Order/Draft Payment Report #15-01, as submitted.	(Purchase Order/Draft Payment Report #15-01)
C.4 Approved setting the date of October 7, 2015 for a public hearing to determine sufficient textbooks or instructional materials.	(Approval of Notice To Conduct Public Hearing To Determine Sufficient Textbooks Or Instructional Materials for 2015-2016)

C.5 Approved the establishment, abolishment, reduction or increase in hours for classified positions:

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

Established:

- A five hour, 183 day Paraeducator I, position number 7223, to be established at Fremont school. This position will be established to support English Learner students.
- A five hour, 183 day Paraeducator I, position number 7227, to be established in the English Learner Services department. This position will be established to support the ELD Academy.
- A five hour, 183 day Paraeducator I, position number 7226, to be established in the English Learner Services department. This position will be established to support the ELD Academy.
- A five hour, 183 day Paraeducator I, position number 7228, to be established in the English Learner Services department. This position will be established to support the ELD Academy.
- A five hour, 183 day Paraeducator I, position number 7229, to be established in the English Learner Services department. This position will be established to support the ELD Academy.

FISCAL IMPACT:

Cost for Paraeducator I - \$26,387.00 Title I & Title 3 Fremont  
 Cost for Paraeducator I - \$26,387.00 LCFF  
 Cost for Paraeducator I - \$26,387.00 LCFF  
 Cost for Paraeducator I - \$26,387.00 LCFF  
 Cost for Paraeducator I - \$26,387.00 LCFF

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)

<b>Name</b>	<b>Position</b>	<b>Effective Date</b>
<u>NEW HIRES</u>		
Natalie Aguirre	Teacher, Kindergarten SEI, Sierra Linda	August 17, 2015
Sheri Anderson	Elementary Support Teacher, Elm	August 17, 2015
Elva Angel	Teacher, 4 DLI (Spanish), Soria	August 17, 2015
Linda Boyd	Teacher, Transitional Kindergarten, Rose Avenue	August 24, 2015
Robert Brown	Teacher, 6 SEI, Fremont	August 17, 2015
Nicole Espinoza	Teacher, 1 SEI, Driffill	September 8, 2015
Meagan Forrest	Teacher, 6 SEI, Kamala	August 17, 2015
Tracy L. Gordon	Teacher, 1 SEI, Sierra Linda	August 17, 2015
Sandra Hammond	Elementary Support Teacher, Chavez	August 17, 2015
Christine Iverson	Elementary Support Teacher, Lemonwood	August 17, 2015
Arlene Jimenez	Teacher, Transitional Kindergarten SEI, Driffill	August 17, 2015
Martha Magaña	Teacher, 2 TBE, Lemonwood	August 21, 2015
Stacy Martindale	Teacher, 1 SEI, Ritche	August 31, 2015
Susana Medina	Teacher, Spanish, Curren/Driffill	August 17, 2015

Erin Murphy	Elementary Support Teacher, Marina West	August 18, 2015
Yulia Rodriguez	Teacher, Special Education, M/S, San Miguel	August 17, 2015
Antonio Sandoval	Teacher, Kindergarten TBE, Marina West	August 17, 2015
Breana Varela	Teacher, 4 SEI, Sierra Linda	August 17, 2015
Brittany L. Vargas	Teacher, Kindergarten SEI, McKinna	August 24, 2015
Christina Velarde	Teacher, 1 SEI, Ramona	August 24, 2015
Maribel White	Teacher, Kindergarten SEI, Marina West	August 17, 2015

Geoffrey Brown	Substitute Teacher	2015/2016 School Year
Sarah Crown	Substitute Teacher	2015/2016 School Year
Kevin Davis	Substitute Teacher	2015/2016 School Year
Samantha Dyer	Substitute Teacher	2015/2016 School Year
Cristina Garcia	Substitute Teacher	2015/2016 School Year
Judith Guerrero-Isaac	Substitute Teacher	2015/2016 School Year
Mark Waardenburg	Substitute Teacher	2015/2016 School Year

**PROMOTION**

Patricia Tolle	Program Specialist, Pupil Services	August 31, 2015
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**TRANSFER**

Allison Raigoza	Program Specialist, Pupil Services	August 17, 2015
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**RESIGNATION**

Liliana Weichold	School Counselor, McKinna	August 14, 2015
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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)

<b>Name</b>	<b>Position</b>	<b>Effective Date</b>
<b><u>New Hire</u></b>		
Andersen, Kimberly M.	Child Nutrition Worker, Position #2840 McKinna 4.0 hrs./185 days	08/19/2015
Espitia, Daniel	Custodian, Position #533 Chavez 8.0 hrs./246 days	08/17/2015
<b><u>Limited Term</u></b>		
Lopez Jr., Juan	Paraeducator	08/17/2015
Rouse, Phyllis	Paraeducator	08/17/2015
Torres Vargas, Susam	Paraeducator	08/19/2015
<b><u>Increase in Hours</u></b>		
Gonzales, Therese	Child Nutrition Worker, Position #1586 Marina West 4.0 hrs./185 days	08/13/2015





D.3 On motion by Trustee Morrison, seconded by Trustee Duff and carried on a roll call vote of 4-0; the Board of Trustees adopted Resolution #15-12 acknowledging the State Allocation Board’s “applications received beyond bond authority list” and authorizing the Superintendent to submit project approval application and project funding request application for Marshall 12 Classroom Building.

APPROVAL OF RESOLUTION #15-12 ACKNOWLEDGING THE STATE ALLOCATION BOARD’S “APPLICATIONS RECEIVED BEYOND BOND AUTHORITY LIST”, AND AUTHORIZING THE SUPERINTENDENT TO SUBMIT PROJECT APPROVAL APPLICATION AND PROJECT FUNDING REQUEST APPLICATION FOR MARSHALL 12 CLASSROOM BUILDING (Motion #15-21)

F.1 Following discussion, on motion by Trustee Morrison, seconded by Trustee Cordes and carried on a roll call vote of 4-0; the Board of Trustees reviewed the following revised Board Policies, Regulations and Bylaws, as presented, and adopted for a second reading:

SECOND READING OF BOARD POLICIES, REGULATIONS AND BYLAWS

Revision of AR 5111	Student ADMISSION	Freeman
Revision of AR 5126	Student AWARDS FOR ACHIEVEMENT	Freeman
Revision of E 5145.6	Student PARENTAL NOTIFICATIONS	Freeman
New E 0420.41	Philosophy, Goals, Objectives, and Comprehensive Plans CHARTER SCHOOL OVERSIGHT	Freeman

(Motion #15-22)

Dr. Cesar Morales:

- Announced that Trustee O’Leary as absent because he was attending his Back To School Night for his classroom in the Rio School District, and wished him well.
- Praised the Human Resource Department for successfully filling all single teacher assignments and assisting the Classified Human Resource Department in filling all of their positions.
- Announced that Back To School Night Season had begun and had witnessed the energy of the students, parents and staff. He gave special thanks to personnel for investing their time to make their classrooms look spectacular.
- He acknowledged the IT Department and School Sites for the success of distributing iPads to all students and staff before the end of the first week of school, much being done before the first day of school starting.
- He welcomed the new leaders and expressed he was extremely happy that they are the final additions to the puzzle and stated they are now part of an elite and innovated group of leaders in the county, state and community of Oxnard. He looked forward to their contributions and finished with a statement “dilemmas are not problems but an opportunity to be fabulous”.

SUPERINTENDENT ANNOUNCEMENTS

Mr. Ernest Morrison:

- Reported he had heard about the good things happening with the opening of the school year and he was amazed at the age level and the enthusiasm.
- Welcomed the new staff and stated the District has an ambition program for the year and he is looking forward to seeing the expertise of the new staff and reminded everyone that “Kids are First”.
- Stated he is looking forward to the Back To School Nights to see the students, parents and staff.
- Reported he will be receiving an award from the Oxnard Union High School District Alumni Hall of Fame on August 25, 2015 at 5:30 p.m. at the Oxnard High School Library.

Mrs. Debra M. Cordes:

- Welcomed the new employees and stated they were selected because of their expertise and they would continue to do a fabulous job for the students. She stated she gave 35 years to the school district and is committed to the area, the district, the students and the community.
- Reported she attended the Harrington Back To School Night on September 1, 2015, stated she had been a principal there for 11 years and stated it was good to see the staff, kids and families. She also had a chance to check in on the new building.
- She also attended the Sierra Linda Back To School Night on September 1, 2015. She has a nephew that attends school there and visited his classroom, the event was well attended.
- She visited McKinna School during the day. It was not a planned visit and Ms. Jenks was not in her office but outside on campus. She visited the newcomer classrooms which was a great opportunity for her and reported for the most part they had all their materials and iPads. She arrived during kindergarten dismissal and stayed until the end of the day, so there was a lot of students, parents and little ones all over. She stated the school is very impacted and there is a big yard in the back but there is no access, she requested this be looked at and see how the district can assist them.
- She questioned if five positions for the Paraeducator, English Learner Services department were bilingual because it did not state it on the agenda item. Dr. Vaca stated he would check into it and respond.
- In closing she stated she is looking forward to seeing the assessments, to measure the progress of the students.

Mr. Albert “Al” Duff Sr.:

- Welcomed the new teachers and congratulated the new appointees.
- He visited Sierra Linda School and Ms. Wennes provided a tour of the school, he stated there were a lot of portables, 800 students in a K-5. He stated he had a special interest in the school because his wife taught there for years and his children attend the school. There is also a tree planted in memory of his youngest son who was killed in an auto accident many years ago.

Mrs. Veronica Robles-Solis:

- Welcomed the new members of the team and thanked them for joining the Oxnard School District family who is leading students into the future.

- Stated she was looking forward to attending Back To School Night events next week, that she was unable to attend any this week because her 9 month baby was under the weather.
- Reported she reviewed the OSD Website this weekend and found that not all of the schools have updated their webpages. Stated in order to improve our communications with the families and community the websites need to be updated and reviewed frequently.

There being no further business, on motion by Trustee Cordes, seconded by Trustee Duff, President Robles-Solis adjourned the meeting at 7:42 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 2, 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: Lisa Cline

Date of Meeting: 10/21/15

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

### **Public Hearing and Adoption of Resolution #15-18 Adopting the Mitigated Negative Declaration and Approving the Mitigation Monitoring and Reporting Program for the Lemonwood Elementary School Reconstruction Project in Compliance With the California Environmental Quality Act (Cline)**

The Oxnard Facilities Implementation Plan includes the reconstruction of the Lemonwood K-8 School ("Project"), at the existing 9.9 acre site, located at 2200 Carnegie Court in Oxnard, California. The Project includes the construction of new school facilities to support a K-8 program including administration building, multi-purpose room, library/media center, 2-story classroom building, kindergarten classroom building, kindergarten play area, as well as green play fields and hard court play areas to service the new school.

The California Environmental Quality Act requires the District to perform a study to determine the impact of the Project on the Environment and identify mitigation measures that must be taken to minimize the impact. Based on the findings of the Initial Study-Mitigated Negative Declaration (IS-MND), the Project would have no significant environmental impacts if mitigation measures are provided to reduce potentially adverse impacts related to air quality, biological resources, cultural resources, geology/soils, and noise. The study identifies the mitigation measures required and identifies a mitigation monitoring and reporting program for the Project.

On September 17, 2015, the District opened the 30-day review period during which comments could be provided on the IS-MND. The Period closed on October 17, 2015. The Board of Trustees will hold a public hearing to receive and consider any additional comments from the public or interested agencies regarding the Initial Study and Mitigated Negative Declaration. Once the hearing is concluded the Board of Trustees will consider all comments received and consider adopting Resolution No. 15-18.

### **FISCAL IMPACT**

None. Any mitigation measures will be incorporated into the cost of the new project and have been budgeted for in the Oxnard Facilities Implementation Program.

## **RECOMMENDATION**

It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, in consultation with Caldwell Flores Winters, that the Board of Trustees consider any and all comments received, whether written or oral, and adopt Resolution #15-18 adopting the Mitigated Negative Declaration and approving the mitigation monitoring and reporting program for the Lemonwood Elementary School Reconstruction Project in compliance with the California Environmental Quality Act.

## **ADDITIONAL MATERIAL**

Attached: Board Resolution #15-18 (3 pages)  
The Initial Study and Mitigated Negative Declaration (338 pages)

**RESOLUTION NO. 15-18**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE OXNARD SCHOOL DISTRICT ADOPTING THE MITIGATED NEGATIVE DECLARATION AND APPROVING THE MITIGATION MONITORING AND REPORTING PROGRAM FOR THE LEMONWOOD ELEMENTARY SCHOOL RECONSTRUCTION PROJECT IN COMPLIANCE WITH THE CALIFORNIA ENVIRONMENTAL QUALITY ACT**

**WHEREAS**, the Oxnard School District (“District”) proposes the reconstruction of the aging facilities at the Lemonwood Elementary School site; and

**WHEREAS**, prior to the commencement of the Project, the District must comply with the California Environmental Quality Act (“CEQA”); and

**WHEREAS**, the District retained Rincon Consultants, Inc., to prepare an initial study for the Project (“Initial Study”) to ascertain whether the Project may have a significant effect on the environment; and

**WHEREAS**, the Initial Study discloses there is no substantial evidence that the Project will have a significant effect on the environment if certain mitigation measures are adopted; and

**WHEREAS**, on the basis of the Initial Study, District staff determined that a Mitigated Negative Declaration should be prepared for the Project; and

**WHEREAS**, the Mitigated Negative Declaration was prepared pursuant to CEQA and State CEQA Guidelines; and

**WHEREAS**, the District Board of Trustees is a Lead Agency as defined by CEQA Guidelines, Title 14 of the California Code of Regulations sections 15050 to 15053; and

**WHEREAS**, the District, as lead agency for the Project, provided copies of the Mitigated Negative Declaration and Initial Study to the public for review and comment pursuant to Public Resources Code sections 21091 and 21092; and

**WHEREAS**, the District, to the extent it received comments, considered and responded to those comments from the public and other interested agencies regarding the Initial Study and Mitigated Negative Declaration; and

**WHEREAS**, the proposed project could result in potentially significant direct or indirect impacts to the areas of *Air Quality, Geology and Soils, Hazards and Hazardous Materials, Noise, Public Services, and Transportation/Traffic* as described in the Mitigated Negative Declaration. However, the Mitigated Negative Declaration includes mitigation measures which, if adopted, will mitigate potential environmental impacts of the Project to a less than significant level (“Mitigation Measures”); and

**NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE OXNARD SCHOOL DISTRICT**

**DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:**

**BE IT RESOLVED** that the Oxnard School District Board of Trustees hereby acknowledges the following:

- (1) That all of the recitals set forth above are true and correct, and the Board so finds and determines; and
- (2) The Mitigated Negative Declaration prepared for the Project contains a complete and accurate reporting of the potential environmental impacts associated with the Project; and
- (3) Pursuant to CEQA and Title 14, California Code of Regulations, Section 15074, on the basis of the whole record before the Board, including the Initial Study and any comments received, there is no substantial evidence in the record supporting a fair argument that the Project may result in significant effects on the environment if the Mitigation Measures are adopted and incorporated into the Project; and
- (4) The Mitigated Negative Declaration and Initial Study reflect the independent judgement of the School District; and

**BE IT FURTHER RESOLVED** that the Board of Trustees hereby:

- 1) Adopts the Mitigated Negative Declaration; and
- 2) Finds that the Mitigated Negative Declaration has been completed in compliance with CEQA and State CEQA Guidelines; and
- 3) Reviewed and considered the information in the Mitigated Negative Declaration before approving the Project; and
- 4) Finds that there is no substantial evidence that the Project, with the proposed Mitigation Measures and design features of the Project, will have a significant adverse effect on the environment; and
- 5) Designates Lisa Cline, Assistant Superintendent, located at 1051 South A Street, Oxnard CA 93030, as the custodian of the documents and other materials which constitute the records of proceedings on which this decision is made; and

**BE IT FURTHER RESOLVED**, that this Resolution shall take effect immediately upon its passage.

**BE IT FURTHER RESOLVED**, that the District's Superintendent or their designee is authorized to take such actions and execute such agreements and documentation necessary to affect the intent of this Resolution.





*Oxnard School District*

# **Lemonwood Elementary School Reconstruction**

*Draft*  
**Initial Study-  
Mitigated  
Negative  
Declaration**



September 2015

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# Lemonwood Elementary School Reconstruction

*Draft*

## Initial Study – Mitigated Negative Declaration

*Prepared by:*

**Oxnard School District**

1051 South A Street

Oxnard, California 93030

Lisa Cline, Assistant Superintendent of Fiscal Services

805-385-1501

*Prepared with the assistance of:*

**Rincon Consultants, Inc.**

180 North Ashwood Avenue

Ventura, California 93003

*September 2015*

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*This report is printed on 50% recycled paper.*

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## Table of Contents

	Page
Initial Study.....	1
1. Project Title:.....	1
2. Lead Agency Name and Address: .....	1
3. Contact Person and Phone Number: .....	1
4. Project Location: .....	1
5. Project Sponsor’s Name and Address .....	1
6. General Plan Designation:.....	1
7. Zoning:.....	1
8. Description of Project:.....	4
9. Project Objectives:.....	6
10. Surrounding Land Uses and Setting:.....	6
11. Other Public Agencies Whose Approval is Required: .....	6
Environmental Factors Potentially Affected.....	8
Determination .....	9
Environmental Checklist .....	10
I. Aesthetics.....	10
II. Agriculture and Forestry Resources .....	13
III. Air Quality.....	14
IV. Biological Resources.....	19
V. Cultural Resources .....	21
VI. Geology and Soils.....	23
VII. Greenhouse Gas Emissions .....	27
VIII. Hazards and Hazardous Materials .....	31
IX. Hydrology and Water Quality.....	35
X. Land Use and Planning .....	38
XI. Mineral Resources .....	39
XII. Noise.....	40
XIII. Population and Housing .....	47
XIV. Public Services .....	48
XV. Recreation .....	49
XVI. Transportation/Traffic .....	50
XVII. Utilities and Service Systems .....	51
XVIII. Mandatory Findings of Significance.....	54
References.....	56
Bibliography.....	56
Persons Contacted.....	58



## List of Figures

Figure 1	Regional Location.....	2
Figure 2	Project Site Location.....	3
Figure 3	Site Plan .....	5
Figure 4	Existing Site and Surrounding Area.....	12

## List of Tables

Table 1	K-8 Specifications .....	4
Table 2	Project Characteristics .....	4
Table 3	Current Federal and State Ambient Air Quality Standards.....	15
Table 4	Project Construction Emissions.....	16
Table 5	Estimated Construction Emissions of Greenhouse Gases.....	29
Table 6	Exterior Noise Standards .....	42
Table 7	Residential Interior Noise Standards .....	42
Table 8	Typical Noise Levels at Construction Sites .....	44
Table 9	Vibration Levels for Construction Equipment.....	44

## Appendices

Appendix A	Air Quality and Greenhouse Gas Emissions Results
Appendix B	Phase I Cultural Resources Study
Appendix C	Geotechnical Report
Appendix D	Noise Measurement Results



## INITIAL STUDY

### 1. Project Title:

Lemonwood Elementary School Reconstruction

### 2. Lead Agency Name and Address:

Oxnard School District  
1051 South A Street  
Oxnard, CA 93030

### 3. Contact Person and Phone Number:

Oxnard School District Board of Trustees  
Lisa Cline, Assistant Superintendent of Fiscal Services  
805-385-1501

### 4. Project Location:

The project site comprises the campus of the existing Lemonwood Elementary School located at 2200 Carnegie Court in Oxnard, California. The project site measures 9.9 acres, and includes Assessor's Parcel Number 220-0-022-405. The project site is located in an area characterized by recreational, residential, and agricultural uses. Figure 1 shows the regional location of the site and Figure 2 shows the project site, existing structures, and surrounding uses.

### 5. Project Sponsor's Name and Address

Oxnard School District  
1051 South A Street  
Oxnard, CA 93030

### 6. General Plan Designation:

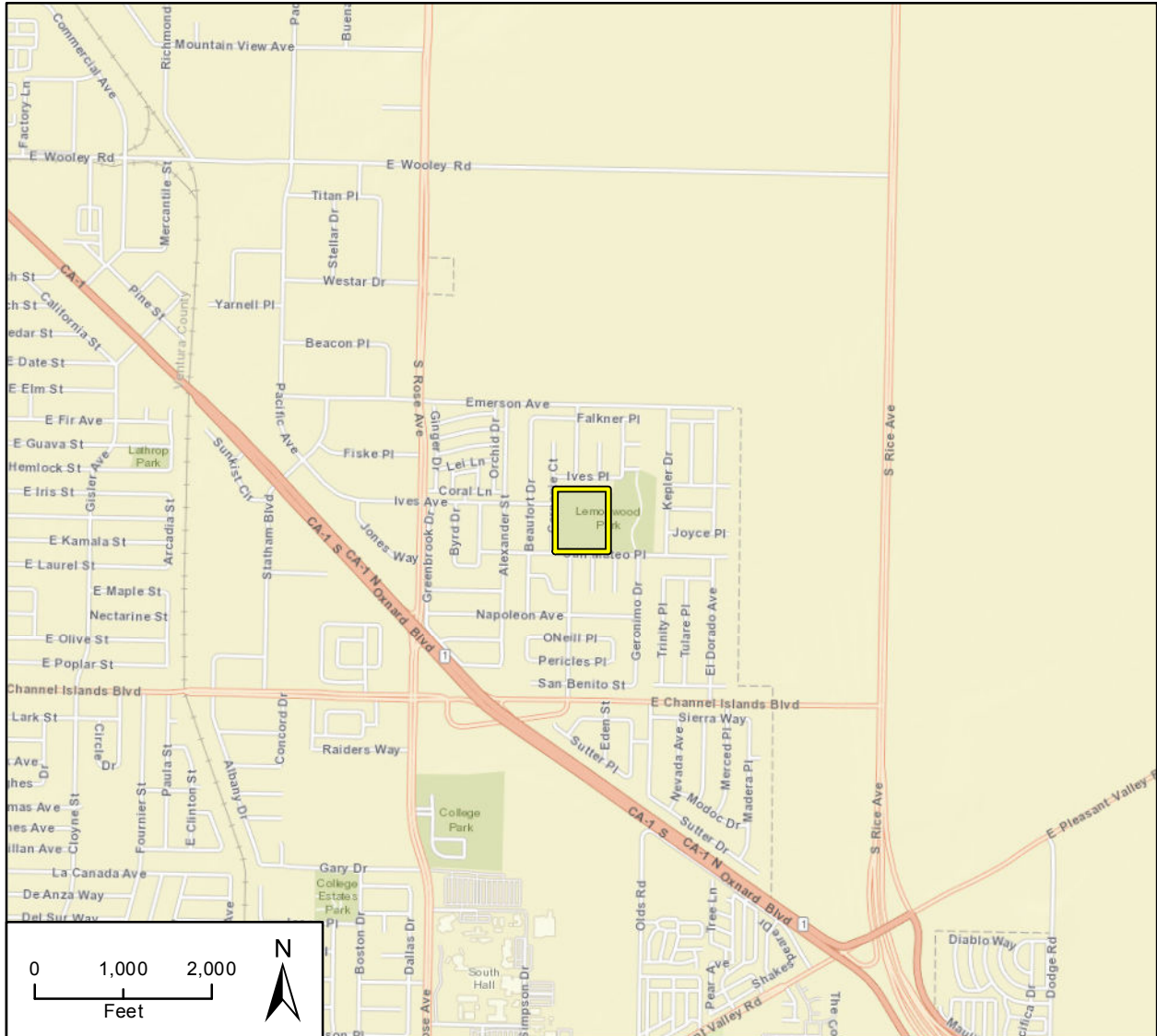
The project site has a City of Oxnard General Plan Designation of School (SCH).

### 7. Zoning:

The project site is zoned Community Reserve (CR) by the City of Oxnard.



Lemonwood Elementary School Reconstruction  
 Initial Study - Mitigated Negative Declaration



Imagery provided by National Geographic Society, ESRI and its licensors © 2015.

 Project Location



Regional Location

Figure 1





Project Site Location

Figure 2



## 8. Description of Project:

The proposed project includes the reconstruction of aging facilities at the Lemonwood Elementary School site. Per State loading standards, the new school is designed to serve grades K-8 and accommodate up to 900 students. The site currently has a capacity of 900 under State loading standards; therefore, there would be no change in capacity. The District loads its classrooms above State Standards consistent with its certificated collective bargaining agreements. There would be no change in staffing levels.

Proposed new school facilities include a two-story classroom building, multi-purpose room with full kitchen and instructional spaces, administration building, media center/library, kindergarten with play area, green play fields, hard court play areas, and interim preschool facilities. Play fields and hard court play areas would total approximately 123,000 square feet and 44,000 square feet respectively. Classroom buildings would include 28 general purpose classrooms (960 square feet each), four kindergarten classrooms (1,120 square feet each), three science/flex lab classrooms (1,200 square feet each), and two special education classrooms (960 square feet each). Additionally, the new campus would contain specified support facilities, administration areas, media center, food service, multipurpose room, physical education spaces, and restrooms. The proposed playfields could also be used as neighborhood parks, when school is not in session. The layout of the proposed Lemonwood Elementary School is shown on Figure 3. As shown, one building, one parking lot, and one playground would be maintained from the existing school. Table 1 includes specific uses and sizes of the proposed school facilities. Table 2 describes the project characteristics in more detail.

**Table 1  
K-8 Specifications**

Description	Total (square feet)
General Purpose Classrooms	27,360
Kindergarten	6,440
6th – 8 <sup>th</sup> Grade Science and Electives Labs and Workroom	3,800
Special Education Classrooms/Auxiliary Uses	2,435
Administration	4,915
Multi-Purpose Room	6,375
Physical Education	800
Food Service	4,500
Restrooms	2,800

**Table 2  
Project Characteristics**

Parcel	220-0-022-405
Project Site Size	9.9 acres
Existing Building Floor Area	53,820 square feet
Proposed New Building Floor Area	53,364 square feet
Existing Parking	55 spaces
Proposed Parking	100 (87 new parking spaces; 13 parking spaces maintained)
Proposed Floor Area Ratio (FAR)	0.1
Building Height	Construction of new one and two story buildings of 40 feet and 50 feet



Lemonwood Elementary School Reconstruction  
Initial Study - Mitigated Negative Declaration



Source: MVEI, 2013.

Site Plan

Figure 3  
Oxnard School District

Site Access. The existing parking lot on the southwest corner of the project site, along Carnegie Street, which includes 13 parking spaces, would remain. The parking lot located further north along Carnegie Street, which includes 50 parking spaces, would be replaced with playfields and courts. New parking (87 new spaces) and site access would be developed along San Mateo Place.

Grading and Construction. Construction of the proposed project would occur over approximately 30 months, from 2015 to 2017. The proposed project includes associated demolition (approximately 35,000 square feet [sf]) and site work (approximately 357,000 sf), some of which may occur after the completion of the new school facility, as construction of the new school would occur while the existing school continues to operate. Construction would also include protection of the existing buildings from dust and other issues associated with nearby construction and associated utilities during the construction of the new buildings and related site work.

## **9. Project Objectives:**

The objectives of the proposed project are to:

- 1) *Replace the existing aging facilities with energy efficient, seismic code compliant buildings that include 21st century technology in the classrooms.*
- 2) *Develop a K-8 school that meets state load-standards.*
- 3) *Provide quality academic instruction.*

## **10. Surrounding Land Uses and Setting:**

North of and adjacent to the project site are single-family residences, beyond which is Ives Place and additional single-family residences. East of and adjacent to the site is Lemonwood Park, which includes tennis and basketball courts, a baseball diamond, and walking trails. South (across San Mateo Place) and west (across Carnegie Court) of the site are single-family residences. Less than 0.5 miles to the north and east of the site is agricultural land that is currently used for row crops. Approximately 0.3 miles southwest of the site is Pacific Coast Highway (U.S. Highway 1).

## **11. Other Public Agencies Whose Approval is Required:**

The Oxnard School District is the lead agency under CEQA. As the lead agency, Oxnard School District has the responsibility for preparing and certifying the CEQA document and approving the project.

The following additional approvals would be required:

- Department of Toxic Substances Control
  - Approval of Suitability of Subsurface Environmental Conditions
- Department of Education, School Facilities & Transportation Services Planning Division
  - Preliminary and Final Plan Approval
  - Allocation of Construction Funding



- Department of General Services, Division of the State Architect
  - Approval of Construction Plans and Specifications
- City of Oxnard
  - Right-of-Way Permits



## ENVIRONMENTAL FACTORS POTENTIALLY AFFECTED

The environmental factors checked below would be potentially affected by this project, involving at least one impact that is “Potentially Significant” or “Potentially Significant Unless Mitigation Incorporated” as indicated by the checklist on the following pages.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Aesthetics                        | <input type="checkbox"/> Agriculture and Forest Resources | <input checked="" type="checkbox"/> Air Quality                        |
| <input checked="" type="checkbox"/> Biological Resources   | <input checked="" type="checkbox"/> Cultural Resources    | <input checked="" type="checkbox"/> Geology/Soils                      |
| <input type="checkbox"/> Greenhouse Gas Emissions          | <input type="checkbox"/> Hazards & Hazardous Materials    | <input type="checkbox"/> Hydrology/Water Quality                       |
| <input type="checkbox"/> Land Use/Planning                 | <input type="checkbox"/> Mineral Resources                | <input checked="" type="checkbox"/> Noise                              |
| <input type="checkbox"/> Population/Housing                | <input checked="" type="checkbox"/> Public Services       | <input type="checkbox"/> Recreation                                    |
| <input checked="" type="checkbox"/> Transportation/Traffic | <input type="checkbox"/> Utilities/Service Systems        | <input checked="" type="checkbox"/> Mandatory Findings of Significance |



## DETERMINATION

On the basis of this initial evaluation:

- I find that the proposed project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.
- I find that although the proposed project could have a significant effect on the environment, there will not be a significant effect in this case because revisions in the project have been made by or agreed to by the project proponent. A MITIGATED NEGATIVE DECLARATION will be prepared.
- I find that the proposed project MAY have a significant effect on the environment, and an ENVIRONMENTAL IMPACT REPORT is required.
- I find that the proposed project MAY have a “potentially significant impact” or “potentially significant unless mitigated” impact on the environment, but at least one effect (1) has been adequately analyzed in an earlier document pursuant to applicable legal standards, and (2) has been addressed by mitigation measures based on the earlier analysis as described on attached sheets. An ENVIRONMENTAL IMPACT REPORT is required, but it must analyze only the effects that remain to be addressed.
- I find that although the proposed project could have a significant effect on the environment, because all potential significant effects (a) have been analyzed adequately in an earlier EIR or NEGATIVE DECLARATION pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to that earlier EIR or NEGATIVE DECLARATION, including revisions or mitigation measures that are imposed upon the proposed project, nothing further is required.

*Lisa Cline*

Signature

9-15-15

Date



## ENVIRONMENTAL CHECKLIST

	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
<b>I. Aesthetics</b>				
-- Would the project:				
a) Have a substantial adverse effect on a scenic vista?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Substantially degrade the existing visual character or quality of the site and its surroundings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

a) The project site is the campus of the existing Lemonwood Elementary School located in the city of Oxnard. There are no designated scenic views in the vicinity of the project site. Scenic vistas in Oxnard include mountains and agricultural lands. Agricultural land in the form of row crops is located approximately 0.2 miles north of the project site, but is not visible from the project site or from the adjacent roadways (Carnegie Court and San Mateo Place). One building, one parking lot, and one playground would be maintained from the existing school. Proposed new school facilities would include a two-story classroom building, multi-purpose room with full kitchen and instructional spaces, administration building, media center/library, kindergarten with play area, green play fields, hard court play areas, and interim preschool facilities (see Figure 3). No scenic vistas would be affected by the proposed project.

**NO IMPACT**

b) The site is not visible from a state scenic highway and the project site does not include any scenic resources such as trees or rock outcroppings. The trees existing on-site are ornamental, non-native species, and removal would be avoided where possible during construction. Seventy-eight new trees would be planted on-site, many of which would be native species. The Phase I Cultural Resources Study completed by Rincon in June 2015 (Appendix B) did not identify potential for impacts to any historic structures located on or adjacent to the campus, as the existing buildings are contemporary and the surrounding neighborhood was constructed in the early 1970s. State Route 1 is approximately 0.3 miles southwest of the project site and is an eligible state scenic highway but is not officially designated (Caltrans, 2014).

**NO IMPACT**



c) The project site is the campus of the existing Lemonwood Elementary School and the site's character is a school campus with classroom buildings, open space, hardcourts, and associated parking lots. Figure 4 provides photos of the project site and its surroundings. The campus fronts Carnegie Court on its western edge. Classroom buildings are distributed along San Mateo Place, along the southern edge of the campus. Open space, playfields, and hardcourts are located to the north of the school buildings. Parking is located on the northwest edge of the site, along Carnegie Court. The site is surrounded by single-family residences to the north, south, and west with varying scales and densities. Lemonwood Park is located adjacent to the project site on the east. The proposed project would be visible from all of these surrounding uses and from Carnegie Court and San Mateo Place.

The proposed buildings would be one and two stories tall and no more than 40 feet in height, similar to the existing one story buildings, the tallest of which is approximately 25 feet. The views from the surrounding locations would be of a site with a character almost identical to the existing character: an elementary school campus and associated buildings and open space. The density of the site would be higher than the existing density, as some open space would be replaced with buildings. Some of the buildings would be incrementally taller than the existing structures. Nonetheless, the proposed project would update the existing school buildings, which are aging, thereby enhancing the visual quality of the site.

#### ***NO IMPACT***

d) The project site is located in a suburban area with moderate levels of lighting associated with the existing school and surrounding residential uses. Primary sources of light and glare on the project site include lighting associated with the existing school buildings including building mounted lighting, headlights from vehicles traveling on the street, windows, and metallic and glass surfaces on vehicles in the existing parking lots. The sun's reflection from metallic and glass surfaces on vehicles parked in the existing parking lots on adjacent areas is the primary existing source of glare. The adjacent residential and roadway uses also generate light and glare along the north, south, and western sides of the project site.

Windows on the exterior elevations of the proposed buildings could increase the reflected sunlight during certain times of the day. However, the level of glare would be similar to that already experienced at surrounding residences.

The proposed project would involve construction of six new buildings for classrooms, administration, and other school uses. The project would incorporate exterior lighting, in the form of building mounted lighting, lighting for the parking lot, and other safety-related lighting. However, as the proposed project involves an elementary school, most uses would occur during the day and the need for nighttime lighting is minimal and is primarily required for safety. New lighting features at the proposed school would not have a substantial impact on the night sky and would minimally add to existing background light levels, as most of the lighting would be replacing the existing lighting. The majority of cars traveling to and from the school would do so during daytime hours, when headlights of vehicles would not affect nearby light-sensitive receptors.







**Photo 1:** Existing School Building



**Photo 2:** Existing Front of School and Loading Zone



**Photo 3:** Surrounding Area on San Mateo Place

Existing Site and Surrounding Area

Figure 4



As noted above, the project site is an existing elementary school campus in a suburban environment with numerous existing sources of light and glare. The proposed project would not alter this condition.

**LESS THAN SIGNIFICANT IMPACT**

	<b>Potentially Significant Impact</b>	<b>Potentially Significant Unless Mitigation Incorporated</b>	<b>Less than Significant Impact</b>	<b>No Impact</b>
<b>II. Agriculture and Forestry Resources</b>				
<p>-- In determining whether impacts to agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997) prepared by the California Dept. of Conservation as an optional model to use in assessing impacts on agriculture and farmland. In determining whether impacts to forest resources, including timberland, are significant environmental effects, lead agencies may refer to information compiled by the California Department of Forestry and Fire Protection regarding the state's inventory of forest land, including the Forest and Range Assessment Project and the Forest Legacy Assessment Project; and forest carbon measurement methodology provided in Forest Protocols adopted by the California Air Resources Board. -- Would the project:</p>				
a) Convert Prime Farmland, Unique Farmland, Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code Section 12220(g)), timberland (as defined by Public Resources Code Section 4526), or timberland zoned Timberland Production (as defined by Government Code Section 51104(g))?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
--	--------------------------------	--	------------------------------	-----------

**II. Agriculture and Forestry Resources**

- |   |                          |                          |                          |                                     |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| d) Result in the loss of forest land or conversion of forest land to non-forest use?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e) Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

a-e) The project site is within a suburban area in the city of Oxnard on the existing Lemonwood Elementary School campus. The site does not contain any agricultural land, agriculturally zoned land, timberland, forest land, or land under Williamson Act contract (California Department of Conservation, 2010). The nearest agricultural land is approximately 0.2 miles north of the project site.

**NO IMPACT**

	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
--	--------------------------------	--	------------------------------	-----------

**III. Air Quality**

-- Would the project:

- |   |                          |                                     |                          |                                     |
|---|--------------------------|-------------------------------------|--------------------------|-------------------------------------|
| a) Conflict with or obstruct implementation of the applicable air quality plan?   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard (including releasing emissions which exceed quantitative thresholds for ozone precursors)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| d) Expose sensitive receptors to substantial pollutant concentrations?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| e) Create objectionable odors affecting a substantial number of people?   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |



Federal and state standards have been established for six criteria pollutants, including ozone (O<sub>3</sub>), carbon monoxide (CO), nitrogen dioxide (NO<sub>2</sub>), sulfur dioxide (SO<sub>2</sub>), particulates less than 10 and 2.5 microns in diameter (PM<sub>10</sub> and PM<sub>2.5</sub>), and lead (Pb). California has also set standards for sulfates, hydrogen sulfide, vinyl chloride, and visibility-reducing particles. Table 3 lists the current federal and state standards for criteria pollutants.

**Table 3  
 Current Federal and State Ambient Air Quality Standards**

Pollutant	Federal Standard	California Standard
Ozone	0.075 ppm (8-hr avg)	0.09 ppm (1-hr avg) 0.07 ppm (8-hr avg)
Carbon Monoxide	35.0 ppm (1-hr avg) 9.0 ppm (8-hr avg)	20.0 ppm (1-hr avg) 9.0 ppm (8-hr avg)
Nitrogen Dioxide	0.10 ppm (1-hr avg) 0.053 ppm (annual avg)	0.18 ppm (1-hr avg) 0.030 ppm (annual avg)
Sulfur Dioxide	0.075 ppm (1-hr avg) 0.14 ppm (24-hr avg)	0.25 ppm (1-hr avg) 0.04 ppm (24-hr avg)
Lead	1.5 µg/m <sup>3</sup> (calendar quarter)	0.15 µg/m <sup>3</sup> (3-month avg)
Particulate Matter (PM <sub>10</sub> )	150 µg/m <sup>3</sup> (24-hr avg)	50 µg/m <sup>3</sup> (24-hr avg) 20 µg/m <sup>3</sup> (annual avg)
Particulate Matter (PM <sub>2.5</sub> )	35 µg/m <sup>3</sup> (24-hr avg) 12 µg/m <sup>3</sup> (annual avg)	12 µg/m <sup>3</sup> (annual avg)

*ppm= parts per million*

*µg/m<sup>3</sup> = micrograms per cubic meter*

*Source: California Air Resources Board, www.arb.ca.gov/research/aaqs/aaqs2.pdf, June 4, 2013*

The project site is located within the South Central Coast Air Basin (SCCAB), which includes all of San Luis Obispo, Santa Barbara, and Ventura counties and is within the jurisdiction of the Ventura County Air Pollution Control District (VCAPCD). The local air quality management agency is required to monitor air pollutant levels to ensure that the air quality standards are met and, if they are not met, to develop strategies to meet the standards. Depending on whether the standards are met or exceeded, the air basin is classified as being in “attainment” or “nonattainment.” Ventura County is designated under the federal and state standards as nonattainment for 8-hour ozone and as nonattainment for the state 1-hour ozone standard (VCAPCD, 2007). The VCAPCD’s Air Quality Management Plan (AQMP), adopted in 2007, includes the County’s strategy for attaining the ozone standards. The Ventura County Triennial Assessment and Plan Update (adopted 2011) shows that the County has been making progress toward attaining the ozone standards and identifies VCAPCD rules with potential for enhancement.

a) Vehicle use, energy consumption, and associated air pollutant emissions are directly related to population growth. A project may be inconsistent with the AQMP if it would generate population exceeding the forecasts used in the development of the AQMP. The proposed project involves construction of new school facilities to replace the existing aging facilities on the same site. Proposed school capacity would be equal to current capacity; staffing levels would not change. The proposed project does not involve residential uses nor would it generate employment opportunities that could result in an increase in population in the area; therefore, it



would not increase population and would be consistent with the population forecasts contained in the AQMP. Vehicle use, energy consumption, and associated air pollution emissions within the County would be comparable to existing conditions.

**NO IMPACT**

b-c) Air pollutant emissions associated with the proposed project were estimated using the California Emissions Estimator Model (CalEEMod) (version 2013.2.2). The CalEEMod results for the proposed project can be found in Appendix A.

Construction Impacts. Construction activities would generate fugitive dust particles, ozone precursors, and diesel exhaust that could result in an increase in criteria pollutants and could also contribute to the existing Ventura County nonattainment status for ozone. Table 4 summarizes the maximum daily emissions generated by construction activities.

**Table 4  
 Project Construction Emissions**

<b>Pollutants</b>	<b>ROG<sup>1</sup></b>	<b>NO<sub>x</sub></b>	<b>CO</b>	<b>SO<sub>2</sub></b>	<b>PM<sub>10</sub></b>	<b>PM<sub>2.5</sub></b>
Maximum Daily Emissions (pounds/day)	207	57	43	0.05	21	12

*1 Organic compound precursors of ozone are routinely described by a number of variations of three terms: hydrocarbons (HC), organic gases (OG), and organic compounds (OC). These terms are often modified by adjectives such as total, reactive, or volatile, and result in a rather confusing array of acronyms: HC, THC (total hydrocarbons), RHC (reactive hydrocarbons), TOG (total organic gases), ROG (reactive organic gases), TOC (total organic compounds), ROC (reactive organic compounds), and VOC (volatile organic compounds). While most of these differ in some significant way from a chemical perspective, from an air quality perspective two groups are important: non-photochemically reactive in the lower atmosphere, or photochemically reactive in the lower atmosphere (HC, RHC, ROG, ROC, and VOC). VCAPCD uses the abbreviations ROG and ROC interchangeably to denote organic precursors.*

*Source: CalEEMod version 2013.2.2, summer emissions, Table 2.1 – “Overall Construction (Maximum Daily Emission)”. See Appendix A for full results.*

The VCAPCD has not adopted quantitative thresholds of significance for construction emissions since such emissions are temporary. Rather, the VCAPCD recommends implementation of emission and dust control requirements for all construction projects with ROG or NO<sub>x</sub> emissions over 25 pounds per day (VCAPCD, 2003). Therefore, mitigation measures AQ-1 and AQ-2 would be required to reduce ozone precursor emissions. Further, VCAPCD Rule 55 regulates fugitive dust for any operation capable of generating fugitive dust, including construction. The proposed project would be required to comply with this rule.

**POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED**

Operational Impacts. Air pollution emissions associated with operation of school and other land use projects includes emissions associated with: natural gas use (energy emissions); consumer products, landscaping equipment, and painting (area emissions); and from vehicles traveling to and from the project site (mobile emissions). Overall air pollution emissions associated with operation of the proposed project would be lower than the air pollution emissions associated with the existing operations of the Lemonwood Elementary School due to the increase in energy efficiency of the updated facilities. Capacity would remain static, enrollment and staffing would not change as a result of the proposed project; therefore, mobile



emissions would not change. Area emissions may vary incrementally from the existing conditions as a result of change in landscaping and building size, but would not be substantially affected.

#### **LESS THAN SIGNIFICANT IMPACT**

d) Certain population groups are considered particularly sensitive to air pollution. Sensitive receptors consist of land uses that are more likely to be used by these population groups. Sensitive receptors include schools, hospitals, and daycare centers. Residential areas can also be considered sensitive uses as they may include children and the elderly. Residences are located immediately adjacent to the project site to the north, across San Mateo Place to the south and Carnegie Court to the west of the site. The proposed project does not include industrial uses or odorous emissions. As discussed in sections b-c, the proposed project would not result in an exceedance of any thresholds for operational emissions and implementation of mitigation measures AQ-1 and AQ-2 would reduce ROG, NO<sub>x</sub> and PM<sub>10</sub> emissions during the construction phase to below a level of significance.

#### **POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED**

e) The proposed project would not generate any objectionable odors. School uses are not identified in Table 6-3 of the 2003 Ventura County Air Quality Assessment Guidelines, which identifies land uses that may generate significant levels of odors. Therefore, the proposed project would not generate objectionable odors affecting a substantial number of people.

#### **NO IMPACT**

##### **Mitigation Measures.**

- AQ-1 ROG and NO<sub>x</sub> Construction Measures.** The contractor shall implement the following emissions control measures so as to reduce ROG and NO<sub>x</sub> emissions.
- *Minimize equipment idling time;*
  - *Maintain equipment engines in good condition and in proper tune as per manufacturers' specifications; and*
  - *Use alternatively fueled construction equipment, such as compressed natural gas (CNG), liquefied natural gas (LNG), or electric, if feasible.*
- AQ-2 Fugitive Dust Control Measures.** The contractor shall implement the following dust control measures so as to reduce PM<sub>10</sub> emissions in accordance with VCAPCD requirements.
- 1) *The area disturbed by clearing, grading, earth moving, or excavation operations shall be minimized to prevent excessive amounts of dust.*
  - 2) *Pre-grading/excavation activities shall include watering the area to be graded or excavated before commencement of grading or excavation operations. Application of water (preferably reclaimed, if available) should penetrate sufficiently to minimize fugitive dust during grading activities.*
  - 3) *Fugitive dust produced during grading, excavation, and construction*



*activities shall be controlled by the following activities:*

- a. All trucks shall be required to cover their loads as required by California Vehicle Code §23114.*
- b. All graded and excavated material, exposed soil areas, and active portions of the construction site, including unpaved on-site roadways, shall be treated to prevent fugitive dust. Treatment shall include, but not necessarily be limited to, periodic watering, application of environmentally-safe soil stabilization materials, and/or roll-compaction as appropriate. Watering shall be done as often as necessary and reclaimed water shall be used whenever possible.*
- 4) Graded and/or excavated inactive areas of the construction site shall be monitored by the general contractor at least weekly for dust stabilization. Soil stabilization methods, such as water and roll-compaction, and environmentally-safe dust control materials, shall be periodically applied to portions of the construction site that are inactive for over four days. If no further grading or excavation operations are planned for the area, the area should be seeded and watered until grass growth is evident, periodically treated with environmentally-safe dust suppressants, or treated with other dust control methods to prevent excessive fugitive dust.*
- 5) Signs shall be posted on-site limiting traffic to 15 miles per hour or less.*
- 6) During periods of high winds (i.e., wind speed sufficient to cause fugitive dust to impact adjacent properties), all clearing, grading, earth moving, and excavation operations shall be curtailed to the degree necessary to prevent fugitive dust created by on-site activities and operations from being a nuisance or hazard, either off-site or on-site. The site superintendent/supervisor shall use his/her discretion in conjunction with the VCAPCD in determining when winds are excessive.*
- 7) Adjacent streets and roads shall be swept at least once per day, preferably at the end of the day, if visible soil material is carried over to adjacent streets and roads.*
- 8) Personnel involved in grading operations, including contractors and subcontractors, should be advised to wear respiratory protection in accordance with California Division of Occupational Safety and Health regulations.*



	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
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**IV. Biological Resources**

-- Would the project:

- |  |                          |                                     |                          |                                     |
|--|--------------------------|-------------------------------------|--------------------------|-------------------------------------|
| a) Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service? | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b) Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service?   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| c) Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites?   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

a) The project site is located in a suburban area of Oxnard on an existing school campus and does not contain native biological habitat. The project site is currently occupied by educational buildings and other associated uses, such as open space, parking lots, and hardcourts. Approximately 1.8 acres of the site in the northeastern quadrant would be converted from open





space grassy area to hardcourts and school buildings. The site currently has limited vegetation, and no sensitive or special status species have been observed at the site. Moreover, the site lacks native vegetation that might otherwise provide habitat for any sensitive or special status species identified in any regulations.

***NO IMPACT***

b) As described above, the project site is previously developed and although non-native, landscape trees are located on the site, there is no native biological habitat on-site. Therefore, the project would not result in the removal of any riparian habitat or other sensitive natural community. In addition, no federally- or state-listed endangered, threatened, rare, or otherwise sensitive flora or fauna have been observed at the project site.

***NO IMPACT***

c) The project site is not located on or in the vicinity of a federally-protected wetland (U.S. Fish and Wildlife Service Wetlands Mapper, 2014).

***NO IMPACT***

d) As described above, the project site does not contain suitable habitat for sensitive plant or wildlife species. However, the California Fish and Game Code (CFG) Section 3503 and the Migratory Bird Treaty Act (MBTA) protect native birds and their nests. Trees which could contain nesting birds are located on and adjacent to the project site. Therefore, while it is unlikely to occur, the project has the potential to affect nesting birds if construction occurs during the nesting season and the Lead Agency has identified the mitigation that would be required.

***POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED***

e, f) No local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance, apply to the proposed project. The project site is not within any adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan.

***NO IMPACT***

**Mitigation Measure.**

**BIO- 1 Nesting/Breeding Native Bird Protection.** Prior to or during construction or site preparation activities that would occur during the nesting/breeding season of native bird species potentially nesting on the site (typically February 1 through August 31), the Applicant shall have a field survey conducted by a qualified biologist to determine if active nests of any bird species protected by the state or federal Endangered Species Acts, Migratory Bird Treaty Act, and/or the California Fish and Wildlife Code Sections 3503, 3503.5, or 3511 are present in the construction zone or within 300 feet of the construction



zone. If active nests are found within the survey area, construction activities shall stop until consultation with the City, CDFW, and USFWS (when applicable) is conducted and an appropriate setback can be established commensurate with the species involved. In the unlikely event that an active nest is present, a temporary construction fence barrier shall be erected around the buffer and clearing and construction within the fenced area shall be postponed or halted, at the discretion of a biological monitor, until the nest is vacated and juveniles have fledged, as determined by the biologist, and there is no evidence of a second attempt at nesting. The Applicant shall record the results of the survey and recommended protective measures described above to document compliance with applicable state and federal laws pertaining to the protection of native birds, and provide such report to the City within two weeks of the survey.

	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
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**V. Cultural Resources**

-- Would the project:

a) Cause a substantial adverse change in the significance of a historical resource as defined in §15064.5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Cause a substantial adverse change in the significance of an archaeological resource as defined in §15064.5?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Disturb any human remains, including those interred outside of formal cemeteries?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rincon Consultants, Inc. conducted a Phase I Cultural Resources Investigation in June 2015 (see Appendix B). A search was conducted to identify all previously conducted cultural resources work within the project site and a 0.5-mile radius around it, as well as to identify previously recorded cultural resources within or near the project site. As part of the investigation, a search of cultural resource records housed at the South Central Coast Branch of the California Historical Resources Information System (CHRIS) was conducted. The CHRIS search included a review of the National Register of Historic Places (NRHP), the California Register of Historical Resources (CRHR), the California Points of Historical Interest list, the California Historical Landmarks list, the Archaeological Determinations of Eligibility list, and the California State Historic Resources Inventory list.



Fifteen previous studies have been conducted within 0.5 mile of the site and two previously recorded cultural resources were identified within a 0.5-mile radius of the project site, none of which were within or adjacent to the site. Rincon Consultants, Inc. also surveyed the project site in May 2015.

a) The proposed project includes the renovation of the existing Lemonwood Elementary School. Approximately 35,000 sf of existing buildings would be demolished and new facilities would be constructed. As part of the Phase I Cultural Resources Investigation, the potential for impacts to historic structures by the proposed project was reviewed. No potential for impacts to any previously identified historic structures located on or adjacent to the campus were identified (see Appendix B). The existing buildings located on the project site are all associated with the Lemonwood Elementary School and were built after 1970. The buildings are contemporary and the surrounding neighborhood was also constructed in the early 1970s. No historical resources are present on the project site or in the surrounding area.

### ***NO IMPACT***

b-d) As described above, Rincon Consultants, Inc. conducted a Phase I Cultural Resources Investigation in June 2015 (see Appendix B). Rincon Consultants, Inc. also surveyed the project site in May 2015 and did not identify any notable geologic features on or near the survey area. Based on the age and type of alluvial soil present on the project site, the discovery of paleontological resources is unlikely. No archaeological or paleontological resources were identified within or adjacent to the project site and no evidence of cultural resources important to Native Americans or other traditional groups was identified. Based on the results of the records search, Native American scoping, pedestrian survey, and existing disturbed nature of the project site, the proposed project would not have significant impact on any known prehistoric cultural resources or properties. Nonetheless, the potential exists for accidental and unanticipated discovery of cultural resources, paleontological resources or human remains from subsurface sediments within the project site to occur during construction activities.

### ***POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED***

#### **Mitigation Measures.**

- CR-1 Unanticipated Discovery of Cultural and Paleontological Resources.** If cultural or paleontological resources are encountered during ground-disturbing activities, work in the immediate area must halt and an archaeologist meeting the Secretary of the Interior’s Professional Qualifications Standards for archaeology (National Park Service [NPS] 1983) or paleontologist meeting the Society of Vertebrate Paleontology standards of a Qualified Paleontologist must be contacted immediately to evaluate the find. If the archeological discovery proves to be significant under NHPA or fossils are determined to be scientifically significant, additional work such as data recovery excavation may be warranted.
- CR-2 Unanticipated Discovery of Human Remains.** The discovery of human remains is always a possibility during ground disturbing activities. If



human remains are found, the State of California Health and Safety Code Section 7050.5 states that no further disturbance shall occur until the county coroner has made a determination of origin and disposition pursuant to Public Resources Code Section 5097.98. In the event of an unanticipated discovery of human remains, the county coroner must be notified immediately. If the human remains are determined to be prehistoric, the coroner will notify the Native American Heritage Commission (NAHC), which will determine and notify a most likely descendant (MLD). The MLD shall complete the inspection of the site within 48 hours of notification and may recommend scientific removal and nondestructive analysis of human remains and items associated with Native American burials.

	<b>Potentially Significant Impact</b>	<b>Potentially Significant Unless Mitigation Incorporated</b>	<b>Less than Significant Impact</b>	<b>No Impact</b>
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**VI. Geology and Soils**

-- Would the project:

a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury, or death involving:				
i) Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ii) Strong seismic ground shaking?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iii) Seismic-related ground failure, including liquefaction?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Landslides?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Result in substantial soil erosion or the loss of topsoil?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Be located on a geologic unit or soil that is unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction, or collapse?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
<b>VI. Geology and Soils</b>				
-- Would the project:				
d) Be located on expansive soil, as defined in Table 1-B of the Uniform Building Code, creating substantial risks to life or property?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Have soils incapable of adequately supporting the use of septic tanks or alternative wastewater disposal systems where sewers are not available for the disposal of wastewater?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CTE, CAL, Inc. (CTE), prepared a *Preliminary Geotechnical and Geological Investigation for the Reconstruction of Lemonwood Elementary School* (Geotechnical Investigation) dated January 31, 2013, as well as a *Response to Review Comments* dated July 31, 2014 which are included as Appendix C. The Geotechnical Investigation and *Response to Review Comments* provided conclusions and recommendations for the proposed project.

a.i) The project site is not located within an Alquist-Priolo Special Studies Earthquake Fault Zone, and no known active fault traces underlie or project toward the site (CTE, 2013). Therefore, surface rupture would not occur on the site.

**NO IMPACT**

a.ii) While no faults have been mapped across the project site, the project site is within an active seismic region. The closest fault is the Simi-Santa Rosa Fault approximately 2.9 miles northwest of the project site (CTE, 2013). Seismic events caused by active and potentially active faults in the region could result in seismic ground shaking on-site. As with any site in the southern California region, the project site is susceptible to strong seismic ground shaking in the event of a major earthquake. Therefore, a seismic hazard cannot be completely avoided. However, on-site structures would be required to be constructed to comply with the California Building Code (CBC) and the California Division of Mines and Geology Guidelines for Evaluating and Mitigating Seismic Hazards in California, Special Publication 117 (revised 2008), which includes design and construction requirements related to fire and life safety and structural safety. The project would also be required to comply with the Field Act, which requires that earthquake forces be taken into account in the structural design of school buildings. With adherence to the CBC, design and construction of the proposed school facilities would be engineered to withstand the expected ground acceleration that may occur at the project site and would improve seismic safety at the school. The design and construction would take into consideration the soil type, potential for liquefaction, and the most current and applicable seismic attenuation methods that are available. In addition, project construction would be subject to review and approval by the State Architect’s office.



### *LESS THAN SIGNIFICANT IMPACT*

a.iii) Liquefaction is a condition that occurs when unconsolidated, saturated soils change to a near-liquid state during ground shaking. Some of the factors that typically contribute to liquefaction risk include a shallow water table, low relative density of granular materials below the groundwater table, low soil cohesion or plasticity, low percentage of fine-grained material in soil, relatively long seismic shaking duration, and high ground acceleration during earthquakes.

California Geological Survey (CGS) maps show areas of potential liquefaction risk as part of the Seismic Hazards Zonation Program. CGS maps indicate that the site is in an area potentially subject to liquefaction-related effects. Liquefaction is typically limited to the upper 50 feet of soils underlying a site. Fine sands and silty sands that are poorly graded and lie below the groundwater table are the soils most susceptible to liquefaction. Borings conducted by CTE (2013) confirmed that isolated layers of underlying soils are susceptible to liquefaction and that the subsurface soils on-site have the potential to locally liquefy during a seismic event. Dynamic settlement is expected to occur in some layers. Mitigation Measure GEO-1 would be required to reduce impacts related to liquefaction.

### *POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED*

a.iv) Landslides are a major hazard in any hillside area (County of Ventura, 2011). The project site is essentially flat and is not located on or near a hillside. No landslide risk is present.

### *NO IMPACT*

b) Erosion is a composite of all processes by which earth or rock materials are loosened or dissolved and moved from place to place. Natural erosion activity depends on the steepness of slopes, amount and intensity of rainfall and soil types. As a result of the site's relatively uniform topography and the existing level of development, the proposed project would require limited site grading to prepare building pads for construction. As a result, the potential for substantial erosion to occur over the site during construction is considered low. However, any project site with a total area over one acre is subject to the provisions of the General Construction Activity Stormwater Permit adopted by the State Water Resources Control Board (SWRCB). Oxnard School District must submit a Notice of Intent (NOI) to the SWRCB for coverage under the Statewide General Construction Activity Stormwater Permit and must comply with all applicable requirements, including the preparation of an erosion control plan or Storm Water Pollution Prevention Plan (SWPPP), applicable NPDES Regulations, and best management practices (BMPs). Some erosion control requirements, such as soil stabilization, sediment traps, and reference to the erosion control plan or SWPPP are included on Sheet C-7 of the November 2014 architectural plans for the proposed project. The erosion control plan must describe the site, the facility, erosion and sediment controls, runoff water quality monitoring, means of waste disposal, implementation of approved local plans, control of sediment and erosion control measures, maintenance responsibilities, and non-stormwater management controls. Inspection of the construction site before and after storms is also required to identify stormwater discharge from the construction activity and to identify and implement additional control where necessary. Compliance with the above-referenced requirements would ensure that the potential for erosion during construction activity would be less than significant.



***LESS THAN SIGNIFICANT IMPACT***

c) As mentioned previously under threshold (a.iii) and (a.iv), impacts with respect to liquefaction or landslides would be less than significant with mitigation incorporated and less than significant respectively.

Subsidence is the sudden sinking or gradual downward settling of the Earth's surface with little or no horizontal movement. Subsidence is caused by a variety of activities, which include, but are not limited to, withdrawal of groundwater, pumping of oil and gas from underground, the collapse of underground mines, liquefaction, and hydrocompaction. The Ventura County General Plan (2011) indicates that the project site is in a zone subject to potential subsidence. An oil well was abandoned at a location on the property to the east of the site (within Lemonwood Park); however, the well was not productive and did not extract significant quantities of oil or gas. Based on the available information and CTE's review of the site, land subsidence is not a significant hazard at the site (see Appendix C).

Lateral spreading is the horizontal movement or spreading of soil toward an open face. The potential for failure from lateral spreading is highest in areas where the groundwater table is high and where relatively soft and recent alluvial deposits exist. Due to the relatively flat site area topography and the lack of significant ditches, trenches, or other features exhibiting differential elevations, CTE concluded that the potential for lateral spreading to affect the site during a major seismic event is low.

The Ventura County General Plan (2011) does not list collapsible or compressible soils as a hazard in Ventura County. However, CTE determined that the upper disturbed materials from previous agricultural use of the site have a slight to moderate susceptibility to compression. Therefore, Mitigation Measure GEO-1 would be required to reduce impacts from compressible soils (CTE, 2013).

***POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED***

d) Expansive soils are generally clays, which increase in volume when saturated and shrink when dried. CTE determined that due to the sandy, granular nature of the soils exposed during field investigations, the near-surface materials at the site would have a very low to low expansion potential and would not pose a substantial risk to the project. However, if substantial quantities of fine-grained soils such as clays or silts were to be encountered or exposed during the construction of the proposed project, Mitigation Measure GEO-2 would be required to ensure that impacts related to expansive soils would be less than significant.

***POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED***

e) The project does not propose to utilize septic tanks or septic systems. The proposed and renovated facilities would be connected to the City of Oxnard sewer system.

***NO IMPACT***



**Mitigation Measures.**

**GEO-1 Geotechnical Measures.** Foundation design and construction of the proposed facilities shall comply with recommendations in the site specific Geotechnical Investigation by CTE, CAL, Inc. (2013), and where superseded, by the *Response to Review Comments* (2014) including but not limited to: placement of a surficial compacted fill blanket, construction of structural mat slabs beneath the proposed structures, or ground modifications by vibro-replacement stone columns or compaction grouting. Measures related to removal and recompaction of compressible soils included in the Geotechnical Investigation shall also be implemented.

**GEO-2 Evaluation of Expansion Potential.** As recommended in the CTE, CAL, Inc. (2013) Geotechnical Investigation, an evaluation of the expansion potential shall be performed and, as required by CBC Section 1808.6, special foundation design for buildings constructed on expansive soils shall be completed if expansive soils are found on-site. If the soil is not removed or stabilized, then foundations shall be designed to prevent uplift of the supported structure or to resist forces exerted on the foundation due to soil volume changes or must be isolated from the expansive soil.

	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
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**VII. Greenhouse Gas Emissions**

-- Would the project:

a) Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Conflict with any applicable plan, policy, or regulation adopted for the purpose of reducing the emissions of greenhouse gases?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Climate change is the observed increase in the average temperature of the Earth’s atmosphere and oceans along with other substantial changes in climate (such as wind patterns, precipitation, and storms) over an extended period of time. Climate change is the result of numerous, cumulative sources of greenhouse gases (GHGs). GHGs contribute to the “greenhouse effect,” which is a natural occurrence that helps regulate the temperature of the planet. The majority of radiation from the Sun hits the Earth’s surface and warms it. The surface in turn radiates heat back towards the atmosphere, known as infrared radiation. Gases and





clouds in the atmosphere trap and prevent some of this heat from escaping back into space and re-radiate it in all directions. This process is essential to supporting life on Earth because it warms the planet by approximately 60° Fahrenheit. Emissions from human activities since the beginning of the industrial revolution (approximately 250 years ago) are adding to the natural greenhouse effect by increasing the gases in the atmosphere that trap heat, thereby contributing to an average increase in the Earth's temperature.

GHGs occur naturally and from human activities. Human activities that produce GHGs are the burning of fossil fuels (coal, oil and natural gas for heating and electricity, gasoline and diesel for transportation); methane from landfill wastes and raising livestock, deforestation activities; and some agricultural practices. GHGs produced by human activities include carbon dioxide (CO<sub>2</sub>), methane (CH<sub>4</sub>), nitrous oxide (N<sub>2</sub>O), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs), and sulfur hexafluoride (SF<sub>6</sub>). Since 1750, it is estimated that the concentrations of CO<sub>2</sub>, N<sub>2</sub>O, and CH<sub>4</sub> in the atmosphere have increased over by 36%, 148%, and 18% respectively, primarily due to human activity. Emissions of GHGs affect the atmosphere directly by changing its chemical composition, while changes to the land surface indirectly affect the atmosphere by changing the way in which the Earth absorbs gases from the atmosphere. Potential impacts in California of global warming may include loss in snow pack, sea level rise, more extreme heat days per year, more high ozone days, more large forest fires, and more drought years (California Energy Commission, 2009).

The adopted *State CEQA Guidelines* provide regulatory guidance on the analysis and mitigation of GHG emissions in CEQA documents, while giving lead agencies the discretion to set quantitative or qualitative thresholds for the assessment and mitigation of GHGs and climate change impacts. Neither VCAPCD nor the County of Ventura or City of Oxnard has adopted GHG emissions thresholds, and no GHG emissions reduction plan with established GHG emissions reduction strategies has been adopted locally. VCAPCD staff, though, has examined options for GHG thresholds for CEQA documents. Among the approaches discussed, VCAPCD prefers consistency with the South Coast Air Quality Management District (SCAQMD) (VCAPCD, 2011). The SCAQMD is considering a tiered approach with locally adopted GHG reduction plans followed by GHG threshold values set to capture 90% of project GHG emissions by project type. SCAQMD's proposed threshold is 3,000 metric tons per year (SCAQMD, "Proposed Tier 3 Quantitative Thresholds - Option 1", September 2010).

This analysis is based on the methodologies recommended by the California Air Pollution Control Officers Association [CAPCOA] (2008) *CEQA and Climate Change* white paper. The analysis focuses on CO<sub>2</sub>, N<sub>2</sub>O, and CH<sub>4</sub> as these are the GHG emissions that onsite development would generate in the largest quantities. Fluorinated gases, such as HFCs, PFCs, and SF<sub>6</sub>, were also considered for the analysis. However, because the development potential would only involve school uses, the quantity of fluorinated gases would not be substantial since fluorinated gases are primarily associated with industrial processes. Calculations were based on the methodologies discussed in the CAPCOA white paper and included the use of the California Climate Action Registry General Reporting Protocol (2009). Emissions associated with the proposed project were estimated using the California Emissions Estimator Model (CalEEMod) version 2013.2.2. Complete CalEEMod results and assumptions can be viewed in Appendix A.



a) GHG emissions associated with construction emissions and operational emissions from the proposed project are discussed below:

Construction Emissions. Construction of the proposed school would generate temporary GHG emissions primarily due to the operation of construction equipment and truck trips. For this analysis, it was assumed that construction would occur over approximately 30 months. Emissions estimates calculated in CalEEMod are based on the projected maximum amount of equipment that would be used on-site at one time. For the purpose of comparing construction emissions with annual emissions from operation of a proposed project, total construction emissions are amortized over a 30-year period (the assumed life of the project).

Construction-related GHG emissions are shown in Table 5.

**Table 5**  
**Estimated Construction Emissions of Greenhouse Gases**

	<b>Annual Emissions (Carbon Dioxide Equivalent (CO<sub>2</sub>e))</b>
Total	1,305 metric tons
<b>Amortized over 30 years</b>	<b>43.5 metric tons per year</b>

*See Table 2.1, "Overall Construction (Maximum Daily Emissions)," annual CalEEMod results in Appendix A.*

As shown in Table 5, emissions of carbon dioxide equivalent (CO<sub>2</sub>e) units generated by construction of the proposed project are estimated at 1,305 metric tons. When amortized over a 30-year period (the assumed life of the project), CO<sub>2</sub>e construction emissions would be approximately 43.5 metric tons CO<sub>2</sub>e per year.

Operational Emissions. Operational emissions include emissions from energy use (electricity and natural gas production), area sources (consumer products, landscape maintenance, and architectural coatings), waste generation (emissions from waste decomposition at landfills), water sources (electricity to supply water to the project site), and mobile sources (vehicles traveling to and from the project site). GHG emissions associated with operation of the proposed project would be reduced as compared to the GHG emissions associated with the existing operations of the Lemonwood Elementary School. Capacity would remain the same and enrollment and staffing would not change as a result of the proposed project; therefore, mobile emissions and emissions associated with waste generation would not change. Energy emissions would decrease as a result of the increased efficiency of the updated school facilities, as would water use. Area emissions may vary incrementally from the existing conditions as a result of a change in landscaping and building size, but would not be substantially affected.

The generation of approximately 43.5 metric tons of CO<sub>2</sub>e per year is lower than the recommended 3,000 metric ton threshold.

**LESS THAN SIGNIFICANT IMPACT**



b) Senate Bill 375, signed in August 2008, requires the inclusion of sustainable communities' strategies (SCS) in regional transportation plans (RTPs) for the purpose of reducing GHG emissions. In April 2012, the Southern California Association of Governments (SCAG) adopted the *2012-2035 Regional Transportation Plan/Sustainable Communities Strategy* (RTP/SCS). SCAG's RTP/SCS includes a commitment to reduce emissions from transportation sources by promoting compact and infill development to comply with SB 375. A goal of the SCS is to "promote the development of better places to live and work through measures that encourage more compact development, varied housing options, bike and pedestrian improvements, and efficient transportation infrastructure." The proposed project would increase the building efficiency (energy use, water use, etc.) of an existing elementary school that is located near residential neighborhoods. Students and faculty that currently bike or walk to school would continue to be able to do so. Students that are unable to bike or walk would continue to be able to ride the school bus. Therefore, the proposed project would not increase vehicle trips by maintaining an existing infill school location and would be consistent with this RTP/SCS goal.

Executive Order (EO) S-3-05 was issued by Governor Schwarzenegger in June 2005. EO S-3-05 sets a GHG emission reduction target of 1990 levels by 2020. Assembly Bill 32, the "California Global Warming Solutions Act of 2006," was signed into law in the fall of 2006. This bill also requires achievement of a statewide GHG emissions limit equivalent to 1990 emissions by 2020 (essentially a 25% reduction below 2005 emission levels) and the adoption of rules and regulations to achieve the maximum technologically feasible and cost-effective GHG emissions reductions. In April 2015, Governor Brown issued EO B-30-15, calling for a new target of 40% below 1990 levels by 2030. In response to EO S-3-05, the California Environmental Protection Agency (CalEPA) created the Climate Action Team (CAT), which in March 2006, published the *Climate Action Team Report* (CAT Report) (CalEPA, 2006). The 2006 CAT Report identified a recommended list of strategies that the state could pursue to reduce GHG emissions. The strategies include a variety of techniques aimed at the reduction of passenger and light duty truck emissions, reduction of energy and water use and increased recycling. In addition, in 2008 the Office of the California Attorney General published *The California Environmental Quality Act Addressing Global Warming Impacts at the Local Agency Level*. This document provides information that may be helpful to local agencies in carrying out their duties under CEQA as they relate to global warming. Included in that document are various measures that may reduce the global warming related impacts of a project such as reducing water use and encouraging smart land use.

The proposed project would comply with the California Green Building Standards and the State Architect's Office requirements for schools. Requirements include standards for energy efficiency, indoor and outdoor water conservation, and recycling of construction waste. The proposed project would renovate the existing Lemonwood Elementary School such that existing facilities would be replaced with facilities that meet these efficiency standards. In addition, the proposed project is located adjacent to existing roadways and near residential neighborhoods. Therefore, the school is accessible by walking, biking, and bus transportation. The proposed project would not conflict with applicable CAT strategies and 2008 Attorney General's Greenhouse Gas Reduction Measures.

According to *The Impacts of Sea-Level Rise on the California Coast*, prepared by the California Climate Change Center (CCCC) (2009), climate change has the potential to induce sea level rise



in the coming century. The rising sea level increases the likelihood and risk of flooding. However, the project site is approximately 3.5 miles from the coastline and is not at risk for inundation from sea level rise (California Energy Commission, Cal-Adapt website, 2014).

The proposed project would not conflict with applicable plans, policies, or regulations adopted for the purpose of reducing the emissions of GHGs and would be consistent with the objectives of the RTP/SCS, AB 32, SB 97 and SB 375.

**LESS THAN SIGNIFICANT IMPACT**

	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
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**VIII. Hazards and Hazardous Materials**

-- Would the project:

a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within ¼ mile of an existing or proposed school?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Be located on a site which is included on a list of hazardous material sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
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**VIII. Hazards and Hazardous Materials**

-- Would the project:

g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h) Expose people or structures to a significant risk of loss, injury, or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

a) The proposed project would involve the renovation of Lemonwood Elementary School, as described previously in the *Project Description*. It would not involve the routine transport, use, or disposal of hazardous materials. Potentially hazardous materials such as fuels, lubricants, and solvents would be used during construction on the proposed project site. The transport, use, and storage of hazardous materials during the construction of the project would be conducted in accordance with all applicable state and federal laws, such as the Hazardous Materials Transportation Act, Resource Conservation and Recovery Act, the California Hazardous Material Management Act, and the California Code of Regulations, Title 22.

Operation of the existing Lemonwood Elementary School does not involve the routine transport, use or disposal of hazardous substances, other than minor amounts typically used for routine maintenance and landscaping. The proposed renovations would not impact operations of the school such that the routine transport, use or disposal of hazardous substances, other than minor amounts typically used for routine maintenance and landscaping would be required.

**LESS THAN SIGNIFICANT IMPACT**

b, c) The project site is located on an existing school campus. The existing school facilities would be used by students and staff during construction of the project. No uses would be located on-site that would create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment. The proposed project would not create a significant hazard to the public or environment involving hazardous materials.

The suitability of subsurface environmental conditions for the proposed project is underway, and will be completed prior to the construction of the new school facilities. The Oxnard School District has engaged the California Department of Toxic Substances Control (DTSC) to oversee



this assessment for the Lemonwood School Reconstruction Project by entering into an Environmental Oversight Agreement, which was fully executed on July 27, 2015. This enforceable agreement, pursuant to Education Code section 17213.1, provides for the DTSC to oversee the preparation of a Preliminary Endangerment Assessment (PEA) for the Site and other related activities, if necessary. The Agreement specifies that DTSC will provide review, oversight and approval of the PEA conducted by the Oxnard School District. All work will be performed consistent with Education Code sections 17210, 17210.1 and 17213.1; Health and Safety Code section 25300 et seq., as amended; the National Contingency Plan (Code of Federal Regulations, Title 40, Part 300), as amended; and United States Environmental Protection Agency and DTSC Superfund guidance documents regarding site investigation and remediation.

The PEA will consist of environmental sampling and a health risk assessment that complies with DTSC guidelines. If the assessment identifies no significant health or environmental risks, the school district will receive a No Further Action (NFA) determination letter from DTSC and the process is complete. If the PEA identifies significant contamination, DTSC will direct the School District to clean up the contamination following Health and Safety Code requirements. A strategy to perform the cleanup will consist of a Removal Action Workplan (RAW) or Remedial Action Plan (RAP), which will include a public comment period. When all necessary cleanup activities are complete to ensure public health and safety, DTSC will certify that no further action is required, and the school development will be allowed to proceed.

Oxnard School District hired Earth Systems Pacific to complete a subsurface assessment of the project site; a report that summarized this assessment was issued in November 2013. The assessment included elements of a PEA, including soil sampling to determine if previous oil drilling activity adjacent to the school had contaminated soil on the school property. The results of the assessment did not indicate the presence of a health hazard adjacent to the former oil well.

Earth Systems Pacific also evaluated potential hazards associated with the site's history of agricultural use, as well as the previously mentioned petroleum production. The November 2013 assessment determined that the import fill material present beneath the site contained concentrations of the pesticide dieldrin, and should be further assessed to determine whether or not it would need to be removed prior to any proposed renovation activities.

The 2013 site assessment has been submitted to DTSC for review, as a "PEA-equivalent document for the Lemonwood Elementary School Project. DTSC has requested that a Phase I Environmental Site Assessment (ESA) be prepared, and that additional sampling be performed as a follow-up to the 2013 investigation. This investigation will be performed in an effort to delineate the extent of pesticides previously detected in soils beneath the site, and to further examine whether any impacts exist that are related to an abandoned oil well located to the east of the school property. DTSC will evaluate the results of the additional investigation to determine if any cleanup is required, and will ensure that all health standards are met prior to the redevelopment at the school site.



Based on the assessment information collected to date, it is not anticipated that a significant volume of soil will require remediation by excavation and offsite disposal for the Lemonwood Elementary School Project. While the precise soil volume will be determined via the DTSC process described above, it is likely that the volume of soil that may require offsite disposal may range from less than 200 cubic yards (approximately 10 truckloads), up to approximately 600 cubic yards (30 truckloads). When compared with the overall volume of heavy truck vehicle traffic associated with this project (approximately 220 trips), the vehicular traffic associated with site remediation is less than significant. The 30 truck trips would be less than 14% of overall trips associated with project construction. The VCAPCD has not adopted quantitative thresholds of significance for construction emissions since such emissions are temporary. And mitigation measures AQ-1 and AQ-2 would be required regardless of these additional truck trips in order to reduce ozone precursor emissions. Greenhouse gas emissions associated with project construction are over 2,000 metric tons/year lower than the applicable threshold and 30 truck trips would not cause this threshold to be exceeded. Finally, truck trips would occur outside of peak-hour traffic and would not substantially contribute to any noise and traffic impacts. Therefore, air quality, greenhouse gas, and noise impacts associated with these trips would also be less than significant.

The proposed project would require demolition of structures, which, due to their age, could contain asbestos and/or lead-based paint. Demolition activities could result in the release of hazardous material into the air, which would pose a health risk to construction workers, students, and staff accessing the project area during demolition. In June 2010, ATC Associates Inc. (ATC) completed a 3-Year Asbestos Hazardous Emergency Response ACT (AHERA) Asbestos re-inspection for Lemonwood Elementary School. ATC determined that asbestos containing materials (ACMs) were present in 17 locations throughout the school, including buildings that would be demolished as part of the proposed project.

The removal of any asbestos and lead-containing materials would be required to comply with all pertinent existing rules and regulations, including VCAPCD Rule 62.7 (Asbestos Demolition and Renovation), which would minimize health hazards associated with these activities. In addition, the proposed project would be required to comply with California Occupational Safety and Health Administration regulations regarding lead-based materials. California Code of Regulations, §1532.1, requires testing, monitoring, containment, and disposal of lead-based materials such that exposure levels do not exceed CalOSHA standards.

#### ***LESS THAN SIGNIFICANT IMPACT***

d) The project site does not appear on any hazardous material site list compiled pursuant to Government Code Section 65962.5. The following databases were checked (accessed May 17, 2015) for known hazardous materials contamination at the project site:

- *GeoTracker (California State Water Resources Control Board): list of leaking underground storage tank sites;*
- *EnviroStor (California Department of Toxic Substances Control): list of hazardous waste and substances sites;*
- *Comprehensive Environmental Response, Compensation, and Liability Information System (CERCLIS) database; and*
- *EnviroMapper (U.S. Environmental Protection Agency).*



The closest listing is a leaking underground storage tank (LUST) cleanup site located at 2121 Oxnard Boulevard, approximately 2,000 feet southwest of the project site. However, the status for this listing is “completed-case closed,” indicating that no hazards remain.

***NO IMPACT***

e, f) The proposed project is not located within the vicinity of an airport, airport land use plan, or private airstrip. The closest airports are the Camarillo Airport, located approximately 3.5 miles southwest of the project site and the Oxnard Airport located approximately three miles northwest of the site. Therefore, the project would not result in exposure of project occupants to hazards from such facilities.

***NO IMPACT***

g) The proposed project is located on the existing Lemonwood Elementary School campus and within an existing residential and recreational neighborhood. Project implementation would not interfere with emergency response or evacuation. The project would be required to comply with applicable California Fire Code requirements.

***LESS THAN SIGNIFICANT IMPACT***

h) According to the Ventura County General Plan Hazards Appendix, Figure 2.13.2b (2013), the project site is not located within a fire hazard severity zone. The project would be required to comply with applicable California Fire Code requirements.

***NO IMPACT***

	<b>Potentially Significant Impact</b>	<b>Potentially Significant Unless Mitigation Incorporated</b>	<b>Less than Significant Impact</b>	<b>No Impact</b>
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**IX. Hydrology and Water Quality**

-- Would the project:

a) Violate any water quality standards or waste discharge requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>





	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
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**IX. Hydrology and Water Quality**

-- Would the project:

have been granted)?

c) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on- or off-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Substantially alter the existing drainage pattern of the site or area, including the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Create or contribute runoff water which would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) Otherwise substantially degrade water quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h) Place within a 100-year flood hazard area structures which would impede or redirect flood flows?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i) Expose people or structures to a significant risk of loss, injury, or death involving flooding, including flooding as a result of the failure of a levee or dam?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
j) Result in inundation by seiche, tsunami, or mudflow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

a, c, f,) The city of Oxnard overlies two groundwater basins: the Oxnard Plain Basin and Oxnard Forebay Basin. Small portions of the city overlie the Mound Basin. The overall water quality for the Oxnard Plain Basin and Oxnard Forebay Basin was rated “good” to “injurious” by the Los Angeles Regional Water Quality Control Board (RWQCB). There are no known active or



abandoned water wells on-site that would cause threats to water quality. The proposed project would be required, through uniformly applied conditions, to meet the City's water quality standards.

The Los Angeles Regional Water Quality Control Board is responsible for issuing construction permits on behalf of the SWRCB. Construction of the proposed project would disturb approximately 9.9 acres and therefore would require a NPDES Phase 2 Construction General Permit, including a Notice Of Intent and a SWPPP identifying construction BMPs. Design and implementation of such a plan, as required, would ensure that the proposed project would not substantially degrade water quality or violate any water quality standards or waste discharge requirements.

The state permit prohibits the discharge of materials other than storm water discharges, and prohibits all discharges that contain a hazardous substance in excess of reportable quantities established at 40 Code of Federal Regulations (CFR) 117.3 or 40 CFR 302.4. The state permit also specifies that construction activities must meet all applicable provisions of Sections 30 and 402 of the Clean Water Act (CWA). Conformance with Section 402 of the CWA would ensure that the proposed project does not violate any water quality standards or waste discharge requirements. Furthermore, it would ensure that the project would not substantially degrade surface or groundwater quality.

***LESS THAN SIGNIFICANT IMPACT***

b) As discussed in Section XVII, *Utilities and Service Systems*, the water demand associated with the proposed project would not be enough to substantially deplete groundwater supply, nor would it interfere with groundwater recharge.

***LESS THAN SIGNIFICANT IMPACT***

d, e) The proposed project would not alter the course of a stream or river as no streams or rivers are located on or near the project site. The project site contains the existing Lemonwood Elementary School and is mostly impervious. Approximately two acres of pervious area would be converted to impervious hard courts, which may increase stormwater runoff from the project site. However, development of the proposed project would not alter the existing drainage pattern or create a significant change in runoff conditions. The project would include an infiltration system for stormwater, which would result in zero net runoff. No new stormwater would be added to the system as a result of the project.

***LESS THAN SIGNIFICANT IMPACT***

g, h) In accordance with Federal Emergency Management Agency (FEMA) flood zone maps (#06111C0920E), the project site is located in Zone X, which is defined as an area with a 0.2% annual chance flood. Therefore, the site is outside of the 100-year flood area.

***NO IMPACT***

i) Several dams are located at least 30 miles to the east and northeast of the project site. These include the Santa Felicia Dam at Lake Piru, the Castaic Lake Dam and the Pyramid Lake Dam.



According to the *Multi-Jurisdictional Hazard Mitigation Plan for Ventura County* (2005), the entire City of Oxnard is located in a Dam Inundation Zone, or Dam Failure Hazard Zone, and 170,540 residents (approximately 98% of the population) are at risk from dam failure. Damage to the city could be in the form of a wall of fast-moving water, mud and debris. This could lead to injury or loss of life. However, according to the Oxnard 2030 General Plan, the potential for dam failure is considered low. According to the General Plan PEIR (2011), this is because it is assumed that all dams have been constructed to the specifications set forth by State and federal agencies. Additionally, regular inspections are conducted to identify any weaknesses or problems with the dams that could cause structural damage or overtopping.

**LESS THAN SIGNIFICANT IMPACT**

j) A tsunami is a tidal wave produced by off-shore seismic activity; seiches are seismically-induced waves that occur in large bodies of water, such as lakes. The project site is not located close to an inland body of water and is at an elevation sufficiently above sea level to be outside the zone of a tsunami runup; therefore, the risk of these hazards is not pertinent to this site.

**NO IMPACT**

	<b>Potentially Significant Impact</b>	<b>Potentially Significant Unless Mitigation Incorporated</b>	<b>Less than Significant Impact</b>	<b>No Impact</b>
<b>X. Land Use and Planning</b>				
-- Would the project:				
a) Physically divide an established community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Conflict with an applicable habitat conservation plan or natural community conservation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

a) The project site is the existing Lemonwood Elementary School campus. The project would renovate the campus facilities and would not change land use on the site or create any components, such as a new road, that could divide an existing community. Therefore, construction of the proposed project would not physically divide an established community.

**NO IMPACT**



b) The project site is located on land that has a general plan designation of School (SCH) and is zoned Community Reserve (CR) by the City of Oxnard. The proposed project would renovate the existing school and develop new school facilities; it would not change the use of the site. The existing school complies with applicable plans, policies, and regulations and would continue to do so after the proposed renovations.

**NO IMPACT**

c) The project site is not located within an area that is subject to an adopted habitat conservation plan or natural community plan.

**NO IMPACT**

XI. Mineral Resources	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
-- Would the project:				
a) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Result in the loss of availability of a locally important mineral resource recovery site delineated on a local general plan, specific plan, or other land use plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

a, b) According to the 2030 General Plan, mineral/sand/gravel deposits in the city are located primarily along the Santa Clara River channel, along the U.S. Highway 101 corridor and along the eastern edge of the city extending west to Oxnard Boulevard. An area of Lemonwood Park adjacent to the existing school's playfields contains a former oil well. The oil well was first drilled in 1959 and was permanently abandoned in 1991. The project would not create a unique demand on available mineral resources in the city, since the project site is not located in an area of importance for mineral deposits and no mineral resource recovery is currently occurring on the site.

**NO IMPACT**



	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
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**XII. Noise**

-- Would the project result in:

a) Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A substantial permanent increase in ambient noise levels above levels existing without the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Noise level (or volume) is generally measured in decibels (dB) using the A-weighted sound pressure level (dBA). The A-weighting scale is an adjustment to the actual sound power levels to be consistent with that of human hearing response, which is most sensitive to frequencies around 4,000 Hertz (about the highest note on a piano) and less sensitive to low frequencies (below 100 Hertz).

Because of the logarithmic scale of the decibel unit, sound levels cannot be added or subtracted arithmetically. If a sound's physical intensity is doubled, the sound level increases by 3 dBA, regardless of the initial sound level. For example, 60 dBA plus 60 dBA equals 63 dBA. Where ambient noise levels are high in comparison to a new noise source, the change in noise level would be less than 3 dB. For example, when 70 dBA ambient noise levels are combined with a 60 dBA noise source the resulting noise level equals 70.4 dBA.



Noise that is experienced at any receptor can be attenuated by distance or the presence of noise barriers or intervening terrain. Sound from a single source (i.e., a point source) radiates uniformly outward as it travels away from the source in a spherical pattern. The sound level generally attenuates (or drops off) at a rate of 6 dBA for each doubling of distance. For acoustically absorptive, or soft, sites (i.e., sites with an absorptive ground surface, such as soft dirt, grass, or scattered bushes and trees), an excess ground attenuation value of 1.5 dBA per doubling of distance is normally assumed. A large object or barrier in the path between a noise source and a receiver can substantially attenuate noise levels at the receiver. The amount of attenuation provided by this shielding depends on the size of the object, proximity to the noise source and receiver, surface weight, solidity, and the frequency content of the noise source. Natural terrain features (such as hills and dense woods) and human-made features (such as buildings and walls) can substantially reduce noise levels. Walls are often constructed between a source and a receiver specifically to reduce noise. A barrier that breaks the line of sight between a source and a receiver will typically result in at least 5 dBA of noise reduction.

In addition to the instantaneous measurement of sound levels, the duration of sound is important since sounds that occur over a long period of time are more likely to be an annoyance or cause direct physical damage or environmental stress. One of the most frequently used noise metrics that considers both duration and sound power level is the equivalent noise level ( $L_{eq}$ ). The  $L_{eq}$  is defined as the single steady A-weighted level that is equivalent to the same amount of energy as that contained in the actual fluctuating levels over a period of time (essentially, the average noise level). Typically,  $L_{eq}$  is summed over a one-hour period.

The time period in which noise occurs is also important since noise that occurs at night tends to be more disturbing than that which occurs during the daytime. Two commonly used noise metrics – the Day-Night average level ( $L_{dn}$ ) and the Community Noise Equivalent Level (CNEL) recognize this fact by weighting hourly  $L_{eqs}$  over a 24-hour period. The  $L_{dn}$  is a 24-hour average noise level that adds 10 dB to actual nighttime (10:00 PM to 7:00 AM) noise levels to account for the greater sensitivity to noise during that time period. The CNEL is identical to the  $L_{dn}$ , except it also adds a 5 dB penalty for noise occurring during the evening (7:00 PM to 10:00 PM).

Vibration is sound radiated through the ground. The rumbling sound caused by the vibration of room surfaces is called groundborne noise. Groundborne vibration is almost exclusively a concern inside buildings and is rarely perceived as a problem outdoors. Groundborne vibration related to human annoyance is generally related to velocity levels expressed in vibration decibels (VdB). However, construction-related groundborne vibration in relation to its potential for building damage can also be measured in inches per second (in/sec) peak particle velocity (PPV) (Federal Transit Administration [FTA], 2006). Based on the FTA's *Transit Noise and Vibration Impact Assessment* and the California Department of Transportation's 1992 *Transportation-Related Earthborne Vibration, Technical Advisory*, vibration levels decrease by 6 VdB with every doubling of distance.

The City's Noise Ordinance identifies noise standards for various sources and includes specific noise restrictions for sources of noise within the city. Section 7-184 of the Oxnard Municipal Code designates sound zones for properties within the city based on their corresponding land use. Residential uses are designated as Sound Zone I; commercial properties are designated as Sound Zone II; industrial areas are designated as Sound Zone III; and all property within the



contours around a roadway, railroad track, or the Oxnard Airport (as identified in Figure IX-2 of the Noise Element of the 2030 General Plan) are designated as Sound Zone IV.

Table 6 shows the allowable noise levels and corresponding times of day for each of the identified sound zones.

**Table 6  
 Exterior Noise Standards**

Sound Zone	Type of Land Use	Allowable Exterior Sound Level	
		7:00 AM to 10:00 PM	10:00 PM to 7:00 AM
I	Residential	55 dBA	50 dBA
II	Commercial	65 dBA	60 dBA
III	Industrial	70 dBA	70 dBA
IV	As identified in Figure IX-2 of the 2020 General Plan		

Source: City of Oxnard Municipal Code § 7-185.

Section 7-185 of the Municipal Code specifies that no person at any location within the city shall create, maintain, cause or allow any sound on property which causes the sound level, when measured on any other property, to exceed:

- (1) *The allowable exterior sound level for a cumulative period of more than 30 minutes in any hour;*
- (2) *The allowable exterior sound level plus five dBA for a cumulative period of more than 15 minutes in any hour;*
- (3) *The allowable exterior sound level plus ten dBA for a cumulative period of more than five minutes in any hour;*
- (4) *The allowable exterior sound level plus 15 dBA for a cumulative period of more than one minute in any hour; or*
- (5) *The allowable exterior sound level plus 20 dBA for any period of time.*

In addition, with respect to residential uses, the interior sound level may not exceed 45 dBA between the hours of 10 PM and 7 AM and 50 dBA between 7 AM and 10 PM for a period of five or more minutes in any hour, as shown in Table 7. Further, the allowable interior level plus 5 dBA cannot be exceeded for more than one minute in an hour and the allowable interior level plus 10 dBA cannot be exceed for any period of time (Municipal Code Section 7-186).

**Table 7  
 Residential Interior Noise Standards**

Sound Zone	Type of Land Use	Allowable Interior Sound Level	
		7:00 AM to 10:00 PM	10:00 PM to 7:00 AM
All	Residential	50 dBA	45 dBA

Source: City of Oxnard Municipal Code § 7-186



The most common and primary sources of noise in the project site vicinity are motor vehicles (e.g., automobiles, buses, and trucks) traveling along San Mateo Place and Carnegie Court. Motor vehicle noise is of concern because it is characterized by a high number of individual events, which often create a sustained noise level, and because of its proximity to noise sensitive uses. Other noise sources include the existing school (outdoor activities, playing, conversations, and school bells) and airplanes. One weekday afternoon 20-minute noise measurement was taken at the project site on May 15, 2015, using an ANSI Type II integrating sound level meter (see Appendix D). Noise monitoring was conducted while students were on campus and the average noise level was 67 dBA Leq. The noise measurement provides a representation of existing on-site sound levels.

Vibration energy is carried through buildings, structures, and the ground, whereas ambient noise is carried through the air. Thus, vibration is generally felt rather than heard. Some vibration effects can be caused by noise, such as the rattling of windows from truck pass-bys. This phenomenon is caused by the coupling of the acoustic energy at frequencies that are close to the resonant frequency of the material being vibrated. Typically, groundborne vibration generated by manmade activities attenuates rapidly as distance from the source of the vibration increases and vibration rapidly diminishes in amplitude with distance from the source.

The vibration velocity level threshold of perception for humans is approximately 65 VdB. A vibration velocity of 75 VdB is the approximate dividing line between barely perceptible and distinctly perceptible levels for many people. Most perceptible indoor vibration is caused by sources within buildings such as operation of mechanical equipment, movement of people, or the slamming of doors. Typical outdoor sources of perceptible groundborne vibration are construction equipment, steel wheeled trains, and traffic on rough roads. If a roadway is smooth, the groundborne vibration from traffic is barely perceptible. The range of interest is from approximately 50 VdB, which is the typical background vibration velocity, to 100 VdB, which is the general threshold where minor damage can occur in fragile buildings.

Significant impacts occur when vibration or groundborne noise levels exceed the FTA maximum acceptable level threshold of 65 VdB for buildings where low ambient vibration is essential for interior operations (such as hospitals and recording studios), 72 VdB for residences and buildings where people normally sleep, including hotels, and 75 VdB for institutional land uses with primary daytime use (such as churches and schools).

a, b, d) Temporary Construction Noise and Vibration. Project construction could intermittently generate high noise levels on and adjacent to the project site. Temporary noise impacts associated with construction may adversely affect nearby sensitive uses as well as the existing school, which would be in session during some periods of construction. The noise levels associated with project construction would be substantially higher than existing ambient noise levels in the project vicinity, but would cease upon completion of construction. Noise impacts are a function of the type of activity being undertaken and the distance to the receptor location. The grading phase of project construction tends to create the highest construction noise levels because of the operation of heavy equipment. Table 8 shows typical noise levels associated with operation of construction equipment.





**Table 8  
 Typical Noise Levels at Construction Sites**

<b>Equipment Onsite</b>	<b>Typical Level (dBA) 25 Feet from the Source</b>	<b>Typical Level (dBA) 60 Feet from the Source</b>
Air Compressor	87	80
Backhoe	86	79
Concrete Mixer	91	84
Crane, mobile	89	82
Bulldozer	91	84
Generator	84	77
Jack Hammer	94	87
Paver	95	88
Saw	82	75
Truck	94	87

*Noise levels assume a noise attenuation rate of 6 dBA per doubling of distance.  
 Source: Federal Transit Administration (FTA), 2006*

Nearby noise-sensitive land uses include the single-family residences immediately adjacent to the north of the project site (approximately 25 feet away), single-family residences located across San Mateo Place and Carnegie Court (approximately 60 feet from the school) and the existing school facilities, which would also be adjacent (25 feet) to some areas of construction. As shown in Table 6, typical construction noise levels at 25 feet range from about 86 to 95 dBA and at 60 feet range from about 75 to 88 dBA. Most sensitive receptors, such as the surrounding residences, are typically less noise sensitive during daytime hours; however, schools are sensitive receptors during daytime hours specifically. Oxnard Municipal Code Section 7-188 exempts construction and grading activities from the noise restrictions above provided the activities occur between the hours of 7:00 AM and 6:00 PM Monday through Saturday. Therefore, provided construction and grading activities only occur in specified hours, construction-related noise and vibration would not exceed the City’s exterior noise standards. Further, construction-related noise and vibration would be temporary and intermittent in nature and would not result in long-term noise impacts.

Table 9 shows typical vibration levels associated with construction equipment.

**Table 9  
 Vibration Levels for Construction Equipment**

<b>Equipment</b>	<b>Approximate VdB</b>	
	<b>25 Feet</b>	<b>60 Feet</b>
Large Bulldozer	87	76
Loaded Trucks	86	74
Jackhammer	79	67



**Table 9**  
**Vibration Levels for Construction Equipment**

Equipment	Approximate VdB	
	25 Feet	60 Feet
Small Bulldozer	58	46

*Noise levels assume an attenuation rate of 6 VdB per doubling of distance.  
Source: Federal Transit Administration (FTA), May 2006*

As shown in Table 9, vibration levels could reach about 87 VdB at the residences 25 feet north of the site and 76 VdB at the residences located across from the school on San Mateo Place and Carnegie Court (approximately 60 feet from construction).

As discussed above, 100 VdB is the general threshold where minor damage can occur in fragile buildings. As vibration levels would not reach 100 VdB, structural damage would not occur as a result of construction activities. Vibration levels at the residences 25 feet and 60 feet from the project site could exceed the groundborne velocity threshold level of 72 VdB established by the FTA for residences and buildings where people normally sleep (see Table 9). Construction is not anticipated to take place during normal sleep hours. However, if construction activities were to occur during normal sleep hours, these vibration levels could interrupt sleep. Therefore, mitigation is required for construction activities associated with the proposed project.

Project construction would represent a temporary source of noise and vibration at the project site. Mitigation Measure NOI-1 would limit construction activities to the hours when nearby sensitive uses would not be sensitive to noise or vibration and would reduce noise and vibration disturbances on the existing school. For these reasons and because of the temporary nature of construction noise, implementation of Mitigation Measure NOI-1 would reduce construction-related noise and vibration impacts to a less than significant level.

#### **POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED**

c) Long-Term Operational Noise Exposure. Operational noise includes noise typical of school uses such as conversations, children playing, school buses and vehicles dropping off and picking up students, and school bells. The majority of noise associated with the school currently occurs during the school's daytime operational hours, which would not be affected by the proposed project. Peak noise levels would occur during recess when children are playing and during pick-up and drop-off times when cars and buses are going to and from the project site, which would also not be impacted by the proposed project. The proposed project would not impact the level of noise generated by the school or by vehicle traffic associated with the school, because the school's capacity would be reduced and enrollment and staffing would not increase as a result of the project and, therefore, traffic would also not increase.

The Lemonwood Elementary School would continue to involve during and after-school activities such as sports events on the existing and proposed play fields and hard courts. Noise associated with such activities would be comparable to existing recess and after-school activity noise. There would be no nighttime games or other operations that would affect nearby residents during normal sleep hours.



*LESS THAN SIGNIFICANT IMPACT*

**Mitigation Measure.**

**NOI-1 Construction Noise and Vibration Reduction.** The following requirements shall be implemented during construction of the project:

- Limit construction activities to between the hours of 7:00 AM and 6:00 PM Monday through Saturday except for construction activities that do not generate substantial noise.
- To ensure that noise emissions from construction vehicles and other equipment are limited to the minimum feasible levels, equip all noise-producing equipment and vehicles using internal combustion engines with mufflers, and air-inlet silencers where appropriate, that meet or exceed original factory specification. Equip mobile or fixed “package” equipment (e.g., arc-welders, air compressors) with shrouds and noise-control features that are readily available for that type of equipment.
- Install a temporary sound barrier, such as a temporary sound wall panel system or screened fence, around the active construction work area, during operation of heavy construction equipment. This barrier shall attenuate noise by 10 dBA.
- During any periods of California Standardized Testing, all construction activities that could generate noise or vibration shall be ceased.
- Stage any asphalt/concrete crushing operation and equipment away from residences.
- The construction manager/contractor shall act as a noise and vibration disturbance coordinator. The noise and vibration disturbance coordinator shall be responsible for coordinating construction activities so as to not affect noise- and vibration-sensitive uses. The noise and vibration disturbance coordinator shall also respond to any local complaints about construction noise, determine the cause of the noise complaint and institute reasonable measures warranted to correct the problem. The telephone number of the noise and vibration disturbance coordinator shall be posted at the project site and will be provided to adjacent neighbors.

e, f) The project site is not within an airport land use plan or in the vicinity of private airstrip.

*NO IMPACT*



	<b>Potentially Significant Impact</b>	<b>Potentially Significant Unless Mitigation Incorporated</b>	<b>Less than Significant Impact</b>	<b>No Impact</b>
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**XIII. Population and Housing**

-- Would the project:

- |   |                          |                          |                          |                                     |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| a) Induce substantial population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of roads or other infrastructure)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b) Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| c) Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

a) The proposed project does not involve the construction of residential units. The proposed project involves renovation of school facilities on the existing Lemonwood Elementary School campus. There would be no change in student capacity or staffing and therefore no employment opportunities would be generated that could result in the need for new housing units. The proposed project would not directly or indirectly induce population growth.

***NO IMPACT***

b, c) The proposed project site contains an existing school campus and does not contain residential uses. Therefore, no housing or people would be displaced.

***NO IMPACT***



	<b>Potentially Significant Impact</b>	<b>Potentially Significant Unless Mitigation Incorporated</b>	<b>Less than Significant Impact</b>	<b>No Impact</b>
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**XIV. Public Services**

a) Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, or the need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services:

i) Fire protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ii) Police protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iii) Schools?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Parks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
v) Other public facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

a (i) The proposed project is a school facility. No housing would be constructed and the project site is not in a high fire risk area (County of Ventura, 2011). The proposed project would be served by the City of Oxnard Fire Department and the nearest station is Station #3, located at 150 Hill Street, approximately 1.5 miles northwest of the project site. As the proposed project involves construction of updated facilities to replace the existing school facilities on the same site, no new or expanded fire protection facilities would be required to serve the site.

**NO IMPACT**

a (ii) The proposed project is a school facility. The proposed project does not involve the construction of housing and would not generate population growth. Therefore, the need for police protection services would not be different than the needs of the existing Lemonwood Elementary School, located on the project site. The proposed project would be served by the City of Oxnard Police Department. The station closest to the project site is the located at 251 South C Street, approximately two miles northwest of the site. As the proposed project involves construction of updated facilities to replace the existing school facilities on the same site, no new or expanded police protection facilities would be required.

**NO IMPACT**



a (iii) The proposed project involves the renovation of an existing school. The environmental impacts of renovation of the school are discussed throughout this Initial Study. Mitigation measures BIO-1, AQ-1, AQ-2, CR-1, CR-2, GEO-1, GEO-2, NOI-1, and T-1 would all be required to reduce impacts from the project to a less than significant level. The proposed project would improve school services for area residents.

**POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED**

a (iv, v) The proposed project does not involve the construction of housing and would not generate population growth. Capacity at the school would be 900, which is identical to the existing capacity and similar to the existing enrollment of 885 students in grades K-8. Therefore, the proposed project would not increase demand for parks or other public facilities.

**NO IMPACT**

	<b>Potentially Significant Impact</b>	<b>Potentially Significant Unless Mitigation Incorporated</b>	<b>Less than Significant Impact</b>	<b>No Impact</b>
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**XV. Recreation**

a) Would the project increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Does the project include recreational facilities or require the construction or expansion of recreational facilities which might have an adverse physical effect on the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

a,b) The proposed project does not include the construction of housing and would not generate population growth. Therefore, the proposed project would not increase demand for recreational facilities. The proposed school renovations and expansion include recreational facilities for students.

**NO IMPACT**



	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
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**XVI. Transportation/Traffic**

-- Would the project:

- |  |                          |                                     |                          |                                     |
|--|--------------------------|-------------------------------------|--------------------------|-------------------------------------|
| a) Conflict with an applicable plan, ordinance or policy establishing a measure of effectiveness for the performance of the circulation system, taking into account all modes of transportation, including mass transit and non-motorized travel and relevant components of the circulation system, including but not limited to intersections, streets, highways, and freeways, pedestrian and bicycle paths, and mass transit? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| b) Conflict with an applicable congestion management program, including, but not limited to level of service standards and travel demand measures, or other standards established by the county congestion management agency for designated roads or highways?   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| c) Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| d) Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible use (e.g., farm equipment)?  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e) Result in inadequate emergency access?  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| f) Conflict with adopted policies, plans, or programs regarding public transit, bikeways, or pedestrian facilities, or otherwise substantially decrease the performance or safety of such facilities?  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

a, b) The proposed project would improve the existing Lemonwood Elementary School campus by updating the aging facilities. The existing school has a capacity of 1,170 students and the proposed project would reduce the capacity of the school to 900 students. The existing enrollment is 885 students; therefore, a maximum of 15 additional students could attend Lemonwood Elementary School after implementation of the proposed project. The project would not result in a permanent change to daily, AM peak hour, and PM peak hour traffic volumes, nor would there be any effects on the level of service at intersections and on roadways in the vicinity.



Temporary impacts to the circulation system may occur as a result of worker and truck trips during construction. Mitigation Measure T-1 would be required to ensure that these trips would not create high levels of congestion or cause any safety hazards.

**POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED**

c-f) The proposed project involves renovation of the existing facilities at Lemonwood Elementary School. The project would result in no change to daily, AM peak hour, and PM peak hour traffic volumes. The proposed project would not generate any air traffic, create any traffic hazards, conflict with emergency access patterns, or conflict with any adopted transportation plans or policies. The project would not permanently change transit, pedestrian, or bicycle access to the site or other parcels. The project would increase loading space for vehicular access to the school during drop-off and pick-up, thereby reducing potential hazards. The project would not introduce incompatible uses or hazards related to a roadway design feature.

**NO IMPACT**

**Mitigation Measure.**

**T-1 Heavy-Duty Construction Vehicle Trips.** Heavy-duty construction vehicles shall not travel to or from the project site during student pick-up and drop-off hours. Students are currently dropped off between 7:40 AM and 8:10 AM and picked up between 2:00 PM and 2:40 PM. During these hours and any future or altered dismissal pick-up and drop-off hours, heavy-duty construction vehicles shall not travel to or from the project site.

	<b>Potentially Significant Impact</b>	<b>Potentially Significant Unless Mitigation Incorporated</b>	<b>Less than Significant Impact</b>	<b>No Impact</b>
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**XVII. Utilities and Service Systems**

-- Would the project:

a) Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>





	<b>Potentially Significant Impact</b>	<b>Potentially Significant Unless Mitigation Incorporated</b>	<b>Less than Significant Impact</b>	<b>No Impact</b>
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**XVII. Utilities and Service Systems**

-- Would the project:

significant environmental effects?

- |   |                          |                          |                                     |                          |
|---|--------------------------|--------------------------|-------------------------------------|--------------------------|
| d) Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e) Result in a determination by the wastewater treatment provider which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| f) Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| g) Comply with federal, state, and local statutes and regulations related to solid waste?   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

a, b) Based on a wastewater generation factor of eight gallons per student per day (City of Los Angeles, 2006), the existing Lemonwood Elementary School enrollment of 855 students, the school currently generated approximately 7,080 gallons of wastewater per day. The proposed project would maintain the existing capacity of the school at 900 students. Therefore, if the school were at full capacity, it would generate approximately 7,200 gallons of wastewater per day. Therefore, wastewater generation could increase by approximately 120 gallons per day if the school were at full enrollment after development of the proposed project. Furthermore, water fixtures would be installed to comply with Title 24, which would result in an increased efficiency and reduced generation of wastewater.

The wastewater generated by the school would continue to be discharged into a local sewer line and delivered to the Oxnard Wastewater Treatment Plant (OWTP) located at 6001 South Perkins Road. The proposed project would not cause the wastewater facility to exceed its wastewater treatment capacity, as after the implementation of the proposed project the school would have the potential to generate approximately 120 gallons of wastewater more than it does under existing conditions. No off-site improvements would be necessary. Therefore, the project would not cause a significant increase in wastewater or exceed wastewater treatment requirements.

**LESS THAN SIGNIFICANT IMPACT**



c) As part of the proposed project, an infiltration system would be developed to move precipitation into the groundwater on the site. Storm water drainage facilities on the existing Lemonwood Elementary School campus would not be substantially altered as a result of the proposed project. The proposed project would be engineered to address storm water drainage and flooding standards by connecting to existing storm water drainage utilities. Therefore, there would be no additional off-site disturbance as a result of the proposed project. In addition, the project would be required to comply with regulations and policies set forth by the SWRCB and the Los Angeles RWQCB to meet storm water quality regulations. Therefore, the proposed project would not cause significant environmental effects by adding or expanding storm water drainage facilities.

#### ***NO IMPACT***

d, e) The proposed project would not result in an increase in student capacity or staffing. The reconstruction of the school would replace the existing aging facilities with energy efficient facilities, which would reduce water use and wastewater generation for the campus. The increased efficiency in the design and materials of the buildings would ensure that existing water and wastewater needs are not increased on a per capita basis. Therefore, existing water entitlements and wastewater treatment facilities would be sufficient for the campus population upon completion of the proposed project, as water use and wastewater treatment could only incrementally increase, as the student population may increase by 15 students. As previously mentioned, the small amount of additional wastewater would be anticipated to be minimal. As such, there would be adequate capacity in at the OWTP to accommodate flows from the proposed project.

#### ***LESS THAN SIGNIFICANT IMPACT***

f, g) The proposed project is the reconstruction of a 990-student capacity school that would maintain capacity of 900 students; 15 students more than the existing enrollment. According to waste generation rates provided by CalRecycle, schools generate between 0.5 and one pound of waste per student per day. Therefore, the existing Lemonwood Elementary School with current enrollment of 885 generates up to 885 pounds of solid waste per day and the proposed new school at full enrollment of 900 students would generate up to 900 pounds of waste per day. At most, the proposed project would lead to a net increase of 15 pounds, or less than 0.01 tons, of waste per day. The Toland Road Sanitary Landfill serves the City and is permitted to accept 1,500 tons per day (CalRecycle, 2015). The landfill received an average of approximately 1,341 tons per day in 2014 and an average of approximately 1,400 tons per day as of May 2015 (Hermann, 2015). Therefore, the landfill has a remaining capacity of approximately 100 tons per day and would continue to have capacity for the waste generated by the school. Demolition and construction waste from the proposed project would be transported to the landfill. The proposed project would not be anticipated to generate additional solid waste beyond the capacity of the landfill. Furthermore, a plan would be developed to recycle a large percentage of the construction waste and the school currently implements, and would continue to implement, a recycling plan on campus.

#### ***LESS THAN SIGNIFICANT IMPACT***



	Potentially Significant Impact	Potentially Significant Unless Mitigation Incorporated	Less than Significant Impact	No Impact
--	--------------------------------	--	------------------------------	-----------

**XVIII. Mandatory Findings of Significance**

- |  |                          |                                     |                                     |                          |
|--|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
| a) Does the project have the potential to substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal or eliminate important examples of the major periods of California history or prehistory? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| b) Does the project have impacts that are individually limited, but cumulatively considerable? (“Cumulatively considerable” means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects)?   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c) Does the project have environmental effects which will cause substantial adverse effects on human beings, either directly or indirectly?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

a) The project is located in an existing developed area that does not contain known historic resources or wildlife habitat. While the project would not impact fish or wildlife populations, eliminate or reduce the number or restrict the range of a plant or animal community, there is a potential for nesting habitat to be present on the site and impacts would be **significant but mitigable**. As such, Mitigation Measure BIO-1 would be required to reduce impacts to a less than significant level.

**POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED**

b) The project would not create any significant impacts that cannot be mitigated. The project would accommodate the needs of the existing Lemonwood Elementary School population by providing improved facilities, and would not generate additional off-site vehicle trips that could impact the City’s circulation system, existing level of service standards, regional air quality, greenhouse gas emissions, or the long term noise environment, on a cumulative basis.

**LESS THAN SIGNIFICANT IMPACT**



c) The proposed project could result in potentially significant direct or indirect impacts to humans. Refer to the *Air Quality, Geology and Soils, Hazards and Hazardous Materials, Noise, Public Services, and Transportation/Traffic* sections in the above analysis. However, as described in these sections, all impacts would be mitigated to a less than significant level. Therefore, with implementation of the required measures, no substantial adverse effects on human beings would occur as a result of the proposed project.

***POTENTIALLY SIGNIFICANT UNLESS MITIGATION INCORPORATED***



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### **Persons Contacted**

Hermann, Chi Senior Engineer, Ventura Regional Sanitation District, contacted on May 28, 2015.



## **Appendix A**

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### *Air Quality and Greenhouse Gas Emissions Results*





## Lemonwood Elementary School Reconstruction Project Ventura County APCD Air District, Annual

### 1.0 Project Characteristics

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#### 1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Elementary School	900.00	Student	9.90	357,000.00	0

#### 1.2 Other Project Characteristics

<b>Urbanization</b>	Urban	<b>Wind Speed (m/s)</b>	2.6	<b>Precipitation Freq (Days)</b>	31
<b>Climate Zone</b>	8			<b>Operational Year</b>	2017
<b>Utility Company</b>	Southern California Edison				
<b>CO2 Intensity (lb/MWhr)</b>	630.89	<b>CH4 Intensity (lb/MWhr)</b>	0.029	<b>N2O Intensity (lb/MWhr)</b>	0.006

#### 1.3 User Entered Comments & Non-Default Data

Project Characteristics -

Land Use - 9.9 acre site for 900 students with 357ksf of sitework

Construction Phase - construction phase lengths doubled to match 2015 to 2017 30 month construction schedule

Demolition - 35ksf demolition per project description

Table Name	Column Name	Default Value	New Value
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	230.00	460.00
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	10.00	20.00
tblGrading	AcresOfGrading	20.00	10.00
tblLandUse	LandUseSquareFeet	75,243.03	357,000.00
tblLandUse	LotAcreage	1.73	9.90
tblProjectCharacteristics	OperationalYear	2014	2017

## 2.0 Emissions Summary

### 2.1 Overall Construction

#### Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2015	0.2007	2.1334	1.5730	1.7300e-003	0.3308	0.1130	0.4438	0.1706	0.1046	0.2752	0.0000	162.3159	162.3159	0.0436	0.0000	163.2318
2016	0.5809	4.5950	4.1584	6.9100e-003	0.3246	0.2711	0.5957	0.1205	0.2542	0.3747	0.0000	600.4545	600.4545	0.0877	0.0000	602.2967
2017	1.4010	3.8230	3.5512	6.2000e-003	0.1714	0.2210	0.3925	0.0463	0.2070	0.2534	0.0000	530.3265	530.3265	0.0812	0.0000	532.0326
2018	3.2120	0.0327	0.0448	9.0000e-005	3.7500e-003	2.3600e-003	6.1100e-003	1.0000e-003	2.3600e-003	3.3600e-003	0.0000	7.0213	7.0213	5.2000e-004	0.0000	7.0323
<b>Total</b>	<b>5.3947</b>	<b>10.5841</b>	<b>9.3273</b>	<b>0.0149</b>	<b>0.8305</b>	<b>0.6075</b>	<b>1.4381</b>	<b>0.3384</b>	<b>0.5682</b>	<b>0.9066</b>	<b>0.0000</b>	<b>1,300.118 2</b>	<b>1,300.118 2</b>	<b>0.2131</b>	<b>0.0000</b>	<b>1,304.593 4</b>



**2.2 Overall Operational****Unmitigated Operational**

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	1.8088	8.0000e-005	8.4300e-003	0.0000		3.0000e-005	3.0000e-005		3.0000e-005	3.0000e-005	0.0000	0.0161	0.0161	4.0000e-005	0.0000	0.0170
Energy	0.0239	0.2172	0.1824	1.3000e-003		0.0165	0.0165		0.0165	0.0165	0.0000	942.3579	942.3579	0.0370	0.0111	946.5595
Mobile	0.4542	1.0339	4.2779	9.4800e-003	0.6895	0.0120	0.7014	0.1841	0.0110	0.1951	0.0000	729.3834	729.3834	0.0297	0.0000	730.0075
Waste						0.0000	0.0000		0.0000	0.0000	33.3413	0.0000	33.3413	1.9704	0.0000	74.7199
Water						0.0000	0.0000		0.0000	0.0000	0.6922	25.9670	26.6592	0.0723	1.9300e-003	28.7742
<b>Total</b>	<b>2.2868</b>	<b>1.2511</b>	<b>4.4688</b>	<b>0.0108</b>	<b>0.6895</b>	<b>0.0285</b>	<b>0.7180</b>	<b>0.1841</b>	<b>0.0275</b>	<b>0.2116</b>	<b>34.0335</b>	<b>1,697.7244</b>	<b>1,731.7579</b>	<b>2.1094</b>	<b>0.0130</b>	<b>1,780.0781</b>

## 2.2 Overall Operational

### Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	1.8088	8.0000e-005	8.4300e-003	0.0000		3.0000e-005	3.0000e-005		3.0000e-005	3.0000e-005	0.0000	0.0161	0.0161	4.0000e-005	0.0000	0.0170
Energy	0.0239	0.2172	0.1824	1.3000e-003		0.0165	0.0165		0.0165	0.0165	0.0000	942.3579	942.3579	0.0370	0.0111	946.5595
Mobile	0.4542	1.0339	4.2779	9.4800e-003	0.6895	0.0120	0.7014	0.1841	0.0110	0.1951	0.0000	729.3834	729.3834	0.0297	0.0000	730.0075
Waste						0.0000	0.0000		0.0000	0.0000	33.3413	0.0000	33.3413	1.9704	0.0000	74.7199
Water						0.0000	0.0000		0.0000	0.0000	0.6922	25.9670	26.6592	0.0723	1.9200e-003	28.7731
<b>Total</b>	<b>2.2868</b>	<b>1.2511</b>	<b>4.4688</b>	<b>0.0108</b>	<b>0.6895</b>	<b>0.0285</b>	<b>0.7180</b>	<b>0.1841</b>	<b>0.0275</b>	<b>0.2116</b>	<b>34.0335</b>	<b>1,697.7244</b>	<b>1,731.7579</b>	<b>2.1094</b>	<b>0.0130</b>	<b>1,780.0770</b>

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Percent Reduction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.00

## 3.0 Construction Detail

### Construction Phase

Phase Number	Phase Name	Phase Type	Start Date	End Date	Num Days Week	Num Days	Phase Description
1	Demolition	Demolition	9/1/2015	10/26/2015	5	40	
2	Site Preparation	Site Preparation	10/27/2015	11/23/2015	5	20	
3	Grading	Grading	11/24/2015	1/18/2016	5	40	
4	Building Construction	Building Construction	1/19/2016	10/23/2017	5	460	
5	Paving	Paving	10/24/2017	12/18/2017	5	40	
6	Architectural Coating	Architectural Coating	12/19/2017	2/12/2018	5	40	

**Acres of Grading (Site Preparation Phase): 0**

**Acres of Grading (Grading Phase): 10**

**Acres of Paving: 0**

**Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 535,500; Non-Residential Outdoor: 178,500 (Architectural Coating – sqft)**

**OffRoad Equipment**

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Architectural Coating	Air Compressors	1	6.00	78	0.48
Demolition	Excavators	3	8.00	162	0.38
Demolition	Concrete/Industrial Saws	1	8.00	81	0.73
Grading	Excavators	1	8.00	162	0.38
Building Construction	Cranes	1	7.00	226	0.29
Building Construction	Forklifts	3	8.00	89	0.20
Building Construction	Generator Sets	1	8.00	84	0.74
Paving	Pavers	2	8.00	125	0.42
Paving	Rollers	2	8.00	80	0.38
Demolition	Rubber Tired Dozers	2	8.00	255	0.40
Grading	Rubber Tired Dozers	1	8.00	255	0.40
Building Construction	Tractors/Loaders/Backhoes	3	7.00	97	0.37
Grading	Graders	1	8.00	174	0.41
Grading	Tractors/Loaders/Backhoes	3	8.00	97	0.37
Paving	Paving Equipment	2	8.00	130	0.36
Site Preparation	Tractors/Loaders/Backhoes	4	8.00	97	0.37
Site Preparation	Rubber Tired Dozers	3	8.00	255	0.40
Building Construction	Welders	1	8.00	46	0.45

**Trips and VMT**

Phase Name	Offroad Equipment Count	Worker Trip Number	Vendor Trip Number	Hauling Trip Number	Worker Trip Length	Vendor Trip Length	Hauling Trip Length	Worker Vehicle Class	Vendor Vehicle Class	Hauling Vehicle Class
Demolition	6	15.00	0.00	159.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	7	18.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	6	15.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	9	150.00	59.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	6	15.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	1	30.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

### 3.1 Mitigation Measures Construction

### 3.2 Demolition - 2015

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.0174	0.0000	0.0174	2.6400e-003	0.0000	2.6400e-003	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0902	0.9673	0.7215	8.0000e-004		0.0490	0.0490		0.0457	0.0457	0.0000	74.8825	74.8825	0.0203	0.0000	75.3088
<b>Total</b>	<b>0.0902</b>	<b>0.9673</b>	<b>0.7215</b>	<b>8.0000e-004</b>	<b>0.0174</b>	<b>0.0490</b>	<b>0.0665</b>	<b>2.6400e-003</b>	<b>0.0457</b>	<b>0.0484</b>	<b>0.0000</b>	<b>74.8825</b>	<b>74.8825</b>	<b>0.0203</b>	<b>0.0000</b>	<b>75.3088</b>



### 3.2 Demolition - 2015

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	1.6100e-003	0.0281	0.0192	6.0000e-005	1.3600e-003	4.7000e-004	1.8200e-003	3.7000e-004	4.3000e-004	8.0000e-004	0.0000	5.2975	5.2975	4.0000e-005	0.0000	5.2983
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.1700e-003	1.4200e-003	0.0142	3.0000e-005	2.4200e-003	2.0000e-005	2.4400e-003	6.4000e-004	2.0000e-005	6.6000e-004	0.0000	2.2150	2.2150	1.2000e-004	0.0000	2.2175
<b>Total</b>	<b>2.7800e-003</b>	<b>0.0296</b>	<b>0.0333</b>	<b>9.0000e-005</b>	<b>3.7800e-003</b>	<b>4.9000e-004</b>	<b>4.2600e-003</b>	<b>1.0100e-003</b>	<b>4.5000e-004</b>	<b>1.4600e-003</b>	<b>0.0000</b>	<b>7.5125</b>	<b>7.5125</b>	<b>1.6000e-004</b>	<b>0.0000</b>	<b>7.5158</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.0174	0.0000	0.0174	2.6400e-003	0.0000	2.6400e-003	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0902	0.9673	0.7215	8.0000e-004		0.0490	0.0490		0.0457	0.0457	0.0000	74.8825	74.8825	0.0203	0.0000	75.3087
<b>Total</b>	<b>0.0902</b>	<b>0.9673</b>	<b>0.7215</b>	<b>8.0000e-004</b>	<b>0.0174</b>	<b>0.0490</b>	<b>0.0665</b>	<b>2.6400e-003</b>	<b>0.0457</b>	<b>0.0484</b>	<b>0.0000</b>	<b>74.8825</b>	<b>74.8825</b>	<b>0.0203</b>	<b>0.0000</b>	<b>75.3087</b>

### 3.2 Demolition - 2015

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	1.6100e-003	0.0281	0.0192	6.0000e-005	1.3600e-003	4.7000e-004	1.8200e-003	3.7000e-004	4.3000e-004	8.0000e-004	0.0000	5.2975	5.2975	4.0000e-005	0.0000	5.2983
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.1700e-003	1.4200e-003	0.0142	3.0000e-005	2.4200e-003	2.0000e-005	2.4400e-003	6.4000e-004	2.0000e-005	6.6000e-004	0.0000	2.2150	2.2150	1.2000e-004	0.0000	2.2175
<b>Total</b>	<b>2.7800e-003</b>	<b>0.0296</b>	<b>0.0333</b>	<b>9.0000e-005</b>	<b>3.7800e-003</b>	<b>4.9000e-004</b>	<b>4.2600e-003</b>	<b>1.0100e-003</b>	<b>4.5000e-004</b>	<b>1.4600e-003</b>	<b>0.0000</b>	<b>7.5125</b>	<b>7.5125</b>	<b>1.6000e-004</b>	<b>0.0000</b>	<b>7.5158</b>

### 3.3 Site Preparation - 2015

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.1807	0.0000	0.1807	0.0993	0.0000	0.0993	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0526	0.5689	0.4263	3.9000e-004		0.0309	0.0309		0.0284	0.0284	0.0000	37.3011	37.3011	0.0111	0.0000	37.5350
<b>Total</b>	<b>0.0526</b>	<b>0.5689</b>	<b>0.4263</b>	<b>3.9000e-004</b>	<b>0.1807</b>	<b>0.0309</b>	<b>0.2115</b>	<b>0.0993</b>	<b>0.0284</b>	<b>0.1277</b>	<b>0.0000</b>	<b>37.3011</b>	<b>37.3011</b>	<b>0.0111</b>	<b>0.0000</b>	<b>37.5350</b>

### 3.3 Site Preparation - 2015

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	7.0000e-004	8.5000e-004	8.5000e-003	2.0000e-005	1.4500e-003	1.0000e-005	1.4600e-003	3.9000e-004	1.0000e-005	4.0000e-004	0.0000	1.3290	1.3290	7.0000e-005	0.0000	1.3305
<b>Total</b>	<b>7.0000e-004</b>	<b>8.5000e-004</b>	<b>8.5000e-003</b>	<b>2.0000e-005</b>	<b>1.4500e-003</b>	<b>1.0000e-005</b>	<b>1.4600e-003</b>	<b>3.9000e-004</b>	<b>1.0000e-005</b>	<b>4.0000e-004</b>	<b>0.0000</b>	<b>1.3290</b>	<b>1.3290</b>	<b>7.0000e-005</b>	<b>0.0000</b>	<b>1.3305</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.1807	0.0000	0.1807	0.0993	0.0000	0.0993	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0526	0.5689	0.4263	3.9000e-004		0.0309	0.0309		0.0284	0.0284	0.0000	37.3011	37.3011	0.0111	0.0000	37.5349
<b>Total</b>	<b>0.0526</b>	<b>0.5689</b>	<b>0.4263</b>	<b>3.9000e-004</b>	<b>0.1807</b>	<b>0.0309</b>	<b>0.2115</b>	<b>0.0993</b>	<b>0.0284</b>	<b>0.1277</b>	<b>0.0000</b>	<b>37.3011</b>	<b>37.3011</b>	<b>0.0111</b>	<b>0.0000</b>	<b>37.5349</b>

### 3.3 Site Preparation - 2015

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	7.0000e-004	8.5000e-004	8.5000e-003	2.0000e-005	1.4500e-003	1.0000e-005	1.4600e-003	3.9000e-004	1.0000e-005	4.0000e-004	0.0000	1.3290	1.3290	7.0000e-005	0.0000	1.3305
<b>Total</b>	<b>7.0000e-004</b>	<b>8.5000e-004</b>	<b>8.5000e-003</b>	<b>2.0000e-005</b>	<b>1.4500e-003</b>	<b>1.0000e-005</b>	<b>1.4600e-003</b>	<b>3.9000e-004</b>	<b>1.0000e-005</b>	<b>4.0000e-004</b>	<b>0.0000</b>	<b>1.3290</b>	<b>1.3290</b>	<b>7.0000e-005</b>	<b>0.0000</b>	<b>1.3305</b>

### 3.4 Grading - 2015

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.1257	0.0000	0.1257	0.0668	0.0000	0.0668	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0537	0.5658	0.3734	4.2000e-004		0.0326	0.0326		0.0300	0.0300	0.0000	39.7403	39.7403	0.0119	0.0000	39.9895
<b>Total</b>	<b>0.0537</b>	<b>0.5658</b>	<b>0.3734</b>	<b>4.2000e-004</b>	<b>0.1257</b>	<b>0.0326</b>	<b>0.1583</b>	<b>0.0668</b>	<b>0.0300</b>	<b>0.0968</b>	<b>0.0000</b>	<b>39.7403</b>	<b>39.7403</b>	<b>0.0119</b>	<b>0.0000</b>	<b>39.9895</b>

### 3.4 Grading - 2015

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	8.2000e-004	9.9000e-004	9.9200e-003	2.0000e-005	1.6900e-003	1.0000e-005	1.7100e-003	4.5000e-004	1.0000e-005	4.6000e-004	0.0000	1.5505	1.5505	8.0000e-005	0.0000	1.5523
<b>Total</b>	<b>8.2000e-004</b>	<b>9.9000e-004</b>	<b>9.9200e-003</b>	<b>2.0000e-005</b>	<b>1.6900e-003</b>	<b>1.0000e-005</b>	<b>1.7100e-003</b>	<b>4.5000e-004</b>	<b>1.0000e-005</b>	<b>4.6000e-004</b>	<b>0.0000</b>	<b>1.5505</b>	<b>1.5505</b>	<b>8.0000e-005</b>	<b>0.0000</b>	<b>1.5523</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.1257	0.0000	0.1257	0.0668	0.0000	0.0668	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0537	0.5658	0.3734	4.2000e-004		0.0326	0.0326		0.0300	0.0300	0.0000	39.7403	39.7403	0.0119	0.0000	39.9894
<b>Total</b>	<b>0.0537</b>	<b>0.5658</b>	<b>0.3734</b>	<b>4.2000e-004</b>	<b>0.1257</b>	<b>0.0326</b>	<b>0.1583</b>	<b>0.0668</b>	<b>0.0300</b>	<b>0.0968</b>	<b>0.0000</b>	<b>39.7403</b>	<b>39.7403</b>	<b>0.0119</b>	<b>0.0000</b>	<b>39.9894</b>

### 3.4 Grading - 2015

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	8.2000e-004	9.9000e-004	9.9200e-003	2.0000e-005	1.6900e-003	1.0000e-005	1.7100e-003	4.5000e-004	1.0000e-005	4.6000e-004	0.0000	1.5505	1.5505	8.0000e-005	0.0000	1.5523
<b>Total</b>	<b>8.2000e-004</b>	<b>9.9000e-004</b>	<b>9.9200e-003</b>	<b>2.0000e-005</b>	<b>1.6900e-003</b>	<b>1.0000e-005</b>	<b>1.7100e-003</b>	<b>4.5000e-004</b>	<b>1.0000e-005</b>	<b>4.6000e-004</b>	<b>0.0000</b>	<b>1.5505</b>	<b>1.5505</b>	<b>8.0000e-005</b>	<b>0.0000</b>	<b>1.5523</b>

### 3.4 Grading - 2016

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.1257	0.0000	0.1257	0.0668	0.0000	0.0668	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0220	0.2307	0.1565	1.8000e-004		0.0132	0.0132		0.0121	0.0121	0.0000	16.8398	16.8398	5.0800e-003	0.0000	16.9465
<b>Total</b>	<b>0.0220</b>	<b>0.2307</b>	<b>0.1565</b>	<b>1.8000e-004</b>	<b>0.1257</b>	<b>0.0132</b>	<b>0.1389</b>	<b>0.0668</b>	<b>0.0121</b>	<b>0.0789</b>	<b>0.0000</b>	<b>16.8398</b>	<b>16.8398</b>	<b>5.0800e-003</b>	<b>0.0000</b>	<b>16.9465</b>

### 3.4 Grading - 2016

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	3.2000e-004	3.8000e-004	3.8200e-003	1.0000e-005	7.3000e-004	1.0000e-005	7.3000e-004	1.9000e-004	1.0000e-005	2.0000e-004	0.0000	0.6410	0.6410	3.0000e-005	0.0000	0.6417
<b>Total</b>	<b>3.2000e-004</b>	<b>3.8000e-004</b>	<b>3.8200e-003</b>	<b>1.0000e-005</b>	<b>7.3000e-004</b>	<b>1.0000e-005</b>	<b>7.3000e-004</b>	<b>1.9000e-004</b>	<b>1.0000e-005</b>	<b>2.0000e-004</b>	<b>0.0000</b>	<b>0.6410</b>	<b>0.6410</b>	<b>3.0000e-005</b>	<b>0.0000</b>	<b>0.6417</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.1257	0.0000	0.1257	0.0668	0.0000	0.0668	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0220	0.2307	0.1565	1.8000e-004		0.0132	0.0132		0.0121	0.0121	0.0000	16.8398	16.8398	5.0800e-003	0.0000	16.9465
<b>Total</b>	<b>0.0220</b>	<b>0.2307</b>	<b>0.1565</b>	<b>1.8000e-004</b>	<b>0.1257</b>	<b>0.0132</b>	<b>0.1389</b>	<b>0.0668</b>	<b>0.0121</b>	<b>0.0789</b>	<b>0.0000</b>	<b>16.8398</b>	<b>16.8398</b>	<b>5.0800e-003</b>	<b>0.0000</b>	<b>16.9465</b>

### 3.4 Grading - 2016

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	3.2000e-004	3.8000e-004	3.8200e-003	1.0000e-005	7.3000e-004	1.0000e-005	7.3000e-004	1.9000e-004	1.0000e-005	2.0000e-004	0.0000	0.6410	0.6410	3.0000e-005	0.0000	0.6417
<b>Total</b>	<b>3.2000e-004</b>	<b>3.8000e-004</b>	<b>3.8200e-003</b>	<b>1.0000e-005</b>	<b>7.3000e-004</b>	<b>1.0000e-005</b>	<b>7.3000e-004</b>	<b>1.9000e-004</b>	<b>1.0000e-005</b>	<b>2.0000e-004</b>	<b>0.0000</b>	<b>0.6410</b>	<b>0.6410</b>	<b>3.0000e-005</b>	<b>0.0000</b>	<b>0.6417</b>

### 3.5 Building Construction - 2016

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.4241	3.5490	2.3041	3.3400e-003		0.2449	0.2449		0.2301	0.2301	0.0000	301.4812	301.4812	0.0748	0.0000	303.0514
<b>Total</b>	<b>0.4241</b>	<b>3.5490</b>	<b>2.3041</b>	<b>3.3400e-003</b>		<b>0.2449</b>	<b>0.2449</b>		<b>0.2301</b>	<b>0.2301</b>	<b>0.0000</b>	<b>301.4812</b>	<b>301.4812</b>	<b>0.0748</b>	<b>0.0000</b>	<b>303.0514</b>



### 3.5 Building Construction - 2016

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0686	0.7357	0.9021	1.6400e-003	0.0476	0.0118	0.0593	0.0135	0.0108	0.0244	0.0000	148.4922	148.4922	9.9000e-004	0.0000	148.5131
Worker	0.0659	0.0792	0.7919	1.7500e-003	0.1506	1.1900e-003	0.1518	0.0400	1.0900e-003	0.0411	0.0000	133.0002	133.0002	6.8500e-003	0.0000	133.1440
<b>Total</b>	<b>0.1346</b>	<b>0.8149</b>	<b>1.6940</b>	<b>3.3900e-003</b>	<b>0.1981</b>	<b>0.0130</b>	<b>0.2111</b>	<b>0.0535</b>	<b>0.0119</b>	<b>0.0655</b>	<b>0.0000</b>	<b>281.4924</b>	<b>281.4924</b>	<b>7.8400e-003</b>	<b>0.0000</b>	<b>281.6571</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.4241	3.5490	2.3041	3.3400e-003		0.2449	0.2449		0.2301	0.2301	0.0000	301.4809	301.4809	0.0748	0.0000	303.0511
<b>Total</b>	<b>0.4241</b>	<b>3.5490</b>	<b>2.3041</b>	<b>3.3400e-003</b>		<b>0.2449</b>	<b>0.2449</b>		<b>0.2301</b>	<b>0.2301</b>	<b>0.0000</b>	<b>301.4809</b>	<b>301.4809</b>	<b>0.0748</b>	<b>0.0000</b>	<b>303.0511</b>

### 3.5 Building Construction - 2016

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0686	0.7357	0.9021	1.6400e-003	0.0476	0.0118	0.0593	0.0135	0.0108	0.0244	0.0000	148.4922	148.4922	9.9000e-004	0.0000	148.5131
Worker	0.0659	0.0792	0.7919	1.7500e-003	0.1506	1.1900e-003	0.1518	0.0400	1.0900e-003	0.0411	0.0000	133.0002	133.0002	6.8500e-003	0.0000	133.1440
<b>Total</b>	<b>0.1346</b>	<b>0.8149</b>	<b>1.6940</b>	<b>3.3900e-003</b>	<b>0.1981</b>	<b>0.0130</b>	<b>0.2111</b>	<b>0.0535</b>	<b>0.0119</b>	<b>0.0655</b>	<b>0.0000</b>	<b>281.4924</b>	<b>281.4924</b>	<b>7.8400e-003</b>	<b>0.0000</b>	<b>281.6571</b>

### 3.5 Building Construction - 2017

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.3273	2.7858	1.9126	2.8300e-003		0.1879	0.1879		0.1765	0.1765	0.0000	252.6505	252.6505	0.0622	0.0000	253.9563
<b>Total</b>	<b>0.3273</b>	<b>2.7858</b>	<b>1.9126</b>	<b>2.8300e-003</b>		<b>0.1879</b>	<b>0.1879</b>		<b>0.1765</b>	<b>0.1765</b>	<b>0.0000</b>	<b>252.6505</b>	<b>252.6505</b>	<b>0.0622</b>	<b>0.0000</b>	<b>253.9563</b>

### 3.5 Building Construction - 2017

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0516	0.5594	0.7168	1.3800e-003	0.0403	8.5800e-003	0.0489	0.0115	7.8900e-003	0.0194	0.0000	123.8359	123.8359	7.9000e-004	0.0000	123.8525
Worker	0.0503	0.0604	0.6022	1.4900e-003	0.1276	9.7000e-004	0.1286	0.0339	8.9000e-004	0.0348	0.0000	108.3266	108.3266	5.3200e-003	0.0000	108.4384
<b>Total</b>	<b>0.1019</b>	<b>0.6198</b>	<b>1.3191</b>	<b>2.8700e-003</b>	<b>0.1679</b>	<b>9.5500e-003</b>	<b>0.1775</b>	<b>0.0454</b>	<b>8.7800e-003</b>	<b>0.0542</b>	<b>0.0000</b>	<b>232.1625</b>	<b>232.1625</b>	<b>6.1100e-003</b>	<b>0.0000</b>	<b>232.2909</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.3273	2.7858	1.9126	2.8300e-003		0.1879	0.1879		0.1765	0.1765	0.0000	252.6502	252.6502	0.0622	0.0000	253.9560
<b>Total</b>	<b>0.3273</b>	<b>2.7858</b>	<b>1.9126</b>	<b>2.8300e-003</b>		<b>0.1879</b>	<b>0.1879</b>		<b>0.1765</b>	<b>0.1765</b>	<b>0.0000</b>	<b>252.6502</b>	<b>252.6502</b>	<b>0.0622</b>	<b>0.0000</b>	<b>253.9560</b>

**3.5 Building Construction - 2017****Mitigated Construction Off-Site**

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0516	0.5594	0.7168	1.3800e-003	0.0403	8.5800e-003	0.0489	0.0115	7.8900e-003	0.0194	0.0000	123.8359	123.8359	7.9000e-004	0.0000	123.8525
Worker	0.0503	0.0604	0.6022	1.4900e-003	0.1276	9.7000e-004	0.1286	0.0339	8.9000e-004	0.0348	0.0000	108.3266	108.3266	5.3200e-003	0.0000	108.4384
<b>Total</b>	<b>0.1019</b>	<b>0.6198</b>	<b>1.3191</b>	<b>2.8700e-003</b>	<b>0.1679</b>	<b>9.5500e-003</b>	<b>0.1775</b>	<b>0.0454</b>	<b>8.7800e-003</b>	<b>0.0542</b>	<b>0.0000</b>	<b>232.1625</b>	<b>232.1625</b>	<b>6.1100e-003</b>	<b>0.0000</b>	<b>232.2909</b>

**3.6 Paving - 2017****Unmitigated Construction On-Site**

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.0382	0.4059	0.2945	4.5000e-004		0.0228	0.0228		0.0210	0.0210	0.0000	41.3868	41.3868	0.0127	0.0000	41.6531
Paving	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
<b>Total</b>	<b>0.0382</b>	<b>0.4059</b>	<b>0.2945</b>	<b>4.5000e-004</b>		<b>0.0228</b>	<b>0.0228</b>		<b>0.0210</b>	<b>0.0210</b>	<b>0.0000</b>	<b>41.3868</b>	<b>41.3868</b>	<b>0.0127</b>	<b>0.0000</b>	<b>41.6531</b>

### 3.6 Paving - 2017

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	9.5000e-004	1.1400e-003	0.0114	3.0000e-005	2.4200e-003	2.0000e-005	2.4400e-003	6.4000e-004	2.0000e-005	6.6000e-004	0.0000	2.0536	2.0536	1.0000e-004	0.0000	2.0557
<b>Total</b>	<b>9.5000e-004</b>	<b>1.1400e-003</b>	<b>0.0114</b>	<b>3.0000e-005</b>	<b>2.4200e-003</b>	<b>2.0000e-005</b>	<b>2.4400e-003</b>	<b>6.4000e-004</b>	<b>2.0000e-005</b>	<b>6.6000e-004</b>	<b>0.0000</b>	<b>2.0536</b>	<b>2.0536</b>	<b>1.0000e-004</b>	<b>0.0000</b>	<b>2.0557</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.0382	0.4059	0.2945	4.5000e-004		0.0228	0.0228		0.0210	0.0210	0.0000	41.3868	41.3868	0.0127	0.0000	41.6531
Paving	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
<b>Total</b>	<b>0.0382</b>	<b>0.4059</b>	<b>0.2945</b>	<b>4.5000e-004</b>		<b>0.0228</b>	<b>0.0228</b>		<b>0.0210</b>	<b>0.0210</b>	<b>0.0000</b>	<b>41.3868</b>	<b>41.3868</b>	<b>0.0127</b>	<b>0.0000</b>	<b>41.6531</b>

### 3.6 Paving - 2017

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	9.5000e-004	1.1400e-003	0.0114	3.0000e-005	2.4200e-003	2.0000e-005	2.4400e-003	6.4000e-004	2.0000e-005	6.6000e-004	0.0000	2.0536	2.0536	1.0000e-004	0.0000	2.0557
<b>Total</b>	<b>9.5000e-004</b>	<b>1.1400e-003</b>	<b>0.0114</b>	<b>3.0000e-005</b>	<b>2.4200e-003</b>	<b>2.0000e-005</b>	<b>2.4400e-003</b>	<b>6.4000e-004</b>	<b>2.0000e-005</b>	<b>6.6000e-004</b>	<b>0.0000</b>	<b>2.0536</b>	<b>2.0536</b>	<b>1.0000e-004</b>	<b>0.0000</b>	<b>2.0557</b>

### 3.7 Architectural Coating - 2017

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Archit. Coating	0.9308					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	1.5000e-003	9.8300e-003	8.4100e-003	1.0000e-005		7.8000e-004	7.8000e-004		7.8000e-004	7.8000e-004	0.0000	1.1490	1.1490	1.2000e-004	0.0000	1.1515
<b>Total</b>	<b>0.9323</b>	<b>9.8300e-003</b>	<b>8.4100e-003</b>	<b>1.0000e-005</b>		<b>7.8000e-004</b>	<b>7.8000e-004</b>		<b>7.8000e-004</b>	<b>7.8000e-004</b>	<b>0.0000</b>	<b>1.1490</b>	<b>1.1490</b>	<b>1.2000e-004</b>	<b>0.0000</b>	<b>1.1515</b>

### 3.7 Architectural Coating - 2017

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	tons/yr										MT/yr						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.3000e-004	5.2000e-004	5.1400e-003	1.0000e-005	1.0900e-003	1.0000e-005	1.1000e-003	2.9000e-004	1.0000e-005	3.0000e-004	0.0000	0.9241	0.9241	5.0000e-005	0.0000	0.9251	
<b>Total</b>	<b>4.3000e-004</b>	<b>5.2000e-004</b>	<b>5.1400e-003</b>	<b>1.0000e-005</b>	<b>1.0900e-003</b>	<b>1.0000e-005</b>	<b>1.1000e-003</b>	<b>2.9000e-004</b>	<b>1.0000e-005</b>	<b>3.0000e-004</b>	<b>0.0000</b>	<b>0.9241</b>	<b>0.9241</b>	<b>5.0000e-005</b>	<b>0.0000</b>	<b>0.9251</b>	

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Archit. Coating	0.9308					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	1.5000e-003	9.8300e-003	8.4100e-003	1.0000e-005		7.8000e-004	7.8000e-004		7.8000e-004	7.8000e-004	0.0000	1.1490	1.1490	1.2000e-004	0.0000	1.1515
<b>Total</b>	<b>0.9323</b>	<b>9.8300e-003</b>	<b>8.4100e-003</b>	<b>1.0000e-005</b>		<b>7.8000e-004</b>	<b>7.8000e-004</b>		<b>7.8000e-004</b>	<b>7.8000e-004</b>	<b>0.0000</b>	<b>1.1490</b>	<b>1.1490</b>	<b>1.2000e-004</b>	<b>0.0000</b>	<b>1.1515</b>

### 3.7 Architectural Coating - 2017

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	tons/yr										MT/yr						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.3000e-004	5.2000e-004	5.1400e-003	1.0000e-005	1.0900e-003	1.0000e-005	1.1000e-003	2.9000e-004	1.0000e-005	3.0000e-004	0.0000	0.9241	0.9241	5.0000e-005	0.0000	0.9251	
<b>Total</b>	<b>4.3000e-004</b>	<b>5.2000e-004</b>	<b>5.1400e-003</b>	<b>1.0000e-005</b>	<b>1.0900e-003</b>	<b>1.0000e-005</b>	<b>1.1000e-003</b>	<b>2.9000e-004</b>	<b>1.0000e-005</b>	<b>3.0000e-004</b>	<b>0.0000</b>	<b>0.9241</b>	<b>0.9241</b>	<b>5.0000e-005</b>	<b>0.0000</b>	<b>0.9251</b>	

### 3.7 Architectural Coating - 2018

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	tons/yr										MT/yr						
Archit. Coating	3.2060					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	4.6300e-003	0.0311	0.0287	5.0000e-005		2.3300e-003	2.3300e-003		2.3300e-003	2.3300e-003	0.0000	3.9576	3.9576	3.8000e-004	0.0000	3.9655	
<b>Total</b>	<b>3.2106</b>	<b>0.0311</b>	<b>0.0287</b>	<b>5.0000e-005</b>		<b>2.3300e-003</b>	<b>2.3300e-003</b>		<b>2.3300e-003</b>	<b>2.3300e-003</b>	<b>0.0000</b>	<b>3.9576</b>	<b>3.9576</b>	<b>3.8000e-004</b>	<b>0.0000</b>	<b>3.9655</b>	



### 3.7 Architectural Coating - 2018

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	tons/yr										MT/yr						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.3500e-003	1.6100e-003	0.0160	4.0000e-005	3.7500e-003	3.0000e-005	3.7800e-003	1.0000e-003	3.0000e-005	1.0200e-003	0.0000	3.0638	3.0638	1.4000e-004	0.0000	3.0668	
<b>Total</b>	<b>1.3500e-003</b>	<b>1.6100e-003</b>	<b>0.0160</b>	<b>4.0000e-005</b>	<b>3.7500e-003</b>	<b>3.0000e-005</b>	<b>3.7800e-003</b>	<b>1.0000e-003</b>	<b>3.0000e-005</b>	<b>1.0200e-003</b>	<b>0.0000</b>	<b>3.0638</b>	<b>3.0638</b>	<b>1.4000e-004</b>	<b>0.0000</b>	<b>3.0668</b>	

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Archit. Coating	3.2060					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	4.6300e-003	0.0311	0.0287	5.0000e-005		2.3300e-003	2.3300e-003		2.3300e-003	2.3300e-003	0.0000	3.9576	3.9576	3.8000e-004	0.0000	3.9654
<b>Total</b>	<b>3.2106</b>	<b>0.0311</b>	<b>0.0287</b>	<b>5.0000e-005</b>		<b>2.3300e-003</b>	<b>2.3300e-003</b>		<b>2.3300e-003</b>	<b>2.3300e-003</b>	<b>0.0000</b>	<b>3.9576</b>	<b>3.9576</b>	<b>3.8000e-004</b>	<b>0.0000</b>	<b>3.9654</b>

### 3.7 Architectural Coating - 2018

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.3500e-003	1.6100e-003	0.0160	4.0000e-005	3.7500e-003	3.0000e-005	3.7800e-003	1.0000e-003	3.0000e-005	1.0200e-003	0.0000	3.0638	3.0638	1.4000e-004	0.0000	3.0668
<b>Total</b>	<b>1.3500e-003</b>	<b>1.6100e-003</b>	<b>0.0160</b>	<b>4.0000e-005</b>	<b>3.7500e-003</b>	<b>3.0000e-005</b>	<b>3.7800e-003</b>	<b>1.0000e-003</b>	<b>3.0000e-005</b>	<b>1.0200e-003</b>	<b>0.0000</b>	<b>3.0638</b>	<b>3.0638</b>	<b>1.4000e-004</b>	<b>0.0000</b>	<b>3.0668</b>

### 4.0 Operational Detail - Mobile

#### 4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	0.4542	1.0339	4.2779	9.4800e-003	0.6895	0.0120	0.7014	0.1841	0.0110	0.1951	0.0000	729.3834	729.3834	0.0297	0.0000	730.0075
Unmitigated	0.4542	1.0339	4.2779	9.4800e-003	0.6895	0.0120	0.7014	0.1841	0.0110	0.1951	0.0000	729.3834	729.3834	0.0297	0.0000	730.0075

### 4.2 Trip Summary Information

Land Use	Average Daily Trip Rate			Unmitigated	Mitigated
	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
Elementary School	1,161.00	0.00	0.00	1,828,524	1,828,524
Total	1,161.00	0.00	0.00	1,828,524	1,828,524

### 4.3 Trip Type Information

Land Use	Miles			Trip %			Trip Purpose %		
	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-W	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
Elementary School	9.50	7.30	7.30	65.00	30.00	5.00	63	25	12

LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
0.474465	0.063133	0.180505	0.158349	0.070139	0.010387	0.013452	0.017129	0.000779	0.000670	0.005599	0.000320	0.005072

### 5.0 Energy Detail

#### 4.4 Fleet Mix

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Historical Energy Use: N

### 5.1 Mitigation Measures Energy

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	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Electricity Mitigated						0.0000	0.0000		0.0000	0.0000	0.0000	705.9365	705.9365	0.0325	6.7100e-003	708.6992
Electricity Unmitigated						0.0000	0.0000		0.0000	0.0000	0.0000	705.9365	705.9365	0.0325	6.7100e-003	708.6992
NaturalGas Mitigated	0.0239	0.2172	0.1824	1.3000e-003		0.0165	0.0165		0.0165	0.0165	0.0000	236.4214	236.4214	4.5300e-003	4.3300e-003	237.8602
NaturalGas Unmitigated	0.0239	0.2172	0.1824	1.3000e-003		0.0165	0.0165		0.0165	0.0165	0.0000	236.4214	236.4214	4.5300e-003	4.3300e-003	237.8602

**5.2 Energy by Land Use - NaturalGas**  
**Unmitigated**

	NaturalGas Use	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
Elementary School	4.43037e+006	0.0239	0.2172	0.1824	1.3000e-003		0.0165	0.0165		0.0165	0.0165	0.0000	236.4214	236.4214	4.5300e-003	4.3300e-003	237.8602
<b>Total</b>		<b>0.0239</b>	<b>0.2172</b>	<b>0.1824</b>	<b>1.3000e-003</b>		<b>0.0165</b>	<b>0.0165</b>		<b>0.0165</b>	<b>0.0165</b>	<b>0.0000</b>	<b>236.4214</b>	<b>236.4214</b>	<b>4.5300e-003</b>	<b>4.3300e-003</b>	<b>237.8602</b>

### 5.2 Energy by Land Use - NaturalGas

#### Mitigated

	NaturalGas Use	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
Elementary School	4.43037e+006	0.0239	0.2172	0.1824	1.3000e-003		0.0165	0.0165		0.0165	0.0165	0.0000	236.4214	236.4214	4.5300e-003	4.3300e-003	237.8602
<b>Total</b>		<b>0.0239</b>	<b>0.2172</b>	<b>0.1824</b>	<b>1.3000e-003</b>		<b>0.0165</b>	<b>0.0165</b>		<b>0.0165</b>	<b>0.0165</b>	<b>0.0000</b>	<b>236.4214</b>	<b>236.4214</b>	<b>4.5300e-003</b>	<b>4.3300e-003</b>	<b>237.8602</b>

### 5.3 Energy by Land Use - Electricity

#### Unmitigated

	Electricity Use	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
Elementary School	2.46687e+006	705.9365	0.0325	6.7100e-003	708.6992
<b>Total</b>		<b>705.9365</b>	<b>0.0325</b>	<b>6.7100e-003</b>	<b>708.6992</b>

### 5.3 Energy by Land Use - Electricity

#### Mitigated

	Electricity Use	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
Elementary School	2.46687e+006	705.9365	0.0325	6.7100e-003	708.6992
<b>Total</b>		<b>705.9365</b>	<b>0.0325</b>	<b>6.7100e-003</b>	<b>708.6992</b>

### 6.0 Area Detail

#### 6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	1.8088	8.0000e-005	8.4300e-003	0.0000		3.0000e-005	3.0000e-005		3.0000e-005	3.0000e-005	0.0000	0.0161	0.0161	4.0000e-005	0.0000	0.0170
Unmitigated	1.8088	8.0000e-005	8.4300e-003	0.0000		3.0000e-005	3.0000e-005		3.0000e-005	3.0000e-005	0.0000	0.0161	0.0161	4.0000e-005	0.0000	0.0170

## 6.2 Area by SubCategory

### Unmitigated

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural Coating	0.4137					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer Products	1.3943					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	8.1000e-004	8.0000e-005	8.4300e-003	0.0000		3.0000e-005	3.0000e-005		3.0000e-005	3.0000e-005	0.0000	0.0161	0.0161	4.0000e-005	0.0000	0.0170
<b>Total</b>	<b>1.8087</b>	<b>8.0000e-005</b>	<b>8.4300e-003</b>	<b>0.0000</b>		<b>3.0000e-005</b>	<b>3.0000e-005</b>		<b>3.0000e-005</b>	<b>3.0000e-005</b>	<b>0.0000</b>	<b>0.0161</b>	<b>0.0161</b>	<b>4.0000e-005</b>	<b>0.0000</b>	<b>0.0170</b>

### Mitigated

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural Coating	0.4137					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer Products	1.3943					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	8.1000e-004	8.0000e-005	8.4300e-003	0.0000		3.0000e-005	3.0000e-005		3.0000e-005	3.0000e-005	0.0000	0.0161	0.0161	4.0000e-005	0.0000	0.0170
<b>Total</b>	<b>1.8087</b>	<b>8.0000e-005</b>	<b>8.4300e-003</b>	<b>0.0000</b>		<b>3.0000e-005</b>	<b>3.0000e-005</b>		<b>3.0000e-005</b>	<b>3.0000e-005</b>	<b>0.0000</b>	<b>0.0161</b>	<b>0.0161</b>	<b>4.0000e-005</b>	<b>0.0000</b>	<b>0.0170</b>

## 7.0 Water Detail

### 7.1 Mitigation Measures Water

	Total CO2	CH4	N2O	CO2e
Category	MT/yr			
Mitigated	26.6592	0.0723	1.9200e-003	28.7731
Unmitigated	26.6592	0.0723	1.9300e-003	28.7742

### 7.2 Water by Land Use

#### Unmitigated

	Indoor/Outdoor Use	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
Elementary School	2.18182 / 5.61038	26.6592	0.0723	1.9300e-003	28.7742
<b>Total</b>		<b>26.6592</b>	<b>0.0723</b>	<b>1.9300e-003</b>	<b>28.7742</b>



## 7.2 Water by Land Use

### Mitigated

	Indoor/Outdoor Use	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
Elementary School	2.18182 / 5.61038	26.6592	0.0723	1.9200e-003	28.7731
<b>Total</b>		<b>26.6592</b>	<b>0.0723</b>	<b>1.9200e-003</b>	<b>28.7731</b>

## 8.0 Waste Detail

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### 8.1 Mitigation Measures Waste

#### Category/Year

	Total CO2	CH4	N2O	CO2e
	MT/yr			
Mitigated	33.3413	1.9704	0.0000	74.7199
Unmitigated	33.3413	1.9704	0.0000	74.7199

## 8.2 Waste by Land Use

### Unmitigated

	Waste Disposed	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
Elementary School	164.25	33.3413	1.9704	0.0000	74.7199
<b>Total</b>		<b>33.3413</b>	<b>1.9704</b>	<b>0.0000</b>	<b>74.7199</b>

### Mitigated

	Waste Disposed	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
Elementary School	164.25	33.3413	1.9704	0.0000	74.7199
<b>Total</b>		<b>33.3413</b>	<b>1.9704</b>	<b>0.0000</b>	<b>74.7199</b>

## 9.0 Operational Offroad

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Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type
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## **10.0 Vegetation**

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## Lemonwood Elementary School Reconstruction Project

### Ventura County APCD Air District, Summer

### 1.0 Project Characteristics

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#### 1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Elementary School	900.00	Student	9.90	357,000.00	0

#### 1.2 Other Project Characteristics

<b>Urbanization</b>	Urban	<b>Wind Speed (m/s)</b>	2.6	<b>Precipitation Freq (Days)</b>	31
<b>Climate Zone</b>	8			<b>Operational Year</b>	2017
<b>Utility Company</b>	Southern California Edison				
<b>CO2 Intensity (lb/MWhr)</b>	630.89	<b>CH4 Intensity (lb/MWhr)</b>	0.029	<b>N2O Intensity (lb/MWhr)</b>	0.006

#### 1.3 User Entered Comments & Non-Default Data

Project Characteristics -

Land Use - 9.9 acre site for 900 students with 357ksf of sitework

Construction Phase - construction phase lengths doubled to match 2015 to 2017 30 month construction schedule

Demolition - 35ksf demolition per project description

Table Name	Column Name	Default Value	New Value
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	230.00	460.00
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	10.00	20.00
tblGrading	AcresOfGrading	20.00	10.00
tblLandUse	LandUseSquareFeet	75,243.03	357,000.00
tblLandUse	LotAcreage	1.73	9.90
tblProjectCharacteristics	OperationalYear	2014	2017

## 2.0 Emissions Summary

### 2.1 Overall Construction (Maximum Daily Emission)

#### Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2015	5.3315	56.9647	43.4904	0.0442	18.2141	3.0895	21.3036	9.9699	2.8423	12.8122	0.0000	4,546.667 0	4,546.667 0	1.2355	0.0000	4,572.612 1
2016	4.4435	38.5027	30.9457	0.0547	6.4104	2.1994	8.6098	3.3715	2.0234	5.3949	0.0000	5,215.584 7	5,215.584 7	0.9393	0.0000	5,235.309 1
2017	207.2657	32.0243	29.4866	0.0546	1.6204	1.8713	3.4917	0.4372	1.7559	2.1931	0.0000	5,117.615 7	5,117.615 7	0.7135	0.0000	5,132.598 5
2018	207.2236	2.0973	2.9097	5.9100e-003	0.2464	0.1524	0.3988	0.0654	0.1522	0.2176	0.0000	508.5094	508.5094	0.0371	0.0000	509.2873
<b>Total</b>	<b>424.2643</b>	<b>129.5890</b>	<b>106.8323</b>	<b>0.1594</b>	<b>26.4914</b>	<b>7.3125</b>	<b>33.8039</b>	<b>13.8440</b>	<b>6.7738</b>	<b>20.6178</b>	<b>0.0000</b>	<b>15,388.37 67</b>	<b>15,388.37 67</b>	<b>2.9253</b>	<b>0.0000</b>	<b>15,449.80 70</b>



**2.2 Overall Operational****Unmitigated Operational**

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	9.9155	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085
Energy	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906
Mobile	3.4746	7.4313	31.3747	0.0755	5.4023	0.0918	5.4940	1.4401	0.0845	1.5246		6,392.2611	6,392.2611	0.2522		6,397.5575
<b>Total</b>	<b>13.5210</b>	<b>8.6221</b>	<b>32.4680</b>	<b>0.0826</b>	<b>5.4023</b>	<b>0.1825</b>	<b>5.5848</b>	<b>1.4401</b>	<b>0.1753</b>	<b>1.6154</b>		<b>7,820.4581</b>	<b>7,820.4581</b>	<b>0.2801</b>	<b>0.0262</b>	<b>7,834.4566</b>

**Mitigated Operational**

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	9.9155	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085
Energy	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906
Mobile	3.4746	7.4313	31.3747	0.0755	5.4023	0.0918	5.4940	1.4401	0.0845	1.5246		6,392.2611	6,392.2611	0.2522		6,397.5575
<b>Total</b>	<b>13.5210</b>	<b>8.6221</b>	<b>32.4680</b>	<b>0.0826</b>	<b>5.4023</b>	<b>0.1825</b>	<b>5.5848</b>	<b>1.4401</b>	<b>0.1753</b>	<b>1.6154</b>		<b>7,820.4581</b>	<b>7,820.4581</b>	<b>0.2801</b>	<b>0.0262</b>	<b>7,834.4566</b>

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Percent Reduction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

### 3.0 Construction Detail

#### Construction Phase

Phase Number	Phase Name	Phase Type	Start Date	End Date	Num Days Week	Num Days	Phase Description
1	Demolition	Demolition	9/1/2015	10/26/2015	5	40	
2	Site Preparation	Site Preparation	10/27/2015	11/23/2015	5	20	
3	Grading	Grading	11/24/2015	1/18/2016	5	40	
4	Building Construction	Building Construction	1/19/2016	10/23/2017	5	460	
5	Paving	Paving	10/24/2017	12/18/2017	5	40	
6	Architectural Coating	Architectural Coating	12/19/2017	2/12/2018	5	40	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 10

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 535,500; Non-Residential Outdoor: 178,500 (Architectural Coating – sqft)

#### OffRoad Equipment



Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Architectural Coating	Air Compressors	1	6.00	78	0.48
Demolition	Excavators	3	8.00	162	0.38
Demolition	Concrete/Industrial Saws	1	8.00	81	0.73
Grading	Excavators	1	8.00	162	0.38
Building Construction	Cranes	1	7.00	226	0.29
Building Construction	Forklifts	3	8.00	89	0.20
Building Construction	Generator Sets	1	8.00	84	0.74
Paving	Pavers	2	8.00	125	0.42
Paving	Rollers	2	8.00	80	0.38
Demolition	Rubber Tired Dozers	2	8.00	255	0.40
Grading	Rubber Tired Dozers	1	8.00	255	0.40
Building Construction	Tractors/Loaders/Backhoes	3	7.00	97	0.37
Grading	Graders	1	8.00	174	0.41
Grading	Tractors/Loaders/Backhoes	3	8.00	97	0.37
Paving	Paving Equipment	2	8.00	130	0.36
Site Preparation	Tractors/Loaders/Backhoes	4	8.00	97	0.37
Site Preparation	Rubber Tired Dozers	3	8.00	255	0.40
Building Construction	Welders	1	8.00	46	0.45

**Trips and VMT**

Phase Name	Offroad Equipment Count	Worker Trip Number	Vendor Trip Number	Hauling Trip Number	Worker Trip Length	Vendor Trip Length	Hauling Trip Length	Worker Vehicle Class	Vendor Vehicle Class	Hauling Vehicle Class
Demolition	6	15.00	0.00	159.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	7	18.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	6	15.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	9	150.00	59.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	6	15.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	1	30.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

### 3.1 Mitigation Measures Construction

### 3.2 Demolition - 2015

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.8721	0.0000	0.8721	0.1321	0.0000	0.1321			0.0000			0.0000
Off-Road	4.5083	48.3629	36.0738	0.0399		2.4508	2.4508		2.2858	2.2858		4,127.1934	4,127.1934	1.1188		4,150.6886
<b>Total</b>	<b>4.5083</b>	<b>48.3629</b>	<b>36.0738</b>	<b>0.0399</b>	<b>0.8721</b>	<b>2.4508</b>	<b>3.3229</b>	<b>0.1321</b>	<b>2.2858</b>	<b>2.4178</b>		<b>4,127.1934</b>	<b>4,127.1934</b>	<b>1.1188</b>		<b>4,150.6886</b>

### 3.2 Demolition - 2015

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0760	1.3486	0.8412	2.8700e-003	0.0689	0.0234	0.0923	0.0189	0.0215	0.0404		292.2706	292.2706	2.1500e-003		292.3157
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0588	0.0625	0.7155	1.4700e-003	0.1232	1.0000e-003	0.1242	0.0327	9.2000e-004	0.0336		127.2030	127.2030	6.6300e-003		127.3421
<b>Total</b>	<b>0.1348</b>	<b>1.4111</b>	<b>1.5567</b>	<b>4.3400e-003</b>	<b>0.1922</b>	<b>0.0244</b>	<b>0.2165</b>	<b>0.0515</b>	<b>0.0224</b>	<b>0.0740</b>		<b>419.4736</b>	<b>419.4736</b>	<b>8.7800e-003</b>		<b>419.6578</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.8721	0.0000	0.8721	0.1321	0.0000	0.1321			0.0000			0.0000
Off-Road	4.5083	48.3629	36.0738	0.0399		2.4508	2.4508		2.2858	2.2858	0.0000	4,127.1934	4,127.1934	1.1188		4,150.6886
<b>Total</b>	<b>4.5083</b>	<b>48.3629</b>	<b>36.0738</b>	<b>0.0399</b>	<b>0.8721</b>	<b>2.4508</b>	<b>3.3229</b>	<b>0.1321</b>	<b>2.2858</b>	<b>2.4178</b>	<b>0.0000</b>	<b>4,127.1934</b>	<b>4,127.1934</b>	<b>1.1188</b>		<b>4,150.6886</b>

### 3.2 Demolition - 2015

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0760	1.3486	0.8412	2.8700e-003	0.0689	0.0234	0.0923	0.0189	0.0215	0.0404		292.2706	292.2706	2.1500e-003		292.3157
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0588	0.0625	0.7155	1.4700e-003	0.1232	1.0000e-003	0.1242	0.0327	9.2000e-004	0.0336		127.2030	127.2030	6.6300e-003		127.3421
<b>Total</b>	<b>0.1348</b>	<b>1.4111</b>	<b>1.5567</b>	<b>4.3400e-003</b>	<b>0.1922</b>	<b>0.0244</b>	<b>0.2165</b>	<b>0.0515</b>	<b>0.0224</b>	<b>0.0740</b>		<b>419.4736</b>	<b>419.4736</b>	<b>8.7800e-003</b>		<b>419.6578</b>

### 3.3 Site Preparation - 2015

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					18.0663	0.0000	18.0663	9.9307	0.0000	9.9307			0.0000			0.0000
Off-Road	5.2609	56.8897	42.6318	0.0391		3.0883	3.0883		2.8412	2.8412		4,111.744 4	4,111.744 4	1.2275		4,137.522 5
<b>Total</b>	<b>5.2609</b>	<b>56.8897</b>	<b>42.6318</b>	<b>0.0391</b>	<b>18.0663</b>	<b>3.0883</b>	<b>21.1545</b>	<b>9.9307</b>	<b>2.8412</b>	<b>12.7719</b>		<b>4,111.744 4</b>	<b>4,111.744 4</b>	<b>1.2275</b>		<b>4,137.522 5</b>

### 3.3 Site Preparation - 2015

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0706	0.0750	0.8586	1.7600e-003	0.1479	1.2000e-003	0.1491	0.0392	1.1000e-003	0.0403		152.6436	152.6436	7.9500e-003		152.8106
<b>Total</b>	<b>0.0706</b>	<b>0.0750</b>	<b>0.8586</b>	<b>1.7600e-003</b>	<b>0.1479</b>	<b>1.2000e-003</b>	<b>0.1491</b>	<b>0.0392</b>	<b>1.1000e-003</b>	<b>0.0403</b>		<b>152.6436</b>	<b>152.6436</b>	<b>7.9500e-003</b>		<b>152.8106</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					18.0663	0.0000	18.0663	9.9307	0.0000	9.9307			0.0000			0.0000
Off-Road	5.2609	56.8897	42.6318	0.0391		3.0883	3.0883		2.8412	2.8412	0.0000	4,111.7444	4,111.7444	1.2275		4,137.5224
<b>Total</b>	<b>5.2609</b>	<b>56.8897</b>	<b>42.6318</b>	<b>0.0391</b>	<b>18.0663</b>	<b>3.0883</b>	<b>21.1545</b>	<b>9.9307</b>	<b>2.8412</b>	<b>12.7719</b>	<b>0.0000</b>	<b>4,111.7444</b>	<b>4,111.7444</b>	<b>1.2275</b>		<b>4,137.5224</b>

### 3.3 Site Preparation - 2015

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0706	0.0750	0.8586	1.7600e-003	0.1479	1.2000e-003	0.1491	0.0392	1.1000e-003	0.0403		152.6436	152.6436	7.9500e-003		152.8106
<b>Total</b>	<b>0.0706</b>	<b>0.0750</b>	<b>0.8586</b>	<b>1.7600e-003</b>	<b>0.1479</b>	<b>1.2000e-003</b>	<b>0.1491</b>	<b>0.0392</b>	<b>1.1000e-003</b>	<b>0.0403</b>		<b>152.6436</b>	<b>152.6436</b>	<b>7.9500e-003</b>		<b>152.8106</b>

### 3.4 Grading - 2015

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					6.2872	0.0000	6.2872	3.3389	0.0000	3.3389			0.0000			0.0000
Off-Road	3.8327	40.4161	26.6731	0.0298		2.3284	2.3284		2.1421	2.1421		3,129.0158	3,129.0158	0.9341		3,148.6328
<b>Total</b>	<b>3.8327</b>	<b>40.4161</b>	<b>26.6731</b>	<b>0.0298</b>	<b>6.2872</b>	<b>2.3284</b>	<b>8.6156</b>	<b>3.3389</b>	<b>2.1421</b>	<b>5.4809</b>		<b>3,129.0158</b>	<b>3,129.0158</b>	<b>0.9341</b>		<b>3,148.6328</b>

### 3.4 Grading - 2015

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0588	0.0625	0.7155	1.4700e-003	0.1232	1.0000e-003	0.1242	0.0327	9.2000e-004	0.0336		127.2030	127.2030	6.6300e-003		127.3421
<b>Total</b>	<b>0.0588</b>	<b>0.0625</b>	<b>0.7155</b>	<b>1.4700e-003</b>	<b>0.1232</b>	<b>1.0000e-003</b>	<b>0.1242</b>	<b>0.0327</b>	<b>9.2000e-004</b>	<b>0.0336</b>		<b>127.2030</b>	<b>127.2030</b>	<b>6.6300e-003</b>		<b>127.3421</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					6.2872	0.0000	6.2872	3.3389	0.0000	3.3389			0.0000			0.0000
Off-Road	3.8327	40.4161	26.6731	0.0298		2.3284	2.3284		2.1421	2.1421	0.0000	3,129.0158	3,129.0158	0.9341		3,148.6328
<b>Total</b>	<b>3.8327</b>	<b>40.4161</b>	<b>26.6731</b>	<b>0.0298</b>	<b>6.2872</b>	<b>2.3284</b>	<b>8.6156</b>	<b>3.3389</b>	<b>2.1421</b>	<b>5.4809</b>	<b>0.0000</b>	<b>3,129.0158</b>	<b>3,129.0158</b>	<b>0.9341</b>		<b>3,148.6328</b>

### 3.4 Grading - 2015

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0588	0.0625	0.7155	1.4700e-003	0.1232	1.0000e-003	0.1242	0.0327	9.2000e-004	0.0336		127.2030	127.2030	6.6300e-003		127.3421
<b>Total</b>	<b>0.0588</b>	<b>0.0625</b>	<b>0.7155</b>	<b>1.4700e-003</b>	<b>0.1232</b>	<b>1.0000e-003</b>	<b>0.1242</b>	<b>0.0327</b>	<b>9.2000e-004</b>	<b>0.0336</b>		<b>127.2030</b>	<b>127.2030</b>	<b>6.6300e-003</b>		<b>127.3421</b>

### 3.4 Grading - 2016

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					6.2872	0.0000	6.2872	3.3389	0.0000	3.3389			0.0000			0.0000
Off-Road	3.6669	38.4466	26.0787	0.0298		2.1984	2.1984		2.0225	2.0225		3,093.7889	3,093.7889	0.9332		3,113.3860
<b>Total</b>	<b>3.6669</b>	<b>38.4466</b>	<b>26.0787</b>	<b>0.0298</b>	<b>6.2872</b>	<b>2.1984</b>	<b>8.4856</b>	<b>3.3389</b>	<b>2.0225</b>	<b>5.3614</b>		<b>3,093.7889</b>	<b>3,093.7889</b>	<b>0.9332</b>		<b>3,113.3860</b>



### 3.4 Grading - 2016

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0534	0.0561	0.6446	1.4700e-003	0.1232	9.5000e-004	0.1242	0.0327	8.8000e-004	0.0336		122.7044	122.7044	6.0600e-003		122.8317
<b>Total</b>	<b>0.0534</b>	<b>0.0561</b>	<b>0.6446</b>	<b>1.4700e-003</b>	<b>0.1232</b>	<b>9.5000e-004</b>	<b>0.1242</b>	<b>0.0327</b>	<b>8.8000e-004</b>	<b>0.0336</b>		<b>122.7044</b>	<b>122.7044</b>	<b>6.0600e-003</b>		<b>122.8317</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					6.2872	0.0000	6.2872	3.3389	0.0000	3.3389			0.0000			0.0000
Off-Road	3.6669	38.4466	26.0787	0.0298		2.1984	2.1984		2.0225	2.0225	0.0000	3,093.7889	3,093.7889	0.9332		3,113.3860
<b>Total</b>	<b>3.6669</b>	<b>38.4466</b>	<b>26.0787</b>	<b>0.0298</b>	<b>6.2872</b>	<b>2.1984</b>	<b>8.4856</b>	<b>3.3389</b>	<b>2.0225</b>	<b>5.3614</b>	<b>0.0000</b>	<b>3,093.7889</b>	<b>3,093.7889</b>	<b>0.9332</b>		<b>3,113.3860</b>

### 3.4 Grading - 2016

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0534	0.0561	0.6446	1.4700e-003	0.1232	9.5000e-004	0.1242	0.0327	8.8000e-004	0.0336		122.7044	122.7044	6.0600e-003			122.8317
<b>Total</b>	<b>0.0534</b>	<b>0.0561</b>	<b>0.6446</b>	<b>1.4700e-003</b>	<b>0.1232</b>	<b>9.5000e-004</b>	<b>0.1242</b>	<b>0.0327</b>	<b>8.8000e-004</b>	<b>0.0336</b>		<b>122.7044</b>	<b>122.7044</b>	<b>6.0600e-003</b>			<b>122.8317</b>

### 3.5 Building Construction - 2016

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	3.4062	28.5063	18.5066	0.0268		1.9674	1.9674		1.8485	1.8485		2,669.2864	2,669.2864	0.6620			2,683.1890
<b>Total</b>	<b>3.4062</b>	<b>28.5063</b>	<b>18.5066</b>	<b>0.0268</b>		<b>1.9674</b>	<b>1.9674</b>		<b>1.8485</b>	<b>1.8485</b>		<b>2,669.2864</b>	<b>2,669.2864</b>	<b>0.6620</b>			<b>2,683.1890</b>

### 3.5 Building Construction - 2016

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.5038	5.6961	5.9929	0.0132	0.3880	0.0942	0.4821	0.1103	0.0866	0.1969		1,319.2539	1,319.2539	8.6900e-003			1,319.4364
Worker	0.5335	0.5613	6.4462	0.0147	1.2322	9.5200e-003	1.2417	0.3268	8.7500e-003	0.3356		1,227.0444	1,227.0444	0.0606			1,228.3173
<b>Total</b>	<b>1.0373</b>	<b>6.2574</b>	<b>12.4390</b>	<b>0.0278</b>	<b>1.6202</b>	<b>0.1037</b>	<b>1.7239</b>	<b>0.4371</b>	<b>0.0954</b>	<b>0.5324</b>		<b>2,546.2983</b>	<b>2,546.2983</b>	<b>0.0693</b>			<b>2,547.7537</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	3.4062	28.5063	18.5066	0.0268		1.9674	1.9674		1.8485	1.8485	0.0000	2,669.2864	2,669.2864	0.6620			2,683.1890
<b>Total</b>	<b>3.4062</b>	<b>28.5063</b>	<b>18.5066</b>	<b>0.0268</b>		<b>1.9674</b>	<b>1.9674</b>		<b>1.8485</b>	<b>1.8485</b>	<b>0.0000</b>	<b>2,669.2864</b>	<b>2,669.2864</b>	<b>0.6620</b>			<b>2,683.1890</b>

### 3.5 Building Construction - 2016

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.5038	5.6961	5.9929	0.0132	0.3880	0.0942	0.4821	0.1103	0.0866	0.1969		1,319.2539	1,319.2539	8.6900e-003			1,319.4364
Worker	0.5335	0.5613	6.4462	0.0147	1.2322	9.5200e-003	1.2417	0.3268	8.7500e-003	0.3356		1,227.0444	1,227.0444	0.0606			1,228.3173
<b>Total</b>	<b>1.0373</b>	<b>6.2574</b>	<b>12.4390</b>	<b>0.0278</b>	<b>1.6202</b>	<b>0.1037</b>	<b>1.7239</b>	<b>0.4371</b>	<b>0.0954</b>	<b>0.5324</b>		<b>2,546.2983</b>	<b>2,546.2983</b>	<b>0.0693</b>			<b>2,547.7537</b>

### 3.5 Building Construction - 2017

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	3.1024	26.4057	18.1291	0.0268		1.7812	1.7812		1.6730	1.6730		2,639.8053	2,639.8053	0.6497			2,653.4490
<b>Total</b>	<b>3.1024</b>	<b>26.4057</b>	<b>18.1291</b>	<b>0.0268</b>		<b>1.7812</b>	<b>1.7812</b>		<b>1.6730</b>	<b>1.6730</b>		<b>2,639.8053</b>	<b>2,639.8053</b>	<b>0.6497</b>			<b>2,653.4490</b>

### 3.5 Building Construction - 2017

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.4486	5.1140	5.5504	0.0132	0.3882	0.0809	0.4691	0.1104	0.0744	0.1848		1,298.3520	1,298.3520	8.1300e-003			1,298.5228
Worker	0.4825	0.5047	5.8071	0.0147	1.2322	9.1900e-003	1.2414	0.3268	8.4800e-003	0.3353		1,179.4584	1,179.4584	0.0556			1,180.6267
<b>Total</b>	<b>0.9311</b>	<b>5.6187</b>	<b>11.3575</b>	<b>0.0278</b>	<b>1.6204</b>	<b>0.0901</b>	<b>1.7105</b>	<b>0.4372</b>	<b>0.0829</b>	<b>0.5201</b>		<b>2,477.8104</b>	<b>2,477.8104</b>	<b>0.0638</b>			<b>2,479.1495</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	3.1024	26.4057	18.1291	0.0268		1.7812	1.7812		1.6730	1.6730	0.0000	2,639.8053	2,639.8053	0.6497			2,653.4490
<b>Total</b>	<b>3.1024</b>	<b>26.4057</b>	<b>18.1291</b>	<b>0.0268</b>		<b>1.7812</b>	<b>1.7812</b>		<b>1.6730</b>	<b>1.6730</b>	<b>0.0000</b>	<b>2,639.8053</b>	<b>2,639.8053</b>	<b>0.6497</b>			<b>2,653.4490</b>

### 3.5 Building Construction - 2017

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.4486	5.1140	5.5504	0.0132	0.3882	0.0809	0.4691	0.1104	0.0744	0.1848		1,298.3520	1,298.3520	8.1300e-003			1,298.5228
Worker	0.4825	0.5047	5.8071	0.0147	1.2322	9.1900e-003	1.2414	0.3268	8.4800e-003	0.3353		1,179.4584	1,179.4584	0.0556			1,180.6267
<b>Total</b>	<b>0.9311</b>	<b>5.6187</b>	<b>11.3575</b>	<b>0.0278</b>	<b>1.6204</b>	<b>0.0901</b>	<b>1.7105</b>	<b>0.4372</b>	<b>0.0829</b>	<b>0.5201</b>		<b>2,477.8104</b>	<b>2,477.8104</b>	<b>0.0638</b>			<b>2,479.1495</b>

### 3.6 Paving - 2017

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	1.9074	20.2964	14.7270	0.0223		1.1384	1.1384		1.0473	1.0473		2,281.0588	2,281.0588	0.6989			2,295.7360
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
<b>Total</b>	<b>1.9074</b>	<b>20.2964</b>	<b>14.7270</b>	<b>0.0223</b>		<b>1.1384</b>	<b>1.1384</b>		<b>1.0473</b>	<b>1.0473</b>		<b>2,281.0588</b>	<b>2,281.0588</b>	<b>0.6989</b>			<b>2,295.7360</b>

### 3.6 Paving - 2017

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0483	0.0505	0.5807	1.4700e-003	0.1232	9.2000e-004	0.1241	0.0327	8.5000e-004	0.0335		117.9458	117.9458	5.5600e-003			118.0627
<b>Total</b>	<b>0.0483</b>	<b>0.0505</b>	<b>0.5807</b>	<b>1.4700e-003</b>	<b>0.1232</b>	<b>9.2000e-004</b>	<b>0.1241</b>	<b>0.0327</b>	<b>8.5000e-004</b>	<b>0.0335</b>		<b>117.9458</b>	<b>117.9458</b>	<b>5.5600e-003</b>			<b>118.0627</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	1.9074	20.2964	14.7270	0.0223		1.1384	1.1384		1.0473	1.0473	0.0000	2,281.0588	2,281.0588	0.6989			2,295.7360
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
<b>Total</b>	<b>1.9074</b>	<b>20.2964</b>	<b>14.7270</b>	<b>0.0223</b>		<b>1.1384</b>	<b>1.1384</b>		<b>1.0473</b>	<b>1.0473</b>	<b>0.0000</b>	<b>2,281.0588</b>	<b>2,281.0588</b>	<b>0.6989</b>			<b>2,295.7360</b>

### 3.6 Paving - 2017

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0483	0.0505	0.5807	1.4700e-003	0.1232	9.2000e-004	0.1241	0.0327	8.5000e-004	0.0335		117.9458	117.9458	5.5600e-003			118.0627
<b>Total</b>	<b>0.0483</b>	<b>0.0505</b>	<b>0.5807</b>	<b>1.4700e-003</b>	<b>0.1232</b>	<b>9.2000e-004</b>	<b>0.1241</b>	<b>0.0327</b>	<b>8.5000e-004</b>	<b>0.0335</b>		<b>117.9458</b>	<b>117.9458</b>	<b>5.5600e-003</b>			<b>118.0627</b>

### 3.7 Architectural Coating - 2017

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Archit. Coating	206.8369					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
Off-Road	0.3323	2.1850	1.8681	2.9700e-003		0.1733	0.1733		0.1733	0.1733		281.4481	281.4481	0.0297			282.0721
<b>Total</b>	<b>207.1692</b>	<b>2.1850</b>	<b>1.8681</b>	<b>2.9700e-003</b>		<b>0.1733</b>	<b>0.1733</b>		<b>0.1733</b>	<b>0.1733</b>		<b>281.4481</b>	<b>281.4481</b>	<b>0.0297</b>			<b>282.0721</b>



### 3.7 Architectural Coating - 2017

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0965	0.1009	1.1614	2.9300e-003	0.2464	1.8400e-003	0.2483	0.0654	1.7000e-003	0.0671		235.8917	235.8917	0.0111			236.1253
<b>Total</b>	<b>0.0965</b>	<b>0.1009</b>	<b>1.1614</b>	<b>2.9300e-003</b>	<b>0.2464</b>	<b>1.8400e-003</b>	<b>0.2483</b>	<b>0.0654</b>	<b>1.7000e-003</b>	<b>0.0671</b>		<b>235.8917</b>	<b>235.8917</b>	<b>0.0111</b>			<b>236.1253</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Archit. Coating	206.8369					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
Off-Road	0.3323	2.1850	1.8681	2.9700e-003		0.1733	0.1733		0.1733	0.1733	0.0000	281.4481	281.4481	0.0297			282.0721
<b>Total</b>	<b>207.1692</b>	<b>2.1850</b>	<b>1.8681</b>	<b>2.9700e-003</b>		<b>0.1733</b>	<b>0.1733</b>		<b>0.1733</b>	<b>0.1733</b>	<b>0.0000</b>	<b>281.4481</b>	<b>281.4481</b>	<b>0.0297</b>			<b>282.0721</b>

### 3.7 Architectural Coating - 2017

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0965	0.1009	1.1614	2.9300e-003	0.2464	1.8400e-003	0.2483	0.0654	1.7000e-003	0.0671		235.8917	235.8917	0.0111			236.1253
<b>Total</b>	<b>0.0965</b>	<b>0.1009</b>	<b>1.1614</b>	<b>2.9300e-003</b>	<b>0.2464</b>	<b>1.8400e-003</b>	<b>0.2483</b>	<b>0.0654</b>	<b>1.7000e-003</b>	<b>0.0671</b>		<b>235.8917</b>	<b>235.8917</b>	<b>0.0111</b>			<b>236.1253</b>

### 3.7 Architectural Coating - 2018

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Archit. Coating	206.8369					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
Off-Road	0.2986	2.0058	1.8542	2.9700e-003		0.1506	0.1506		0.1506	0.1506		281.4485	281.4485	0.0267			282.0102
<b>Total</b>	<b>207.1355</b>	<b>2.0058</b>	<b>1.8542</b>	<b>2.9700e-003</b>		<b>0.1506</b>	<b>0.1506</b>		<b>0.1506</b>	<b>0.1506</b>		<b>281.4485</b>	<b>281.4485</b>	<b>0.0267</b>			<b>282.0102</b>

### 3.7 Architectural Coating - 2018

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0881	0.0915	1.0555	2.9300e-003	0.2464	1.8000e-003	0.2482	0.0654	1.6700e-003	0.0670		227.0608	227.0608	0.0103			227.2772
<b>Total</b>	<b>0.0881</b>	<b>0.0915</b>	<b>1.0555</b>	<b>2.9300e-003</b>	<b>0.2464</b>	<b>1.8000e-003</b>	<b>0.2482</b>	<b>0.0654</b>	<b>1.6700e-003</b>	<b>0.0670</b>		<b>227.0608</b>	<b>227.0608</b>	<b>0.0103</b>			<b>227.2772</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Archit. Coating	206.8369					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
Off-Road	0.2986	2.0058	1.8542	2.9700e-003		0.1506	0.1506		0.1506	0.1506	0.0000	281.4485	281.4485	0.0267			282.0102
<b>Total</b>	<b>207.1355</b>	<b>2.0058</b>	<b>1.8542</b>	<b>2.9700e-003</b>		<b>0.1506</b>	<b>0.1506</b>		<b>0.1506</b>	<b>0.1506</b>	<b>0.0000</b>	<b>281.4485</b>	<b>281.4485</b>	<b>0.0267</b>			<b>282.0102</b>

### 3.7 Architectural Coating - 2018

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0881	0.0915	1.0555	2.9300e-003	0.2464	1.8000e-003	0.2482	0.0654	1.6700e-003	0.0670		227.0608	227.0608	0.0103			227.2772
<b>Total</b>	<b>0.0881</b>	<b>0.0915</b>	<b>1.0555</b>	<b>2.9300e-003</b>	<b>0.2464</b>	<b>1.8000e-003</b>	<b>0.2482</b>	<b>0.0654</b>	<b>1.6700e-003</b>	<b>0.0670</b>		<b>227.0608</b>	<b>227.0608</b>	<b>0.0103</b>			<b>227.2772</b>

### 4.0 Operational Detail - Mobile

#### 4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Mitigated	3.4746	7.4313	31.3747	0.0755	5.4023	0.0918	5.4940	1.4401	0.0845	1.5246		6,392.2611	6,392.2611	0.2522			6,397.5575
Unmitigated	3.4746	7.4313	31.3747	0.0755	5.4023	0.0918	5.4940	1.4401	0.0845	1.5246		6,392.2611	6,392.2611	0.2522			6,397.5575

### 4.2 Trip Summary Information

Land Use	Average Daily Trip Rate			Unmitigated	Mitigated
	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
Elementary School	1,161.00	0.00	0.00	1,828,524	1,828,524
<b>Total</b>	<b>1,161.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,828,524</b>	<b>1,828,524</b>

### 4.3 Trip Type Information

Land Use	Miles			Trip %			Trip Purpose %		
	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-W	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
Elementary School	9.50	7.30	7.30	65.00	30.00	5.00	63	25	12

LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
0.474465	0.063133	0.180505	0.158349	0.070139	0.010387	0.013452	0.017129	0.000779	0.000670	0.005599	0.000320	0.005072

### 5.0 Energy Detail

#### 4.4 Fleet Mix

Historical Energy Use: N

### 5.1 Mitigation Measures Energy

Category	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
	lb/day										lb/day					
NaturalGas Mitigated	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906
NaturalGas Unmitigated	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906

### 5.2 Energy by Land Use - NaturalGas

#### Unmitigated

	NaturalGas Use	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Elementary School	12138	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906
<b>Total</b>		<b>0.1309</b>	<b>1.1900</b>	<b>0.9996</b>	<b>7.1400e-003</b>		<b>0.0904</b>	<b>0.0904</b>		<b>0.0904</b>	<b>0.0904</b>		<b>1,428.0000</b>	<b>1,428.0000</b>	<b>0.0274</b>	<b>0.0262</b>	<b>1,436.6906</b>

#### Mitigated

	NaturalGas Use	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Elementary School	12.138	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906
<b>Total</b>		<b>0.1309</b>	<b>1.1900</b>	<b>0.9996</b>	<b>7.1400e-003</b>		<b>0.0904</b>	<b>0.0904</b>		<b>0.0904</b>	<b>0.0904</b>		<b>1,428.0000</b>	<b>1,428.0000</b>	<b>0.0274</b>	<b>0.0262</b>	<b>1,436.6906</b>

### 6.0 Area Detail

#### 6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	9.9155	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085
Unmitigated	9.9155	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085

## 6.2 Area by SubCategory

### Unmitigated

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural Coating	2.2667					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer Products	7.6398					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	9.0400e-003	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085
<b>Total</b>	<b>9.9156</b>	<b>8.9000e-004</b>	<b>0.0936</b>	<b>1.0000e-005</b>		<b>3.4000e-004</b>	<b>3.4000e-004</b>		<b>3.4000e-004</b>	<b>3.4000e-004</b>		<b>0.1970</b>	<b>0.1970</b>	<b>5.5000e-004</b>		<b>0.2085</b>

## 6.2 Area by SubCategory

### Mitigated

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural Coating	2.2667					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer Products	7.6398					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	9.0400e-003	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085
<b>Total</b>	<b>9.9156</b>	<b>8.9000e-004</b>	<b>0.0936</b>	<b>1.0000e-005</b>		<b>3.4000e-004</b>	<b>3.4000e-004</b>		<b>3.4000e-004</b>	<b>3.4000e-004</b>		<b>0.1970</b>	<b>0.1970</b>	<b>5.5000e-004</b>		<b>0.2085</b>

## 7.0 Water Detail

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### 7.1 Mitigation Measures Water

## 8.0 Waste Detail

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### 8.1 Mitigation Measures Waste

## 9.0 Operational Offroad

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Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type
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## 10.0 Vegetation

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## Lemonwood Elementary School Reconstruction Project Ventura County APCD Air District, Winter

### 1.0 Project Characteristics

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#### 1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Elementary School	900.00	Student	9.90	357,000.00	0

#### 1.2 Other Project Characteristics

<b>Urbanization</b>	Urban	<b>Wind Speed (m/s)</b>	2.6	<b>Precipitation Freq (Days)</b>	31
<b>Climate Zone</b>	8			<b>Operational Year</b>	2017
<b>Utility Company</b>	Southern California Edison				
<b>CO2 Intensity (lb/MWhr)</b>	630.89	<b>CH4 Intensity (lb/MWhr)</b>	0.029	<b>N2O Intensity (lb/MWhr)</b>	0.006

#### 1.3 User Entered Comments & Non-Default Data

Project Characteristics -

Land Use - 9.9 acre site for 900 students with 357ksf of sitework

Construction Phase - construction phase lenghts doubled to match 2015 to 2017 30 month construction schedule

Demolition - 35ksf demolition per project description

Table Name	Column Name	Default Value	New Value
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	230.00	460.00
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	20.00	40.00
tblConstructionPhase	NumDays	10.00	20.00
tblGrading	AcresOfGrading	20.00	10.00
tblLandUse	LandUseSquareFeet	75,243.03	357,000.00
tblLandUse	LotAcreage	1.73	9.90
tblProjectCharacteristics	OperationalYear	2014	2017

## 2.0 Emissions Summary

### 2.1 Overall Construction (Maximum Daily Emission)

#### Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2015	5.3373	56.9774	43.5032	0.0442	18.2141	3.0895	21.3036	9.9699	2.8423	12.8122	0.0000	4,539.8659	4,539.8659	1.2355	0.0000	4,565.8109
2016	4.5819	38.5123	33.3009	0.0539	6.4104	2.1994	8.6098	3.3715	2.0234	5.3949	0.0000	5,145.9776	5,145.9776	0.9393	0.0000	5,165.7020
2017	207.2729	32.2580	31.7802	0.0539	1.6204	1.8723	3.4927	0.4372	1.7568	2.1940	0.0000	5,050.3604	5,050.3604	0.7137	0.0000	5,065.3491
2018	207.2298	2.1129	2.9078	5.7600e-003	0.2464	0.1524	0.3988	0.0654	0.1522	0.2176	0.0000	497.5953	497.5953	0.0371	0.0000	498.3732
<b>Total</b>	<b>424.4219</b>	<b>129.8607</b>	<b>111.4920</b>	<b>0.1577</b>	<b>26.4914</b>	<b>7.3135</b>	<b>33.8049</b>	<b>13.8440</b>	<b>6.7747</b>	<b>20.6187</b>	<b>0.0000</b>	<b>15,233.7991</b>	<b>15,233.7991</b>	<b>2.9255</b>	<b>0.0000</b>	<b>15,295.2352</b>



**2.2 Overall Operational****Unmitigated Operational**

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	9.9155	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085
Energy	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906
Mobile	3.7617	8.0312	34.8493	0.0726	5.4023	0.0923	5.4946	1.4401	0.0850	1.5251		6,150.7916	6,150.7916	0.2524		6,156.0919
<b>Total</b>	<b>13.8081</b>	<b>9.2221</b>	<b>35.9425</b>	<b>0.0797</b>	<b>5.4023</b>	<b>0.1831</b>	<b>5.5854</b>	<b>1.4401</b>	<b>0.1758</b>	<b>1.6159</b>		<b>7,578.9885</b>	<b>7,578.9885</b>	<b>0.2803</b>	<b>0.0262</b>	<b>7,592.9909</b>

**Mitigated Operational**

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	9.9155	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085
Energy	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906
Mobile	3.7617	8.0312	34.8493	0.0726	5.4023	0.0923	5.4946	1.4401	0.0850	1.5251		6,150.7916	6,150.7916	0.2524		6,156.0919
<b>Total</b>	<b>13.8081</b>	<b>9.2221</b>	<b>35.9425</b>	<b>0.0797</b>	<b>5.4023</b>	<b>0.1831</b>	<b>5.5854</b>	<b>1.4401</b>	<b>0.1758</b>	<b>1.6159</b>		<b>7,578.9885</b>	<b>7,578.9885</b>	<b>0.2803</b>	<b>0.0262</b>	<b>7,592.9909</b>

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Percent Reduction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

### 3.0 Construction Detail

#### Construction Phase

Phase Number	Phase Name	Phase Type	Start Date	End Date	Num Days Week	Num Days	Phase Description
1	Demolition	Demolition	9/1/2015	10/26/2015	5	40	
2	Site Preparation	Site Preparation	10/27/2015	11/23/2015	5	20	
3	Grading	Grading	11/24/2015	1/18/2016	5	40	
4	Building Construction	Building Construction	1/19/2016	10/23/2017	5	460	
5	Paving	Paving	10/24/2017	12/18/2017	5	40	
6	Architectural Coating	Architectural Coating	12/19/2017	2/12/2018	5	40	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 10

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 535,500; Non-Residential Outdoor: 178,500 (Architectural Coating – sqft)

#### OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Architectural Coating	Air Compressors	1	6.00	78	0.48
Demolition	Excavators	3	8.00	162	0.38
Demolition	Concrete/Industrial Saws	1	8.00	81	0.73
Grading	Excavators	1	8.00	162	0.38
Building Construction	Cranes	1	7.00	226	0.29
Building Construction	Forklifts	3	8.00	89	0.20
Building Construction	Generator Sets	1	8.00	84	0.74
Paving	Pavers	2	8.00	125	0.42
Paving	Rollers	2	8.00	80	0.38
Demolition	Rubber Tired Dozers	2	8.00	255	0.40
Grading	Rubber Tired Dozers	1	8.00	255	0.40
Building Construction	Tractors/Loaders/Backhoes	3	7.00	97	0.37
Grading	Graders	1	8.00	174	0.41
Grading	Tractors/Loaders/Backhoes	3	8.00	97	0.37
Paving	Paving Equipment	2	8.00	130	0.36
Site Preparation	Tractors/Loaders/Backhoes	4	8.00	97	0.37
Site Preparation	Rubber Tired Dozers	3	8.00	255	0.40
Building Construction	Welders	1	8.00	46	0.45

**Trips and VMT**

Phase Name	Offroad Equipment Count	Worker Trip Number	Vendor Trip Number	Hauling Trip Number	Worker Trip Length	Vendor Trip Length	Hauling Trip Length	Worker Vehicle Class	Vendor Vehicle Class	Hauling Vehicle Class
Demolition	6	15.00	0.00	159.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	7	18.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	6	15.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	9	150.00	59.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	6	15.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	1	30.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

### 3.1 Mitigation Measures Construction

### 3.2 Demolition - 2015

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.8721	0.0000	0.8721	0.1321	0.0000	0.1321			0.0000			0.0000
Off-Road	4.5083	48.3629	36.0738	0.0399		2.4508	2.4508		2.2858	2.2858		4,127.1934	4,127.1934	1.1188		4,150.6886
<b>Total</b>	<b>4.5083</b>	<b>48.3629</b>	<b>36.0738</b>	<b>0.0399</b>	<b>0.8721</b>	<b>2.4508</b>	<b>3.3229</b>	<b>0.1321</b>	<b>2.2858</b>	<b>2.4178</b>		<b>4,127.1934</b>	<b>4,127.1934</b>	<b>1.1188</b>		<b>4,150.6886</b>

### 3.2 Demolition - 2015

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0854	1.3983	1.0567	2.8700e-003	0.0689	0.0235	0.0924	0.0189	0.0216	0.0404		291.5638	291.5638	2.1800e-003		291.6095
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0636	0.0731	0.7262	1.4000e-003	0.1232	1.0000e-003	0.1242	0.0327	9.2000e-004	0.0336		121.1087	121.1087	6.6300e-003		121.2478
<b>Total</b>	<b>0.1491</b>	<b>1.4714</b>	<b>1.7829</b>	<b>4.2700e-003</b>	<b>0.1922</b>	<b>0.0245</b>	<b>0.2166</b>	<b>0.0515</b>	<b>0.0225</b>	<b>0.0740</b>		<b>412.6724</b>	<b>412.6724</b>	<b>8.8100e-003</b>		<b>412.8573</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.8721	0.0000	0.8721	0.1321	0.0000	0.1321			0.0000			0.0000
Off-Road	4.5083	48.3629	36.0738	0.0399		2.4508	2.4508		2.2858	2.2858	0.0000	4,127.1934	4,127.1934	1.1188		4,150.6886
<b>Total</b>	<b>4.5083</b>	<b>48.3629</b>	<b>36.0738</b>	<b>0.0399</b>	<b>0.8721</b>	<b>2.4508</b>	<b>3.3229</b>	<b>0.1321</b>	<b>2.2858</b>	<b>2.4178</b>	<b>0.0000</b>	<b>4,127.1934</b>	<b>4,127.1934</b>	<b>1.1188</b>		<b>4,150.6886</b>



### 3.2 Demolition - 2015

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0854	1.3983	1.0567	2.8700e-003	0.0689	0.0235	0.0924	0.0189	0.0216	0.0404		291.5638	291.5638	2.1800e-003		291.6095
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0636	0.0731	0.7262	1.4000e-003	0.1232	1.0000e-003	0.1242	0.0327	9.2000e-004	0.0336		121.1087	121.1087	6.6300e-003		121.2478
<b>Total</b>	<b>0.1491</b>	<b>1.4714</b>	<b>1.7829</b>	<b>4.2700e-003</b>	<b>0.1922</b>	<b>0.0245</b>	<b>0.2166</b>	<b>0.0515</b>	<b>0.0225</b>	<b>0.0740</b>		<b>412.6724</b>	<b>412.6724</b>	<b>8.8100e-003</b>		<b>412.8573</b>

### 3.3 Site Preparation - 2015

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					18.0663	0.0000	18.0663	9.9307	0.0000	9.9307			0.0000			0.0000
Off-Road	5.2609	56.8897	42.6318	0.0391		3.0883	3.0883		2.8412	2.8412		4,111.7444	4,111.7444	1.2275		4,137.5225
<b>Total</b>	<b>5.2609</b>	<b>56.8897</b>	<b>42.6318</b>	<b>0.0391</b>	<b>18.0663</b>	<b>3.0883</b>	<b>21.1545</b>	<b>9.9307</b>	<b>2.8412</b>	<b>12.7719</b>		<b>4,111.7444</b>	<b>4,111.7444</b>	<b>1.2275</b>		<b>4,137.5225</b>

### 3.3 Site Preparation - 2015

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0764	0.0878	0.8715	1.6800e-003	0.1479	1.2000e-003	0.1491	0.0392	1.1000e-003	0.0403		145.3304	145.3304	7.9500e-003		145.4974
<b>Total</b>	<b>0.0764</b>	<b>0.0878</b>	<b>0.8715</b>	<b>1.6800e-003</b>	<b>0.1479</b>	<b>1.2000e-003</b>	<b>0.1491</b>	<b>0.0392</b>	<b>1.1000e-003</b>	<b>0.0403</b>		<b>145.3304</b>	<b>145.3304</b>	<b>7.9500e-003</b>		<b>145.4974</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					18.0663	0.0000	18.0663	9.9307	0.0000	9.9307			0.0000			0.0000
Off-Road	5.2609	56.8897	42.6318	0.0391		3.0883	3.0883		2.8412	2.8412	0.0000	4,111.744 4	4,111.744 4	1.2275		4,137.522 4
<b>Total</b>	<b>5.2609</b>	<b>56.8897</b>	<b>42.6318</b>	<b>0.0391</b>	<b>18.0663</b>	<b>3.0883</b>	<b>21.1545</b>	<b>9.9307</b>	<b>2.8412</b>	<b>12.7719</b>	<b>0.0000</b>	<b>4,111.744 4</b>	<b>4,111.744 4</b>	<b>1.2275</b>		<b>4,137.522 4</b>

### 3.3 Site Preparation - 2015

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0764	0.0878	0.8715	1.6800e-003	0.1479	1.2000e-003	0.1491	0.0392	1.1000e-003	0.0403		145.3304	145.3304	7.9500e-003		145.4974
<b>Total</b>	<b>0.0764</b>	<b>0.0878</b>	<b>0.8715</b>	<b>1.6800e-003</b>	<b>0.1479</b>	<b>1.2000e-003</b>	<b>0.1491</b>	<b>0.0392</b>	<b>1.1000e-003</b>	<b>0.0403</b>		<b>145.3304</b>	<b>145.3304</b>	<b>7.9500e-003</b>		<b>145.4974</b>

### 3.4 Grading - 2015

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					6.2872	0.0000	6.2872	3.3389	0.0000	3.3389			0.0000			0.0000
Off-Road	3.8327	40.4161	26.6731	0.0298		2.3284	2.3284		2.1421	2.1421		3,129.0158	3,129.0158	0.9341		3,148.6328
<b>Total</b>	<b>3.8327</b>	<b>40.4161</b>	<b>26.6731</b>	<b>0.0298</b>	<b>6.2872</b>	<b>2.3284</b>	<b>8.6156</b>	<b>3.3389</b>	<b>2.1421</b>	<b>5.4809</b>		<b>3,129.0158</b>	<b>3,129.0158</b>	<b>0.9341</b>		<b>3,148.6328</b>

### 3.4 Grading - 2015

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0636	0.0731	0.7262	1.4000e-003	0.1232	1.0000e-003	0.1242	0.0327	9.2000e-004	0.0336		121.1087	121.1087	6.6300e-003			121.2478
<b>Total</b>	<b>0.0636</b>	<b>0.0731</b>	<b>0.7262</b>	<b>1.4000e-003</b>	<b>0.1232</b>	<b>1.0000e-003</b>	<b>0.1242</b>	<b>0.0327</b>	<b>9.2000e-004</b>	<b>0.0336</b>		<b>121.1087</b>	<b>121.1087</b>	<b>6.6300e-003</b>			<b>121.2478</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Fugitive Dust					6.2872	0.0000	6.2872	3.3389	0.0000	3.3389			0.0000			0.0000	
Off-Road	3.8327	40.4161	26.6731	0.0298		2.3284	2.3284		2.1421	2.1421	0.0000	3,129.0158	3,129.0158	0.9341			3,148.6328
<b>Total</b>	<b>3.8327</b>	<b>40.4161</b>	<b>26.6731</b>	<b>0.0298</b>	<b>6.2872</b>	<b>2.3284</b>	<b>8.6156</b>	<b>3.3389</b>	<b>2.1421</b>	<b>5.4809</b>	<b>0.0000</b>	<b>3,129.0158</b>	<b>3,129.0158</b>	<b>0.9341</b>			<b>3,148.6328</b>

### 3.4 Grading - 2015

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0636	0.0731	0.7262	1.4000e-003	0.1232	1.0000e-003	0.1242	0.0327	9.2000e-004	0.0336		121.1087	121.1087	6.6300e-003		121.2478
<b>Total</b>	<b>0.0636</b>	<b>0.0731</b>	<b>0.7262</b>	<b>1.4000e-003</b>	<b>0.1232</b>	<b>1.0000e-003</b>	<b>0.1242</b>	<b>0.0327</b>	<b>9.2000e-004</b>	<b>0.0336</b>		<b>121.1087</b>	<b>121.1087</b>	<b>6.6300e-003</b>		<b>121.2478</b>

### 3.4 Grading - 2016

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					6.2872	0.0000	6.2872	3.3389	0.0000	3.3389			0.0000			0.0000
Off-Road	3.6669	38.4466	26.0787	0.0298		2.1984	2.1984		2.0225	2.0225		3,093.7889	3,093.7889	0.9332		3,113.3860
<b>Total</b>	<b>3.6669</b>	<b>38.4466</b>	<b>26.0787</b>	<b>0.0298</b>	<b>6.2872</b>	<b>2.1984</b>	<b>8.4856</b>	<b>3.3389</b>	<b>2.0225</b>	<b>5.3614</b>		<b>3,093.7889</b>	<b>3,093.7889</b>	<b>0.9332</b>		<b>3,113.3860</b>

### 3.4 Grading - 2016

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0575	0.0657	0.6510	1.4000e-003	0.1232	9.5000e-004	0.1242	0.0327	8.8000e-004	0.0336		116.8194	116.8194	6.0600e-003		116.9467
<b>Total</b>	<b>0.0575</b>	<b>0.0657</b>	<b>0.6510</b>	<b>1.4000e-003</b>	<b>0.1232</b>	<b>9.5000e-004</b>	<b>0.1242</b>	<b>0.0327</b>	<b>8.8000e-004</b>	<b>0.0336</b>		<b>116.8194</b>	<b>116.8194</b>	<b>6.0600e-003</b>		<b>116.9467</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					6.2872	0.0000	6.2872	3.3389	0.0000	3.3389			0.0000			0.0000
Off-Road	3.6669	38.4466	26.0787	0.0298		2.1984	2.1984		2.0225	2.0225	0.0000	3,093.7889	3,093.7889	0.9332		3,113.3860
<b>Total</b>	<b>3.6669</b>	<b>38.4466</b>	<b>26.0787</b>	<b>0.0298</b>	<b>6.2872</b>	<b>2.1984</b>	<b>8.4856</b>	<b>3.3389</b>	<b>2.0225</b>	<b>5.3614</b>	<b>0.0000</b>	<b>3,093.7889</b>	<b>3,093.7889</b>	<b>0.9332</b>		<b>3,113.3860</b>

### 3.4 Grading - 2016

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0575	0.0657	0.6510	1.4000e-003	0.1232	9.5000e-004	0.1242	0.0327	8.8000e-004	0.0336		116.8194	116.8194	6.0600e-003			116.9467
<b>Total</b>	<b>0.0575</b>	<b>0.0657</b>	<b>0.6510</b>	<b>1.4000e-003</b>	<b>0.1232</b>	<b>9.5000e-004</b>	<b>0.1242</b>	<b>0.0327</b>	<b>8.8000e-004</b>	<b>0.0336</b>		<b>116.8194</b>	<b>116.8194</b>	<b>6.0600e-003</b>			<b>116.9467</b>

### 3.5 Building Construction - 2016

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	3.4062	28.5063	18.5066	0.0268		1.9674	1.9674		1.8485	1.8485		2,669.2864	2,669.2864	0.6620			2,683.1890
<b>Total</b>	<b>3.4062</b>	<b>28.5063</b>	<b>18.5066</b>	<b>0.0268</b>		<b>1.9674</b>	<b>1.9674</b>		<b>1.8485</b>	<b>1.8485</b>		<b>2,669.2864</b>	<b>2,669.2864</b>	<b>0.6620</b>			<b>2,683.1890</b>

### 3.5 Building Construction - 2016

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.6003	5.8633	8.2844	0.0131	0.3880	0.0954	0.4833	0.1103	0.0877	0.1979		1,308.4973	1,308.4973	8.9700e-003			1,308.6857
Worker	0.5754	0.6570	6.5098	0.0140	1.2322	9.5200e-003	1.2417	0.3268	8.7500e-003	0.3356		1,168.1939	1,168.1939	0.0606			1,169.4668
<b>Total</b>	<b>1.1757</b>	<b>6.5203</b>	<b>14.7942</b>	<b>0.0271</b>	<b>1.6202</b>	<b>0.1049</b>	<b>1.7251</b>	<b>0.4371</b>	<b>0.0964</b>	<b>0.5335</b>		<b>2,476.6912</b>	<b>2,476.6912</b>	<b>0.0696</b>			<b>2,478.1525</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	3.4062	28.5063	18.5066	0.0268		1.9674	1.9674		1.8485	1.8485	0.0000	2,669.2864	2,669.2864	0.6620			2,683.1890
<b>Total</b>	<b>3.4062</b>	<b>28.5063</b>	<b>18.5066</b>	<b>0.0268</b>		<b>1.9674</b>	<b>1.9674</b>		<b>1.8485</b>	<b>1.8485</b>	<b>0.0000</b>	<b>2,669.2864</b>	<b>2,669.2864</b>	<b>0.6620</b>			<b>2,683.1890</b>



### 3.5 Building Construction - 2016

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.6003	5.8633	8.2844	0.0131	0.3880	0.0954	0.4833	0.1103	0.0877	0.1979		1,308.4973	1,308.4973	8.9700e-003			1,308.6857
Worker	0.5754	0.6570	6.5098	0.0140	1.2322	9.5200e-003	1.2417	0.3268	8.7500e-003	0.3356		1,168.1939	1,168.1939	0.0606			1,169.4668
<b>Total</b>	<b>1.1757</b>	<b>6.5203</b>	<b>14.7942</b>	<b>0.0271</b>	<b>1.6202</b>	<b>0.1049</b>	<b>1.7251</b>	<b>0.4371</b>	<b>0.0964</b>	<b>0.5335</b>		<b>2,476.6912</b>	<b>2,476.6912</b>	<b>0.0696</b>			<b>2,478.1525</b>

### 3.5 Building Construction - 2017

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	3.1024	26.4057	18.1291	0.0268		1.7812	1.7812		1.6730	1.6730		2,639.8053	2,639.8053	0.6497			2,653.4490
<b>Total</b>	<b>3.1024</b>	<b>26.4057</b>	<b>18.1291</b>	<b>0.0268</b>		<b>1.7812</b>	<b>1.7812</b>		<b>1.6730</b>	<b>1.6730</b>		<b>2,639.8053</b>	<b>2,639.8053</b>	<b>0.6497</b>			<b>2,653.4490</b>

### 3.5 Building Construction - 2017

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.5302	5.2614	7.8217	0.0131	0.3882	0.0819	0.4701	0.1104	0.0753	0.1857		1,287.7358	1,287.7358	8.4100e-003			1,287.9124
Worker	0.5183	0.5910	5.8293	0.0140	1.2322	9.1900e-003	1.2414	0.3268	8.4800e-003	0.3353		1,122.8193	1,122.8193	0.0556			1,123.9876
<b>Total</b>	<b>1.0486</b>	<b>5.8523</b>	<b>13.6510</b>	<b>0.0271</b>	<b>1.6204</b>	<b>0.0911</b>	<b>1.7115</b>	<b>0.4372</b>	<b>0.0838</b>	<b>0.5210</b>		<b>2,410.5551</b>	<b>2,410.5551</b>	<b>0.0641</b>			<b>2,411.9000</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	3.1024	26.4057	18.1291	0.0268		1.7812	1.7812		1.6730	1.6730	0.0000	2,639.8053	2,639.8053	0.6497			2,653.4490
<b>Total</b>	<b>3.1024</b>	<b>26.4057</b>	<b>18.1291</b>	<b>0.0268</b>		<b>1.7812</b>	<b>1.7812</b>		<b>1.6730</b>	<b>1.6730</b>	<b>0.0000</b>	<b>2,639.8053</b>	<b>2,639.8053</b>	<b>0.6497</b>			<b>2,653.4490</b>

### 3.5 Building Construction - 2017

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.5302	5.2614	7.8217	0.0131	0.3882	0.0819	0.4701	0.1104	0.0753	0.1857		1,287.7358	1,287.7358	8.4100e-003			1,287.9124
Worker	0.5183	0.5910	5.8293	0.0140	1.2322	9.1900e-003	1.2414	0.3268	8.4800e-003	0.3353		1,122.8193	1,122.8193	0.0556			1,123.9876
<b>Total</b>	<b>1.0486</b>	<b>5.8523</b>	<b>13.6510</b>	<b>0.0271</b>	<b>1.6204</b>	<b>0.0911</b>	<b>1.7115</b>	<b>0.4372</b>	<b>0.0838</b>	<b>0.5210</b>		<b>2,410.5551</b>	<b>2,410.5551</b>	<b>0.0641</b>			<b>2,411.9000</b>

### 3.6 Paving - 2017

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	1.9074	20.2964	14.7270	0.0223		1.1384	1.1384		1.0473	1.0473		2,281.0588	2,281.0588	0.6989			2,295.7360
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
<b>Total</b>	<b>1.9074</b>	<b>20.2964</b>	<b>14.7270</b>	<b>0.0223</b>		<b>1.1384</b>	<b>1.1384</b>		<b>1.0473</b>	<b>1.0473</b>		<b>2,281.0588</b>	<b>2,281.0588</b>	<b>0.6989</b>			<b>2,295.7360</b>

### 3.6 Paving - 2017

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0518	0.0591	0.5829	1.4000e-003	0.1232	9.2000e-004	0.1241	0.0327	8.5000e-004	0.0335		112.2819	112.2819	5.5600e-003			112.3988
<b>Total</b>	<b>0.0518</b>	<b>0.0591</b>	<b>0.5829</b>	<b>1.4000e-003</b>	<b>0.1232</b>	<b>9.2000e-004</b>	<b>0.1241</b>	<b>0.0327</b>	<b>8.5000e-004</b>	<b>0.0335</b>		<b>112.2819</b>	<b>112.2819</b>	<b>5.5600e-003</b>			<b>112.3988</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Off-Road	1.9074	20.2964	14.7270	0.0223		1.1384	1.1384		1.0473	1.0473	0.0000	2,281.0588	2,281.0588	0.6989			2,295.7360
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
<b>Total</b>	<b>1.9074</b>	<b>20.2964</b>	<b>14.7270</b>	<b>0.0223</b>		<b>1.1384</b>	<b>1.1384</b>		<b>1.0473</b>	<b>1.0473</b>	<b>0.0000</b>	<b>2,281.0588</b>	<b>2,281.0588</b>	<b>0.6989</b>			<b>2,295.7360</b>

### 3.6 Paving - 2017

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0518	0.0591	0.5829	1.4000e-003	0.1232	9.2000e-004	0.1241	0.0327	8.5000e-004	0.0335		112.2819	112.2819	5.5600e-003			112.3988
<b>Total</b>	<b>0.0518</b>	<b>0.0591</b>	<b>0.5829</b>	<b>1.4000e-003</b>	<b>0.1232</b>	<b>9.2000e-004</b>	<b>0.1241</b>	<b>0.0327</b>	<b>8.5000e-004</b>	<b>0.0335</b>		<b>112.2819</b>	<b>112.2819</b>	<b>5.5600e-003</b>			<b>112.3988</b>

### 3.7 Architectural Coating - 2017

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Archit. Coating	206.8369					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
Off-Road	0.3323	2.1850	1.8681	2.9700e-003		0.1733	0.1733		0.1733	0.1733		281.4481	281.4481	0.0297			282.0721
<b>Total</b>	<b>207.1692</b>	<b>2.1850</b>	<b>1.8681</b>	<b>2.9700e-003</b>		<b>0.1733</b>	<b>0.1733</b>		<b>0.1733</b>	<b>0.1733</b>		<b>281.4481</b>	<b>281.4481</b>	<b>0.0297</b>			<b>282.0721</b>

### 3.7 Architectural Coating - 2017

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.1037	0.1182	1.1659	2.7900e-003	0.2464	1.8400e-003	0.2483	0.0654	1.7000e-003	0.0671		224.5639	224.5639	0.0111			224.7975
<b>Total</b>	<b>0.1037</b>	<b>0.1182</b>	<b>1.1659</b>	<b>2.7900e-003</b>	<b>0.2464</b>	<b>1.8400e-003</b>	<b>0.2483</b>	<b>0.0654</b>	<b>1.7000e-003</b>	<b>0.0671</b>		<b>224.5639</b>	<b>224.5639</b>	<b>0.0111</b>			<b>224.7975</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Archit. Coating	206.8369					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
Off-Road	0.3323	2.1850	1.8681	2.9700e-003		0.1733	0.1733		0.1733	0.1733	0.0000	281.4481	281.4481	0.0297			282.0721
<b>Total</b>	<b>207.1692</b>	<b>2.1850</b>	<b>1.8681</b>	<b>2.9700e-003</b>		<b>0.1733</b>	<b>0.1733</b>		<b>0.1733</b>	<b>0.1733</b>	<b>0.0000</b>	<b>281.4481</b>	<b>281.4481</b>	<b>0.0297</b>			<b>282.0721</b>

### 3.7 Architectural Coating - 2017

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.1037	0.1182	1.1659	2.7900e-003	0.2464	1.8400e-003	0.2483	0.0654	1.7000e-003	0.0671		224.5639	224.5639	0.0111			224.7975
<b>Total</b>	<b>0.1037</b>	<b>0.1182</b>	<b>1.1659</b>	<b>2.7900e-003</b>	<b>0.2464</b>	<b>1.8400e-003</b>	<b>0.2483</b>	<b>0.0654</b>	<b>1.7000e-003</b>	<b>0.0671</b>		<b>224.5639</b>	<b>224.5639</b>	<b>0.0111</b>			<b>224.7975</b>

### 3.7 Architectural Coating - 2018

#### Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Archit. Coating	206.8369					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
Off-Road	0.2986	2.0058	1.8542	2.9700e-003		0.1506	0.1506		0.1506	0.1506		281.4485	281.4485	0.0267			282.0102
<b>Total</b>	<b>207.1355</b>	<b>2.0058</b>	<b>1.8542</b>	<b>2.9700e-003</b>		<b>0.1506</b>	<b>0.1506</b>		<b>0.1506</b>	<b>0.1506</b>		<b>281.4485</b>	<b>281.4485</b>	<b>0.0267</b>			<b>282.0102</b>

### 3.7 Architectural Coating - 2018

#### Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0943	0.1072	1.0536	2.7900e-003	0.2464	1.8000e-003	0.2482	0.0654	1.6700e-003	0.0670		216.1467	216.1467	0.0103			216.3631
<b>Total</b>	<b>0.0943</b>	<b>0.1072</b>	<b>1.0536</b>	<b>2.7900e-003</b>	<b>0.2464</b>	<b>1.8000e-003</b>	<b>0.2482</b>	<b>0.0654</b>	<b>1.6700e-003</b>	<b>0.0670</b>		<b>216.1467</b>	<b>216.1467</b>	<b>0.0103</b>			<b>216.3631</b>

#### Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Archit. Coating	206.8369					0.0000	0.0000		0.0000	0.0000			0.0000				0.0000
Off-Road	0.2986	2.0058	1.8542	2.9700e-003		0.1506	0.1506		0.1506	0.1506	0.0000	281.4485	281.4485	0.0267			282.0102
<b>Total</b>	<b>207.1355</b>	<b>2.0058</b>	<b>1.8542</b>	<b>2.9700e-003</b>		<b>0.1506</b>	<b>0.1506</b>		<b>0.1506</b>	<b>0.1506</b>	<b>0.0000</b>	<b>281.4485</b>	<b>281.4485</b>	<b>0.0267</b>			<b>282.0102</b>



### 3.7 Architectural Coating - 2018

#### Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000			0.0000
Worker	0.0943	0.1072	1.0536	2.7900e-003	0.2464	1.8000e-003	0.2482	0.0654	1.6700e-003	0.0670		216.1467	216.1467	0.0103			216.3631
<b>Total</b>	<b>0.0943</b>	<b>0.1072</b>	<b>1.0536</b>	<b>2.7900e-003</b>	<b>0.2464</b>	<b>1.8000e-003</b>	<b>0.2482</b>	<b>0.0654</b>	<b>1.6700e-003</b>	<b>0.0670</b>		<b>216.1467</b>	<b>216.1467</b>	<b>0.0103</b>			<b>216.3631</b>

### 4.0 Operational Detail - Mobile

#### 4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e	
Category	lb/day										lb/day						
Mitigated	3.7617	8.0312	34.8493	0.0726	5.4023	0.0923	5.4946	1.4401	0.0850	1.5251		6,150.7916	6,150.7916	0.2524			6,156.0919
Unmitigated	3.7617	8.0312	34.8493	0.0726	5.4023	0.0923	5.4946	1.4401	0.0850	1.5251		6,150.7916	6,150.7916	0.2524			6,156.0919

### 4.2 Trip Summary Information

Land Use	Average Daily Trip Rate			Unmitigated	Mitigated
	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
Elementary School	1,161.00	0.00	0.00	1,828,524	1,828,524
<b>Total</b>	<b>1,161.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,828,524</b>	<b>1,828,524</b>

### 4.3 Trip Type Information

Land Use	Miles			Trip %			Trip Purpose %		
	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-W	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
Elementary School	9.50	7.30	7.30	65.00	30.00	5.00	63	25	12

LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
0.474465	0.063133	0.180505	0.158349	0.070139	0.010387	0.013452	0.017129	0.000779	0.000670	0.005599	0.000320	0.005072

### 5.0 Energy Detail

#### 4.4 Fleet Mix

Historical Energy Use: N

### 5.1 Mitigation Measures Energy

Category	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
	lb/day										lb/day					
NaturalGas Mitigated	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906
NaturalGas Unmitigated	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906

**5.2 Energy by Land Use - NaturalGas**

**Unmitigated**

	NaturalGas Use	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Elementary School	12138	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906
<b>Total</b>		<b>0.1309</b>	<b>1.1900</b>	<b>0.9996</b>	<b>7.1400e-003</b>		<b>0.0904</b>	<b>0.0904</b>		<b>0.0904</b>	<b>0.0904</b>		<b>1,428.0000</b>	<b>1,428.0000</b>	<b>0.0274</b>	<b>0.0262</b>	<b>1,436.6906</b>

**Mitigated**

	NaturalGas Use	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Elementary School	12.138	0.1309	1.1900	0.9996	7.1400e-003		0.0904	0.0904		0.0904	0.0904		1,428.0000	1,428.0000	0.0274	0.0262	1,436.6906
<b>Total</b>		<b>0.1309</b>	<b>1.1900</b>	<b>0.9996</b>	<b>7.1400e-003</b>		<b>0.0904</b>	<b>0.0904</b>		<b>0.0904</b>	<b>0.0904</b>		<b>1,428.0000</b>	<b>1,428.0000</b>	<b>0.0274</b>	<b>0.0262</b>	<b>1,436.6906</b>

**6.0 Area Detail**

**6.1 Mitigation Measures Area**

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	9.9155	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085
Unmitigated	9.9155	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085

## 6.2 Area by SubCategory

### Unmitigated

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural Coating	2.2667					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer Products	7.6398					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	9.0400e-003	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085
<b>Total</b>	<b>9.9156</b>	<b>8.9000e-004</b>	<b>0.0936</b>	<b>1.0000e-005</b>		<b>3.4000e-004</b>	<b>3.4000e-004</b>		<b>3.4000e-004</b>	<b>3.4000e-004</b>		<b>0.1970</b>	<b>0.1970</b>	<b>5.5000e-004</b>		<b>0.2085</b>

## 6.2 Area by SubCategory

### Mitigated

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural Coating	2.2667					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer Products	7.6398					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	9.0400e-003	8.9000e-004	0.0936	1.0000e-005		3.4000e-004	3.4000e-004		3.4000e-004	3.4000e-004		0.1970	0.1970	5.5000e-004		0.2085
<b>Total</b>	<b>9.9156</b>	<b>8.9000e-004</b>	<b>0.0936</b>	<b>1.0000e-005</b>		<b>3.4000e-004</b>	<b>3.4000e-004</b>		<b>3.4000e-004</b>	<b>3.4000e-004</b>		<b>0.1970</b>	<b>0.1970</b>	<b>5.5000e-004</b>		<b>0.2085</b>

## 7.0 Water Detail

---

### 7.1 Mitigation Measures Water

## 8.0 Waste Detail

---

### 8.1 Mitigation Measures Waste

## 9.0 Operational Offroad

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Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type
----------------	--------	-----------	-----------	-------------	-------------	-----------

## 10.0 Vegetation

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## **Appendix B**

*Phase I Cultural Resources Study*



*Caldwell Flores Winters, Inc.*

# **Lemonwood Elementary School Reconstruction**

## **Phase I Cultural Resources Study**

U.S.G.S. *Oxnard* CA quadrangle

*Prepared for:*

Caldwell Flores Winters Inc.  
1901 S. Victoria Ave. Suite 106  
Oxnard, CA 93035

*Prepared by:*

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180 N. Ashwood Ave  
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Christopher A. Duran, M.A., RPA, and Shannon Carmack, B.A, Hannah Haas, B.A. and  
Kyle Brudvik, M.A., RPA

**June 09, 2015**



Keywords: USGS Oxnard, CA quadrangle; Ventura County;  
Intensive pedestrian survey; negative results

Duran, C. and S. Carmack, H. Haas, and K. Brudvik  
2015 *Lemonwood Elementary School Reconstruction Phase I Cultural Resources Study, City of Oxnard, Ventura County, California.* Rincon Consultants Report No. 14-00530.  
Report on file at the South Central Coastal Information Center, Fullerton, California.



## **EXECUTIVE SUMMARY**

Rincon Consultants, Inc. (Rincon) was retained by Caldwell Flores Winters, Inc. to conduct a cultural resources study, including archaeological, historic built environment, and traditional cultural resources, for the Lemonwood Elementary School Reconstruction Project (project). This cultural resources study has been prepared in conformance with the California Environmental Quality Act (CEQA). The study included a records search, Native American scoping, pedestrian survey, and reporting.

No further cultural resources work is recommended for the project; however, the following standard measures are recommended in case of unanticipated discoveries.

### **UNANTICIPATED DISCOVERY OF CULTURAL RESOURCES**

If cultural resources are encountered during ground-disturbing activities, work in the immediate area must halt and an archaeologist meeting the Secretary of the Interior's *Professional Qualifications Standards* for archaeology (National Park Service [NPS] 1983) must be contacted immediately to evaluate the find. If the discovery proves to be significant under CEQA, additional work such as data recovery excavation may be warranted.

### **UNANTICIPATED DISCOVERY OF HUMAN REMAINS**

The discovery of human remains is always a possibility during ground disturbing activities. If human remains are found, the State of California Health and Safety Code Section 7050.5 states that no further disturbance shall occur until the county coroner has made a determination of origin and disposition pursuant to Public Resources Code Section 5097.98. In the event of an unanticipated discovery of human remains, the Ventura County Coroner must be notified immediately. If the human remains are determined to be prehistoric, the coroner will notify the Native American Heritage Commission (NAHC), which will determine and notify a most likely descendant (MLD). The MLD shall complete the inspection of the site within 48 hours of notification and may recommend scientific removal and nondestructive analysis of human remains and items associated with Native American burials.



## *Table of Contents*

	Page
Executive Summary .....	i
1.0 Introduction .....	1
1.1 Regulatory Setting.....	1
1.2 Personnel .....	2
2.0 Environmental Setting.....	2
3.0 Cultural Setting .....	2
3.1 Prehistoric Overview .....	2
3.1.1 Early Man Horizon (ca. 10,000 – 6000 B.C.).....	4
3.1.2 Milling Stone Horizon (6000–3000 B.C.) .....	4
3.1.3 Intermediate Horizon (3000 B.C. – A.D. 500) .....	5
3.1.4 Late Prehistoric Horizon (A.D. 500–Historic Contact).....	5
3.2 Ethnographic Overview .....	5
3.3 Historic Overview .....	6
3.3.1 Spanish Period (1769–1822) .....	6
3.3.2 Mexican Period (1822–1848) .....	7
3.3.3 American Period (1848–Present).....	7
4.0 Background Research .....	8
4.1 California Historical Resources Information System.....	8
4.2 Native American Heritage Commission.....	10
5.0 Fieldwork .....	11
5.1 Field Survey .....	11
6.0 Findings.....	11
7.0 Recommendations.....	13
7.1 Unanticipated Discovery of Cultural Resources .....	13
7.2 Unanticipated Discovery of Human Remains .....	14
8.0 References .....	15

### **List of Figures**

Figure 1. Project Location Map .....	3
--------------------------------------	---



**List of Tables**

Table 1 Previously Conducted Studies Within 0.5 Mile of the Project Area .....9  
Table 2 Previously Recorded Cultural Resources Within 0.5 Mile of the Project Area ... 10

**List of Photographs**

Photograph 1 Example of permanent structures..... 11  
Photograph 2 Example of temporary structures ..... 11  
Photograph 3 Photograph 3. View of playground ..... 12  
Photograph 4 Photograph 4. View of playfield ..... 12  
Photograph 5 School fence line ..... 12  
Photograph 6 School fence line ..... 12  
Photograph 7 North street view of school’s exterior boundary ..... 13

**List of Appendices**

Appendix A: Native American Scoping



## 1.0 INTRODUCTION

Rincon Consultants, Inc. (Rincon) was retained by Caldwell Flores Winters, Inc. to conduct a cultural resources study, including archaeological, historic built environment, and traditional cultural resources, for the Lemonwood Elementary School Reconstruction Project (project). This cultural resources study has been prepared in conformance with the California Environmental Quality Act (CEQA). The study included a records search, Native American scoping, pedestrian survey, archival research, built environment resource recordation and evaluation, and reporting.

The current project proposes to replace aging facilities at the Lemonwood Elementary School site with a complete new school facility. Proposed new school facilities include a two-story classroom building, multi-purpose room with full kitchen and instructional spaces, administration building, media center/library, kindergarten with play area, green play fields, hard court play areas, and interim preschool facilities. Classroom buildings would include 28 general purpose classrooms (960 square feet each), four kindergarten classrooms (1,120 square feet each), three science/flex lab classrooms (1,200 square feet each), and two special education classrooms (960 square feet each). Additionally, the new campus would contain specified support facilities, administration areas, media center, food service, multipurpose room, physical education spaces, and restrooms. The proposed playfields could also be used as neighborhood parks, when school is not in session.

### 1.1 REGULATORY SETTING

The project is subject to CEQA, which requires a lead agency to determine whether a project may have a significant effect on historical resources (Section 21084.1). If it can be demonstrated that a project will cause damage to a unique archaeological resource, the lead agency may require reasonable efforts be made to permit any or all of these resources to be preserved in place or left in an undisturbed state. To the extent that resources cannot be left undisturbed, mitigation measures are required (Section 21083.2[a], [b], and [c]).

Section 21083.2(g) of CEQA defines a *unique archaeological resource* as an archaeological artifact, object, or site about which it can be clearly demonstrated that without merely adding to the current body of knowledge, there is a high probability that it meets any of the following criteria:

- 1) Contains information needed to answer important scientific research questions and that there is a demonstrable public interest in that information;
- 2) Has a special and particular quality such as being the oldest of its type or the best available example of its type; or
- 3) Is directly associated with a scientifically recognized important prehistoric or historic event or person.

A *historical resource* is a resource listed in, or determined to be eligible for listing, in the California Register of Historical Resources (CRHR; Section 21084.1), a resource included in a local register of historical resources (Section 15064.5[a][2]), or any object, building, structure,



site, area, place, record, or manuscript that a lead agency determines to be historically significant (Section 15064.5[a][3]).

## **1.2 PERSONNEL**

Rincon Cultural Resources Principal Investigator Christopher A. Duran, M.A., Registered Professional Archaeologist (RPA) managed the cultural resources study, conducted the Native American scoping, and field survey. Mr. Duran meets the Secretary of the Interior's *Professional Qualification Standards* for prehistoric and historic archaeology (NPS 1983). Archaeologist Hannah Haas, B.A. conducted the records search with the South Central Coastal Information Center branch of the California Historical Resources Information System. Architectural Historian Shannon Carmack, B.A. conducted a review of the local built environment and evaluated potential impacts to historical resources. Ms. Carmack meets and exceeds the Secretary of the Interior's *Professional Qualification Standards* for history and architectural history (National Park Service [NPS] 1983). GIS Analyst Katherine Warner, B.A. prepared the figures found in the report and resource record. Cultural Resources Program Manager Kevin Hunt, B.A., and Principal Duane Vander Pluym, D.Env. provided quality control review of this report.

## **2.0 ENVIRONMENTAL SETTING**

The project's direct (archaeological and built-environment) impact area (project site) comprises the campus of the existing Lemonwood Elementary School located at 2200 Carnegie Court in Oxnard, California (Figure 1). The project site is 9.9 acres and includes Assessor's Parcel Number 220-0-022-405. The project site is located in an area characterized by recreational, residential, and agricultural uses.

North of and adjacent to the project site are single-family residences. Beyond this is Ives Place, with additional single-family residences. East of and adjacent to the site is Lemonwood Park, which includes tennis and basketball courts, a baseball diamond, and walking trails. South (across San Mateo Place) and west (across Carnegie Court) of the site are single-family residences. Less than 0.5 miles to the north and east of the site is agricultural land that is currently used for row crops. Approximately 0.3 miles southwest of the site is Pacific Coast Highway (U.S. Highway 1).

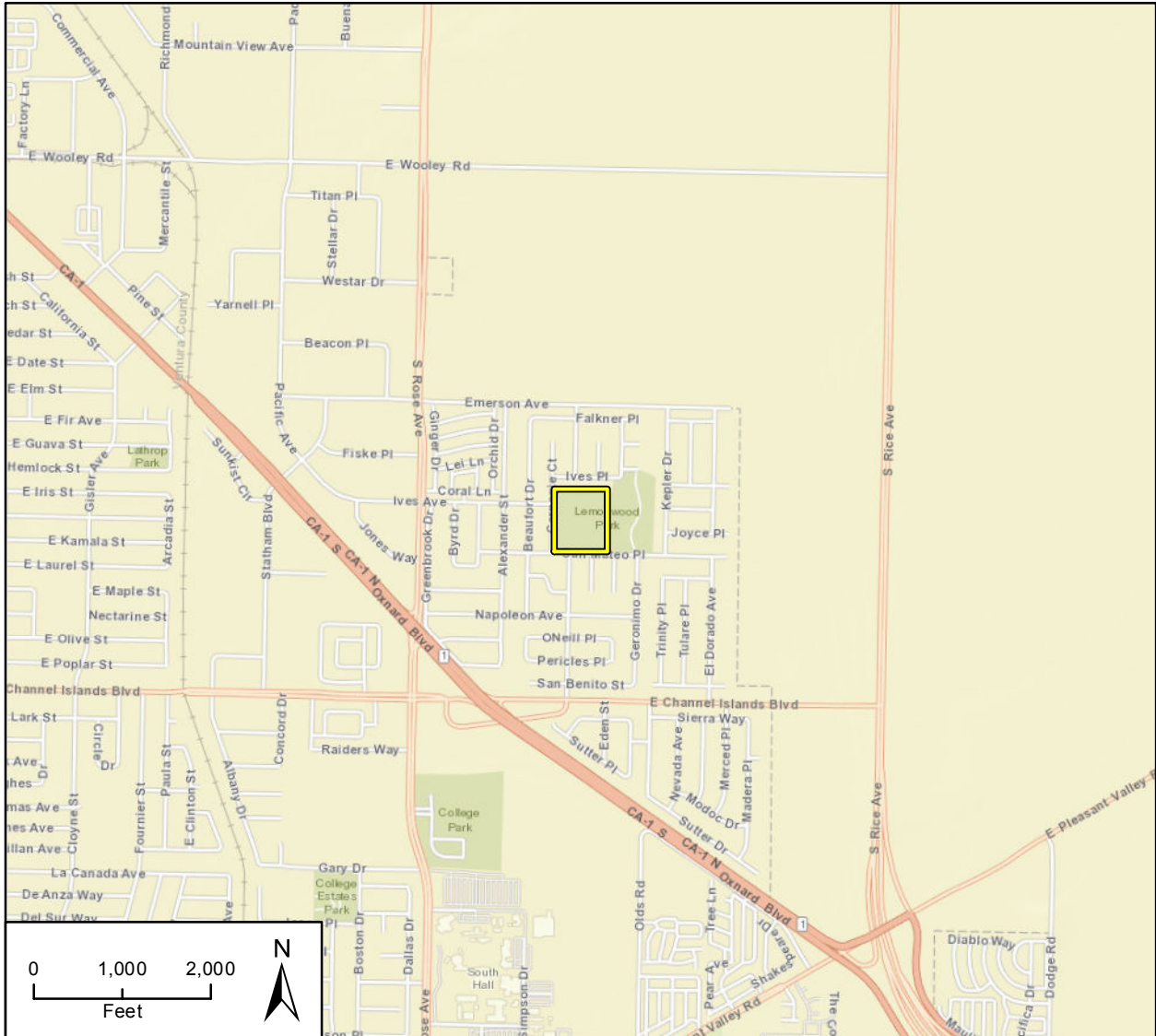
## **3.0 CULTURAL SETTING**

### **3.1 PREHISTORIC OVERVIEW**

During the twentieth century, many archaeologists developed chronological sequences to explain prehistoric cultural changes within all or portions of southern California (c.f., Jones and Klar 2007; Moratto 1984). Wallace (1955, 1978) devised a prehistoric chronology for the southern California coastal region that included four horizons: Early Man, Milling Stone, Intermediate,



Lemonwood Elementary School Reconstruction  
Cultural Resources Study



Imagery provided by National Geographic Society, ESRI and its licensors © 2015.

 Project Location



Regional Location

Figure 1



and Late Prehistoric. Wallace's chronology was based on early studies and lacked the chronological precision of absolute dates (Moratto 1984:159). Since then, Wallace's (1955) synthesis has been modified and improved using thousands of radiocarbon dates obtained by southern California researchers over recent decades (Byrd and Raab 2007:217; Koerper and Drover 1983; Koerper et al. 2002; Mason and Peterson 1994). The prehistoric chronological sequence for southern California presented below is a composite based on Wallace (1955) and Warren (1968) as well as later studies, including Koerper and Drover (1983). The project area lies in what is described as the Santa Barbara Subregion of the Southern Coast (Archaeological Region, one of eighteen organizational subdivisions of the state (Moratto 1984: Fig. 1).

### **3.1.1 Early Man Horizon (ca. 10,000 – 6000 B.C.)**

Numerous pre-8000 B.C. sites have been identified along the mainland coast and Channel Islands of southern California (c.f., Erlandson 1991; Johnson et al. 2002; Jones and Klar 2007; Moratto 1984; Rick et al. 2001:609). One of them, the Arlington Springs site on Santa Rosa Island produced human femurs dating to approximately 13,000 years ago (Arnold et al. 2004; Johnson et al. 2002). On nearby San Miguel Island, human occupation at Daisy Cave (SMI-261) has been dated to nearly 13,000 years ago. This site also included some of the earliest examples of basketry on the Pacific Coast, dating to over 12,000 years old (Arnold et al. 2004).

Although few Clovis or Folsom style fluted points have been found in southern California (e.g., Dillon 2002; Erlandson et al. 1987), Early Man Horizon sites are generally associated with a greater emphasis on hunting than later horizons. Recent data indicate that the Early Man economy was a diverse mixture of hunting and gathering, including a significant focus on aquatic resources in coastal areas (e.g., Jones et al. 2002) and on inland Pleistocene lakeshores (Moratto 1984). A warm and dry 3,000-year period called the Altithermal began around 6000 B.C. The conditions of the Altithermal are likely responsible for the change in human subsistence patterns at this time, including a greater emphasis on plant foods and small game.

### **3.1.2 Milling Stone Horizon (6000–3000 B.C.)**

Wallace (1955:219) defined the Milling Stone Horizon as “marked by extensive use of milling stones and mullers, a general lack of well-made projectile points, and burials with rock cairns.” The dominance of such artifact types indicate a subsistence strategy oriented around collecting plant foods and small animals. A broad spectrum of food resources were consumed including small and large terrestrial mammals, sea mammals, birds, shellfish and other littoral and estuarine species, near-shore fishes, yucca, agave, and seeds and other plant products (Kowta 1969; Reinman 1964). Variability in artifact collections over time and from the coast to inland sites indicates that Milling Stone Horizon subsistence strategies adapted to environmental conditions (Byrd and Raab 2007:220). The Topanga Canyon site in the Santa Monica Mountains is considered one of the definitive Milling Stone Horizon sites in southern California.

Lithic artifacts associated with Milling Stone Horizon sites are dominated by locally available tool stone and in addition to ground stone tools such as manos and metates, chopping, scraping, and cutting tools are very common. Kowta (1969) attributes the presence of numerous scraper-plane tools in Milling Stone Horizon collections to the processing of agave or yucca for food or fiber. The mortar and pestle, associated with acorns or other foods processed through



pounding, were first used during the Milling Stone Horizon and increased dramatically in later periods (Wallace 1955, 1978; Warren 1968).

### **3.1.3 Intermediate Horizon (3000 B.C. - A.D. 500)**

Wallace's Intermediate Horizon dates from approximately 3000 B.C.-A.D. 500 and is characterized by a shift toward a hunting and maritime subsistence strategy, as well as greater use of plant foods. During the Intermediate Horizon, a noticeable trend occurred toward greater adaptation to local resources including a broad variety of fish, land mammal, and sea mammal remains along the coast. Tool kits for hunting, fishing, and processing food and materials reflect this increased diversity, with flake scrapers, drills, various projectile points, and shell fishhooks being manufactured.

Mortars and pestles became more common during this transitional period, gradually replacing manos and metates as the dominant milling equipment. Many archaeologists believe this change in milling stones signals a change from the processing and consuming of hard seed resources to the increasing reliance on acorn (e.g., Glassow et al. 1988; True 1993). Mortuary practices during the Intermediate typically included fully flexed burials oriented toward the north or west (Warren 1968:2-3).

### **3.1.4 Late Prehistoric Horizon (A.D. 500-Historic Contact)**

During Wallace's (1955, 1978) Late Prehistoric Horizon the diversity of plant food resources and land and sea mammal hunting increased even further than during the Intermediate Horizon. More classes of artifacts were observed during this period and high quality exotic lithic materials were used for small finely worked projectile points associated with the bow and arrow. Steatite containers were made for cooking and storage and an increased use of asphalt for waterproofing is noted. More artistic artifacts were recovered from Late Prehistoric sites and cremation became a common mortuary custom. Larger, more permanent villages supported an increased population size and social structure (Wallace 1955:223).

## **3.2 ETHNOGRAPHIC OVERVIEW**

The project site lies within an area historically occupied by the Ventureño Chumash, so called after their historic period association with Mission San Buenaventura (Grant 1978a). The Chumash spoke six closely related languages, which have been divided into three branches – Northern Chumash (consisting only of Obispeño), Central Chumash (consisting of Purisimeño, Ineseño, Barbareño, and Ventureño), and Island Chumash (Jones and Klar 2007:80). The Chumashan language currently is considered an isolate stock with a long history in the Santa Barbara region (Mithun 2004:304). Groups neighboring Chumash territory included the Salinan to the north, the Southern Valley Yokuts and Tataviam to the east, and the Gabrielino (Tongva) to the south. Chumash place names in the project vicinity include Muwu (Mugu), Wene Me (Hueneme) (Applegate 1974).

Early Spanish accounts describe the Santa Barbara Channel as heavily populated at the time of contact. Estimates of the total Chumash population range from 8,000-10,000 (Kroeber 1925:551)





to 18,000-22,000 (Cook and Heizer 1965: 21). Coastal Chumash lived in hemispherical dwellings made of tule reed mats, or animal skins in rainy weather. These houses could usually lodge as many as 60 people (Brown 2001). A settlement, matching this village setting was encountered by Spanish explorers traveling through what is now Ventura County. Traveling towards the coast from inland Saticoy, Gaspar de Portola and his party encountered a village with approximately 30 houses with an estimated population between 300-400. Fray Juan Crespi of the Portola expedition that the town was constructed in a spherical form with many canoes used for fishing (Grant 1978b). It is possible that the village encountered by the Portola Expedition may have been the village of Shishalop located in proximity to the Ventura Pier.

The *tomol*, or wooden plank canoe, was an especially important tool for the procurement of marine resources and for maintaining trade networks between Coastal and Island Chumash. Sea mammals were hunted with harpoons, while deep-sea fish were caught using nets and hooks and lines. Shellfish were gathered from beach sands using digging sticks, and mussels and abalone were pried from rocks using wood or bone wedges.

The acorn was an especially important resource. Acorn procurement and processing involved the manufacture of baskets for gathering, winnowing, and cooking and the production of mortars and milling stones for grinding. Bow and arrow, spears, traps and other various methods were used for hunting (Hudson and Blackburn 1979). The Chumash also manufactured various other utilitarian and nonutilitarian items. Eating utensils, ornaments, fishhooks, harpoons, and other items were made using bone and shell. *Olivella* shell beads were especially important for trade.

The Chumash were heavily impacted by the arrival of Europeans. The Spanish missions and later Mexican and American settlers dramatically altered traditional Chumash lifeways. Chumash population was drastically affected by the introduction of European diseases. However, many Chumash descendants still inhabit the region.

### **3.3 HISTORIC OVERVIEW**

Post-European contact history for the state of California is generally divided into three periods: the Spanish Period (1769-1822), the Mexican Period (1822-1848), and the American Period (1848-present).

#### **3.3.1 Spanish Period (1769-1822)**

Juan Rodriguez Cabrillo in 1542 led the first European expedition to observe what is now called southern California. For more than 200 years, Cabrillo and other Spanish, Portuguese, British, and Russian explorers sailed the Alta (upper) California coast and made limited inland expeditions, but they did not establish permanent settlements (Bean 1968; Rolle 2003). Cabrillo observed the Channel Islands, Point Mugu and adjacent lands and called what he saw “Buena Ventura,” meaning “good country” and the source for the name of Ventura County.

Gaspar de Portolá and Franciscan Father Junipero Serra established the first Spanish settlement in Alta California at Mission San Diego de Alcalá in 1769. This was the first of 21 missions



erected by the Spanish between 1769 and 1823. Portolá continued north, passing through the project vicinity and reaching San Francisco Bay in 1769. On March 31, 1782, the Mission San Buenaventura was founded. Initially, the mission was recognized for its flourishing orchards and gardens that were fed by a 7-mile aqueduct constructed by local Chumash labor.

### **3.3.2 Mexican Period (1822–1848)**

The Mexican Period commenced when news of the success of the Mexican Revolution (1810-1821) against the Spanish crown reached California in 1822. This period was an era of extensive interior land grant development and exploration by American fur trappers west of the Sierra Nevada Mountains. The California missions declined in power and were ultimately secularized in 1834. Rancho San Francisco, comprising former mission estancia lands, was deeded by Governor Juan B. Alvarado to Lieutenant Antonio del Valle in 1839. Governor Pío Pico and his predecessors made more than 600 rancho grants between 1833 and 1846, putting most of the state's lands into private ownership for the first time (Gumprecht 1999). Gold was found on Rancho San Francisco in 1842 at Placerita Canyon in nearby Los Angeles County.

The Mexican Period for Ventura County and adjacent areas ended in early January 1847. Mexican forces fought combined U.S. Army and Navy forces in the Battle of the San Gabriel River on January 8 and in the Battle of La Mesa on January 9 (Nevin 1978). On January 10, leaders of the Pueblo of Los Angeles surrendered peacefully after Mexican General Jose Maria Flores withdrew his forces. Shortly thereafter, newly appointed Mexican Military Commander of California Andrés Pico surrendered all of Alta California to U.S. Army Lieutenant Colonel John C. Fremont in the Treaty of Cahuenga (Nevin 1978).

### **3.3.3 American Period (1848–Present)**

The American Period officially began with the signing of the Treaty of Guadalupe Hidalgo in 1848, in which the United States agreed to pay Mexico \$15 million for the conquered territory, including California, Nevada, Utah, and parts of Colorado, Arizona, New Mexico, and Wyoming. Settlement of southern California continued dramatically in the early American Period. Many ranchos in the county were sold or otherwise acquired by Americans, and most were subdivided into agricultural parcels or towns.

The discovery of gold in northern California in 1848 led to the California Gold Rush, despite the first California gold being previously discovered in Placerita Canyon, northeast of the project site, in 1842 (Guinn 1977; Workman 1935:26). By 1853, the population of California exceeded 300,000. Thousands of settlers and immigrants continued to pour into the state, particularly after the completion of the transcontinental railroad in 1869. During the same year, Port Hueneme was established at the westernmost edge of the Oxnard Plain and became the largest California Port after San Francisco (Scheid 1995). Establishment of the port played a critical role in the development of agriculture on the Oxnard Plain.

The development of the Oxnard Plain began with the decline in ranching and the development of agriculture in Ventura County. The Oxnard holds some of the richest agricultural land in the United States and came under cultivation in the 1860s after East Coast entrepreneurs and land



agents began to break up the existing ranchos into smaller agricultural plots (Scheid 1995). In 1869, Thomas Bard (later a U.S. Senator) and land agent Thomas Scott purchased large plots of land belonging to the Rancho el Rio de Santa Clara o la Colonia and resold the property to a number of farmers just a few years later. These farmers began growing grains, barley, and lima beans (Scheid 1995). In 1871, a canal was built connected the Santa Clara River to Hueneme increasing the availability of water for agricultural field. At the same time, a 900 foot long wharf was completed at Port Hueneme allowing for easy storage and shipping of agricultural yields (Scheid 1995). Ventura County was officially divided from Santa Barbara County two years later on January 1, 1873.

### **3.3.4 City of Oxnard**

The City of Oxnard was founded by Henry T. Oxnard in 1897 after building a sugar beet factory by Port Hueneme (Scheid 1995). The following year, the Southern Pacific Railroad built a branch from Ventura to Burbank that provided service to the factory. The factory allowed not just raw agricultural products to be shipped from Oxnard, but also refined packaged products that could be shipped through the railroad and port. The railroad attracted, Chinese, Japanese, and Mexican laborers driving enough commerce to merit incorporation which took place in 1903 (Oxnard Chamber of Commerce [OCC] n.d.). Prior to World War II, the Navy established the Point Mugu and Port Hueneme bases providing a military outpost between the Port of Los Angeles and San Francisco Bay.

Currently, the economy of Oxnard is driven by agriculture, defense, tourism, and manufacturing (OCC n.d.). Two oilfields, located immediately outside of the city limits, also provide support to the region. Agriculture is perhaps the most visible industry in Oxnard with agricultural fields sprinkled throughout the city (OCC n.d.). The best known crops from Oxnard include sugar beets, cucumbers, lima beans, and strawberries. Oxnard is the largest strawberry producer in California, producing approximately one third of the state's strawberry crop (OCC n.d.).

## **4.0 BACKGROUND RESEARCH**

### **4.1 CALIFORNIA HISTORICAL RESOURCES INFORMATION SYSTEM**

On May 20, 2015, Rincon Archaeologist Hannah Haas conducted a search of the California Historical Resources Information System (CHRIS) at the South Central Coastal Information Center (SCCIC) located at California State University, Fullerton. The search identified all previously conducted cultural resources work within the project area and a 0.5-mile radius around the project area. It also identified previously recorded cultural resources within or near the project area. The CHRIS search included a review of the National Register of Historic Places (NRHP), the California Register of Historical Resources (CRHR), the California Points of Historical Interest list, the California Historical Landmarks list, the Archaeological Determinations of Eligibility list, and the California State Historic Resources Inventory list. The



records search also included a review of all available historic USGS 7.5- and 15-minute quadrangle maps.

The SCCIC records search identified 15 previous studies within a 0.5-mile radius of the project site, none of which included the project site (Table 1).

**Table 1**  
**Previously Conducted Studies Within 0.5 Mile of the Project Area**

<b>SCCIC Report No.</b>	<b>Author</b>	<b>Year</b>	<b>Study</b>	<b>Proximity to Project Area</b>
VN-01042	Boyer, Jackie and S. Craig	1967	Field Project Number UCAS-147; Highway Construction Survey Between 0.1 Mile South of Pleasant Valley Road and Route 101 (Ventura Freeway)	Outside
VN-01792	Romani, John F. and Gene Huey	1988	Minor Alteration of Channel Islands Blvd./Highway 1 Interchange and the Extension of Rose Avenue Approximately 600 Feet from Channel Islands Blvd. North to Highway 1	Outside
VN-00989	Bissell, Ronald M.	1990	Cultural Resources Reconnaissance of Four Possible Sites for the California State University, Ventura Campus in Oxnard and Ventura, Ventura County, California	Outside
VN-01384	W&S Consulting	1996	Phase I Archaeological Survey and Cultural Resources Assessment for the Eastern Sewer Truck Project Area, Oxnard, Ventura County, California	Outside
VN-01579	Maki, Mary K.	1998	Phase I Archaeological Survey and Impact Assessment of 14 Acres for the Southeast Oxnard Elementary School Project	Outside
VN-01956	Wlodarski, Robert J.	2001	A Phase I Archaeological Study for the ARCO AM/PM Facility 6390 Located at 2850 South Rose Avenue City of Oxnard, County of Ventura, California	Outside
VN-02168	Wlodarski, Robert J.	2002	A Phase I Archaeological Study for Lot C of Tract 4065-1 (Siler Strand Equity) on the Southwest Corner of Westar Drive and Rose Avenue City of Oxnard, County of Ventura, California	Outside
VN-02169	Wlodarski, Robert J.	2002	A Phase I Archaeological Study for Lot 33 of Tract 4065-1 (Channel Islands Getaway) on the Southeast Corner of Jones Way and Ives Avenue, City of Oxnard, County of Ventura, California	Outside
VN-02214	Wlodarski, Robert J.	2002	A Phase I Archaeological Study for Lots D and E (between Westar Drive, Beacon Place, Rose Avenue, and Pacific Avenue), City of Oxnard, County of Ventura, California	Outside
VN-02456	Wlodarski, Robert J.	2003	A Phase I Archaeological Study for Lots 15 and 29 (APN# 2200-272-025), Located on the South Side of Fiske Place Between Rose Avenue and Statham Boulevard, City of Oxnard, County of Ventura, California	Outside
VN-02439	Maki, Mary K.	2005	Phase I Archaeological Survey of Approximately 75 Acres for the Oxnard College Park Master Plan, Oxnard, Ventura County, California	Outside



SCCIC Report No.	Author	Year	Study	Proximity to Project Area
VN-02460	Conrad, Matthew and Robert J. Wlodarski	2006	A Phase I Archaeological Study for 1610 Fiske Place (APN#220-0-272-025), Located on the South Side of Fiske Place Between Rose Avenue and Statham Boulevard, City of Oxnard, County of Ventura, California	Outside
VN-02759	Bonner, Wayne	2008	Cultural Resources Records Search and Site Visit Results for T-Mobile USA Candidate SV11429C (Lemonwood Park), 1781 Jones Way, Oxnard, Ventura County, California	Outside
VN-03102	Stewart, Noah	2009	Relinquish State-Owned Right of Way to the City of Oxnard – State Route 1 (VEN1) from Pleasant Valley Road (PM 15.1) to the Intersection of VEN 1 and US 101.	Outside

Source: South Central Coastal Information Center, May 2015

The SCCIC records search identified two previously resources within 0.5 mile of the project site, neither of which is recorded within the project site (Table 2).

**Table 2**  
**Previously Recorded Cultural Resources Within 0.5 Mile of the Project Area**

Primary Number	Description	NRHP/CRHR Eligibility Status	Recorded By and Year	Proximity to Project Area
56-100192	Isolated mano and flake	Presumed ineligible	M. Conrad, M. Larson, and R. Wlodarski 2006	Outside
56-150006	Ranch cluster	Insufficient information	P. Eisentraut 1996	Outside

Source: South Central Coastal Information Center, May 2015

## 4.2 NATIVE AMERICAN HERITAGE COMMISSION

Rincon Consultants initiated Native American coordination for this project on May 15, 2015. As part of the process of identifying cultural resources within or near the project site, we contacted the Native American Heritage Commission (NAHC) to request a review of the Sacred Lands File (SLF). At the time of this reporting (June 5, 2015), the NAHC had not responded to the request.

As a precautionary measure, Rincon prepared anticipatory consultation letters for Native American individuals or tribal organizations that may have knowledge of cultural resources in or near the project site. Rincon mailed the anticipatory consultation letters (Appendix A) on June 8, 2015, requesting information regarding any Native American cultural resources within or immediately adjacent to the project site. Rincon has not yet received any responses as of June 9, 2015.



## 5.0 FIELDWORK

### 5.1 FIELD SURVEY

Rincon Cultural Resources Principal Investigator Christopher Duran conducted a cultural resources (archaeological and architectural history) survey of the project site on May 21, 2015. Mr. Duran carefully examined all exposed areas and bare ground (i.e., those areas not capped by concrete, asphalt, or buildings) and did not locate any archaeological resource or indications thereof.

Rincon Architectural Historian Shannon Carmack examined photographs of the built environment resources within the project site for the potential to contain historical resources. Ms. Carmack determined that no historic buildings are on the property equal to or exceeding 50 years of age and so no aspect of the built environment requires further management consideration.

## 6.0 FINDINGS

No historic period resources were recorded within the project site. In addition, no archaeological resources were identified within or adjacent to the project site and no evidence of cultural resources important to Native Americans or other traditional groups was identified. Photographs from the cultural resources survey of the project site on May 21, 2015 are included here.



**Photograph 1. Example of permanent structures. Photograph 2. Example of temporary structures.**







**Photograph 3. View of playground.**



**Photograph 4. View of playfield.**



**Photograph 5. School fence line.**



**Photograph 6. School fence line.**



**Photograph 7. Street view of school's north exterior boundary.**

## **7.0 RECOMMENDATIONS**

Based on the results of the records search, Native American scoping, and pedestrian survey, the project will not have significant impact on any known historic or prehistoric cultural resources or properties. However, because of the potential for accidental and unanticipated discovery of cultural resources or human remains from subsurface sediments within the project site, the following measures are recommended:

### **7.1 UNANTICIPATED DISCOVERY OF CULTURAL RESOURCES**

If cultural resources are encountered during ground-disturbing activities, work in the immediate area must halt and an archaeologist meeting the Secretary of the Interior's Professional Qualifications Standards for archaeology (NPS 1983) must be contacted immediately to evaluate the find. If the discovery proves to be significant under CEQA, additional work such as data recovery excavation may be warranted.





## **7.2 UNANTICIPATED DISCOVERY OF HUMAN REMAINS**

The discovery of human remains is always a possibility during ground disturbing activities. If human remains are found, State of California Health and Safety Code Section 7050.5 states that no further disturbance shall occur until the county coroner has made a determination of origin and disposition pursuant to Public Resources Code Section 5097.98. In the event of an unanticipated discovery of human remains, the Ventura County Coroner must be notified immediately. If the human remains are determined to be prehistoric, the coroner will notify the NAHC, which will determine and notify a most likely descendant (MLD). The MLD shall complete the inspection of the site within 48 hours of notification and may recommend scientific removal and nondestructive analysis of human remains and items associated with Native American burials.



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## **Appendix A**

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### Native American Scoping



**Rincon Consultants, Inc.**

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June 8, 2015

Beverly Salazar Folkes  
1931 Shadybrook Drive  
Thousand Oaks, CA 91362

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Ms. Folkes:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

As part of the process of identifying cultural resources issues for this project, Rincon contacted the Native American Heritage Commission (NAHC) and requested a Sacred Lands File (SLF) search and a list of Native American tribal organizations and individuals who may have knowledge of sensitive cultural resources in or near the project area. Rincon has not yet received SLF results from the NAHC, but is aware that the project site lies within your area of concern. Please advise us if you have knowledge of the presence of cultural resources that may be impacted by this project.

If you have knowledge of cultural resources that may exist within or near the project area, please contact me in writing at the above address or [cduran@rinconconsultants.com](mailto:cduran@rinconconsultants.com) or at (805)644-4455 ext. 22. Thank you for your assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Christopher Duran", written in a cursive style.

Christopher Duran  
Archaeologist

Enclosure: Project Location Map



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June 8, 2015

Santa Ynez Band of Mission Indians  
Vincent Armenta, Chairperson  
P.O. Box 517  
Santa Ynez, CA 93460

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Chairperson Armenta:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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Archaeologist

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June 8, 2015

Fernandeno Tataviam Band of Mission Indians  
Larry Ortega, Chairperson  
1019 2nd Street, Suite #1  
San Fernando, CA 91340

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Chairperson Ortega:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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June 8, 2015

Barbareno-Ventureno Band of Mission Indians  
Julie Lynn Tumamait-Stennslie, Chair  
365 North Poli Ave  
Ojai, CA 93023

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Chairperson Tumamait-Stennslie:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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June 8, 2015

Patrick Tumamait  
992 El Camino Corto  
Ojai, CA 93023

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Mr. Tumamait:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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June 8, 2015

San Luis Obispo County Chumash Council  
Chief Mark Steven Vigil  
1030 Ritchie Road  
Grover Beach, CA 93433

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Chief Vigil:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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Sincerely,

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Christopher Duran  
Archaeologist

Enclosure: Project Location Map



**Rincon Consultants, Inc.**

180 North Ashwood Avenue  
Ventura, California 93003

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June 8, 2015

Owl Clan  
Qun-tan Shup  
48825 Sapaque Road  
Bradley, CA 93426

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Mr. Shup:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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June 8, 2015

Stephen William Miller  
189 Cartagena  
Camarillo, CA 93010

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Mr. Miller:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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June 8, 2015

Santa Ynez Tribal Elders Council  
Adelina Alva-Padilla, Chair Woman  
P.O. Box 365  
Santa Ynez, CA 93460

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Chairwoman Alva-Padilla:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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June 8, 2015

Randy Guzman-Folkes  
4676 Walnut Avenue  
Simi Valley, CA 93063

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Mr. Guzman-Folkes:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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Archaeologist

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June 8, 2015

Coastal Band of the Chumash Nation  
Michael Cordero, Chairperson  
P.O. Box 4464  
Santa Barbara CA 93140

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Chairperson Cordero:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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Archaeologist

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June 8, 2015

Charles S. Parra  
P.O. Box 6612  
Oxnard, CA 93031

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Mr. Parra:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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Archaeologist

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June 8, 2015

Santa Ynez Band of Mission Indians  
Tribal Admin/Counsel Sam Cohen  
P.O. Box 517  
Santa Ynez, CA 93460

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Mr. Cohen:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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Christopher Duran  
Archaeologist

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June 8, 2015

Carol A. Pulido  
165 Mountainview Street  
Oak View, CA 93022

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Ms. Pulido:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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Archaeologist

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Ventura, California 93003

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June 8, 2015

Melissa M. Parra-Hernandez  
119 North Balsam Street  
Oxnard, CA 93030

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Ms. Parra-Hernandez:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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Archaeologist

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June 8, 2015

Frank Arredondo  
PO Box 161  
Santa Barbara, CA 93102

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Mr. Arredondo:

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Archaeologist

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June 8, 2015

Santa Ynez Tribal Elders Council  
Freddie Romero, Cultural Preservation Consultant  
P.O. Box 365  
Santa Ynez, CA 93460

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Mr. Romero:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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June 8, 2015

Barbareño/Ventureño Band of Mission Indians  
Kathleen Pappo  
2762 Vista Mesa Drive  
Rancho Pales Verdes, CA 90275

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Ms. Pappo:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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June 8, 2015

Barbareño/Ventureño Band of Mission Indians  
Raudel Joe Banuelos, Jr.  
331 Mira Flores Court  
Camarillo, CA 93012

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Mr. Banuelos:

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June 8, 2015

Coastal Band of the Chumash Nation  
Janet Darlene Garcia  
P.O. Box 4464  
Santa Barbara, CA 93140

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Ms. Garcia:

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June 8, 2015

Coastal Band of the Chumash Nation  
Crystal Baker  
P.O. Box 723  
Atascadero, CA 93423

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Ms. Baker:

Rincon Consultants, Inc. (Rincon) has been retained to conduct a cultural resources study for the proposed Lemonwood Elementary School Reconstruction Project in Oxnard, Ventura County, California. The proposed project involves a complete reconstruction of aging facilities including a two-story classroom building, media center/ library, and several play areas. The project is subject to the California Environmental Quality Act.

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June 8, 2015

PeuYoko Perez  
11465 Nardo Street  
Ventura, CA 93004

**RE: Cultural Resources Study for the Lemonwood Elementary School Reconstruction Project, Oxnard, Ventura County, California**

Dear Mr. Perez:

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Christopher Duran  
Archaeologist

Enclosure: Project Location Map

**Appendix C**  
*Geotechnical Report*





1645 PACIFIC AVENUE, SUITE 107 | OXNARD, CA 93033 | 805.486.6475 | FAX 805.486.9016

PRELIMINARY GEOTECHNICAL AND GEOLOGICAL INVESTIGATION  
FOR THE RECONSTRUCTION OF LEMONWOOD ELEMENTARY SCHOOL  
2200 CARNEGIE COURT  
OXNARD, CALIFORNIA

Prepared for:  
OXNARD UNIFIED SCHOOL DISTRICT  
ATTN: LISA CLINE  
ASST. SUPERINTENDENT  
BUSINESS AND FINANCIAL SERVICES  
1051 SOUTH A STREET  
OXNARD, CALIFORNIA 93030

Prepared by:  
CTE, CAL, INC.  
1645 PACIFIC AVENUE, SUITE 107  
OXNARD, CALIFORNIA 93033

CTE JOB NO.: 30-1152G

JANUARY 31, 2013

## TABLE OF CONTENTS

1.0 INTRODUCTION AND SCOPE OF SERVICES.....	1
1.1 Introduction.....	1
1.2 Scope of Services.....	1
2.0 SITE DESCRIPTION.....	2
3.0 FIELD INVESTIGATION AND LABORATORY TESTING .....	3
3.1 Field Investigation.....	3
3.1.1 Percolation Testing .....	4
3.2 Laboratory Testing.....	5
4.0 GEOLOGY .....	6
4.1 General Geographic and Geologic Settings .....	6
4.2 Geologic and Soil Conditions.....	6
4.3 Groundwater Conditions .....	8
4.4 Geologic Hazards .....	9
4.4.1 Surface Fault Rupture.....	10
4.4.2 Local and Regional Faulting.....	10
4.4.3 Historic Seismicity.....	13
4.4.4 Liquefaction, Seismic Settlement, & Associated Phenomena.....	14
4.4.5 Flooding, Tsunamis and Seiche Evaluation .....	17
4.4.6 Landslides and Debris Flows .....	18
4.4.7 Land Subsidence .....	18
4.4.8 Compressible and Expansive Soils.....	19
4.4.9 Corrosive Soils.....	19
5.0 CONCLUSIONS AND RECOMMENDATIONS .....	21
5.1 General.....	21
5.2 Site Preparation.....	23
5.3 Site Excavation.....	25
5.4 Fill Placement and Compaction .....	25
5.5 Fill Materials .....	26
5.6 Dewatering .....	27
5.7 Temporary Construction Slopes .....	28
5.8 Foundation Recommendations.....	29
5.8.1 Rigid Mat Foundation and Crushed Rock Recommendations .....	29
5.8.1.1 Mat Foundation Specifics.....	30
5.8.2 Ground Modification by Vibro-Replacement Stone Columns .....	31
5.8.3 Ground Modification by Compaction Grouting .....	32
5.8.4 Conventional Spread Foundations.....	33
5.8.5 General Foundation Recommendations .....	34
5.8.6 Foundation Setback.....	35
5.8.7 Interior Concrete Slabs .....	36
5.9 Seismic Design/ Earthquake Design Criteria - IBC.....	37
5.10 Lateral Resistance.....	38
5.11 Settlement .....	39
5.12 Exterior Flatwork.....	39
5.13 Pavement Design .....	40
5.14 Drainage .....	41
5.15 Infiltration System and Percolation Rates .....	42

5.16 Construction Observation .....	42
5.17 Plan Review.....	43
6.0 LIMITATIONS OF INVESTIGATION .....	44

FIGURES

FIGURE 1	SITE INDEX MAP
FIGURE 2	REGIONAL GEOLOGIC MAP
FIGURE 3	EXPLORATION LOCATION MAP
FIGURE 4	REGIONAL FAULT & SEISMICITY MAP
FIGURE 5	SEISMIC HAZARDS ZONE MAP
FIGURE 6	FEMA FLOOD ZONE MAP
FIGURE 7	CROSS-SECTION A-A'

APPENDICES

APPENDIX A	REFERENCES CITED
APPENDIX B	FIELD EXPLORATION METHODS AND EXPLORATION LOGS
APPENDIX C	LABORATORY TEST METHODS AND RESULTS
APPENDIX D	STANDARD GRADING SPECIFICATIONS
APPENDIX E	SITE-SPECIFIC LIQUEFACTION EVALUATION



## 1.0 INTRODUCTION AND SCOPE OF SERVICES

### 1.1 Introduction

This report presents the results of a geotechnical investigation performed by CTE, CAL, Inc. (CTE), and provides conclusions and recommendations for the proposed development at an existing elementary school in Oxnard, California. We have performed this work in accordance with the terms described in a Work Authorization Letter dated December 3, 2013 (under the Master Agreement #13-124). It is understood that the project will consist of the construction of 1- to 2- story buildings for a total of 37 classrooms, and support buildings that will include administration building, a media center, a food service building, a multipurpose room, physical education spaces, and restrooms. Associated developments include asphalt and concrete paved areas, outdoor tennis and basketball courts, athletic fields, landscaping and flatwork. Recommendations for excavations, fill placement, and foundation design for the proposed structures are presented in this report. Recommendations for several different forms of grading and foundation design are also presented herein. References reviewed for this report are provided in Appendix A.

### 1.2 Scope of Services

The scope of services provided included:

- Review of readily available geologic and soils reports.
- Coordination of utility mark-outs.
- Excavation of truck-mounted exploratory borings, CPT and soil sampling.
- Percolation testing.
- Laboratory testing of selected soil samples.

- Description of the geology and evaluation of potential geologic hazards.
- Engineering and geologic analyses.
- Preparation of this report.

## 2.0 SITE DESCRIPTION

The subject site is located at 2200 Carnegie Court in Oxnard, California, which is located northeast of the intersection of Carnegie Court and San Mateo Place Drive (Figure 1). The site is an existing elementary school that has been labeled by the Ventura County Assessor's office as having a parcel number of 220-0-022-405 with a size of 9.87 acres. The approximate center of the property has the coordinates of 34.1785° north latitude and 119.15367° west longitude.

According to the USGS, the site's elevation is approximately 45 feet above mean sea level (USGS, 1967). The northern limits of the site are bordered by residential single-family homes. The western and southern limits of the site are bound by Carnegie Court and San Mateo Place, respectively, beyond which are single family homes. The eastern limit of the site is bound by a public park (Lemonwood Park). The subject site is illustrated on Figure 3. The site is relatively flat, but has been minimally graded for use as an elementary school.

### 3.0 FIELD INVESTIGATION AND LABORATORY TESTING

#### 3.1 Field Investigation

The field investigation was conducted on December 14, 2013 and January 5, 2014. Our field investigation included the excavation of 18 exploratory borings, sampling of surface and subsurface soils, the performance of two exploratory cone penetration tests (CPTs), and percolation testing. The exploratory borings were excavated with a track-mounted drill rig with rubber treads on December 14, 2013, and a rubber-tired truck-mounted drill rig on January 5, 2014. Both rigs were equipped with eight-inch-diameter, hollow-stem augers that were advanced to depths ranging between 10.5 feet and 100.0 feet below the ground surface (bgs). CPTs were performed with a 30-ton, four-axle truck-mounted rig, extending to depths ranging between 126.3 and 128.7 feet.

Disturbed bulk samples representing a mixture of soils at relatively shallow depths were recovered from boring cuttings, as well as sampled from the surface in areas to receive pavement. Subsurface soil samples were collected by driving Standard Penetration Test and Modified California samplers within the hollow-stem borings at various depths as indicated on the Boring Logs (Appendix B).

In the specified area of a proposed infiltration system, a total of six relatively shallow test pits were excavated to depths ranging between 50¾ and 68 inches. Upon completion of

excavation, and within the bottom portion of the relatively shallow pits, percolation testing was performed. The approximate locations of the borings, surface samples, percolation testing, and CPTs are presented on Figure 3.

The soils were logged in the field by an experienced and state certified CTE, Inc. geologist and visually classified in general accordance with the Unified Soil Classification System. The field descriptions have been modified, where appropriate, to reflect laboratory test results.

### 3.1.1 Percolation Testing

On December 14, 2013, a truck-mounted drill rig also excavated six percolation test pits with 12-inch diameter, solid stem continuous flight augers. Following excavation, the percolation test pits were “presoaked” overnight in general accordance with guidelines set forth by the Ventura County Environmental Health Division (2006). On the following day (December 14, 2013), percolation testing was performed in general accordance with the same guidelines. The following table is a summary of the results of the percolation testing.

The materials at the bottoms of the test pits were observed to be similar to material exposed in nearby borings and soils as described in Section 4.2 of this report.

TABLE 1 Percolation Test Pit Rates and Descriptions		
Percolation Test Pit Number	Total Depth (in inches)	Percolation Rate (in minutes per inch)
P-1	68½	7.3
P-2	64¼	10.0
P-3	60	6.7
P-4	54½	9.4
P-5	51½	6.8
P-6	50¾	4.6

Recommendations for design percolation rates are described in Section 5.15 of this report.

### 3.2 Laboratory Testing

Laboratory tests were conducted on selected soil samples for classification purposes and to evaluate physical properties and engineering characteristics. Laboratory tests included: particle-size distribution, Expansion Index, Atterberg Limits, in-situ moisture content and densities, Resistance “R”-Value, direct shear, consolidation, and chemical characteristics. Where practical, test results are shown on the boring logs in Appendix B. Test descriptions and the remaining laboratory test results are included in Appendix C.

## 4.0 GEOLOGY

### 4.1 General Geographic and Geologic Settings

The site is located on relatively flat coastal lowlands called the Oxnard Plain. The Oxnard Plain is a relatively thick sequence of sedimentary deposits from the Santa Clara River, approximately 4.6 miles to the north and the Callegas Creek, which is approximately 5.0 miles to the east and southeast. The Oxnard Plain is located within the westerly end of the Transverse Ranges, with the Topatopa Mountains to the north and the Santa Monica and the Santa Susanna Mountains to the east. These mountain ranges are generally considered to be the source of the sediments within the Oxnard Plain, and the sediments beneath the area of the project site.

### 4.2 Geologic and Soil Conditions

Based on the regional geologic map prepared by Clahan, Kevin B. (2003). the surficial geologic unit underlying the site consists of Holocene Alluvial Deposits (Figure 2). Clahan described the alluvial deposits as “overbank material associated with unit [Holocene wash deposits], recognized by scour and incised channeling features; composed of unconsolidated, poorly sorted, clayey sand with some gravel.”

The United States Department of Agriculture’s (USDA) Web Soil Survey identifies the majority of the soil in the project area as “Camarillo loam,” with approximately 1.7 acres in the northeastern portion of the site described as “Hueneme sandy loam.” The Hueneme

sandy loam is described as “stratified sandy loam or loamy sand and averages sandy loam in the 10 to 40 inch section with about 10 to 15 percent clay. Thin silty or sandy strata are commonly present.” The majority of the site, and the all of the area of the proposed buildings, are described as being underlain by the Camarillo sandy loam. The Camarillo sandy loam is described as comprised typically of clay loam, silty clay loam and silt loam to the profiled depth of 60 inches. Our findings generally concurred with this description, although our field investigation generally found a higher percentage of sandy materials than indicated in this description; however, the pedogenic process described for this soil (as well as for the Hueneme sandy loam) of “nearly level alluvial plains and basins in stratified alluvium derived from alkaline sedimentary sources” and various descriptions of the soil (such as a relatively high calcareous deposits and concretions (described on our boring logs either calcareous deposits) are relatively consistent with our field observations.

Our subsurface investigation indicated that surface soils at the project site have been disturbed, likely due to agricultural activities prior to the development and use of the site as an elementary school. The disturbed soils appear to extend to various depths ranging between approximately 1.5 feet to 3.0 feet below current grades, and consist typically of dark brown, sandy silt and silty sand, with occasional variations in the amounts of the sand, silt and clay. Below the disturbed surface soils, the soils consisted of clays, silts and sands of various thicknesses.

### 4.3 Groundwater Conditions

Groundwater was encountered in most of the borings at the project site, and varied between depths of 8.0 and 12.0 feet. The borings were either backfilled (per standards set forth by the Ventura County Watershed Protection District) either immediately after completion, or after being left open overnight to allow for a more accurate assessment of groundwater levels. The borings that were allowed to remain open overnight indicated that static groundwater is between 8.0 and 9.5 feet below current grades across the site. The differences in observed groundwater levels between the borings that were immediately backfilled and the borings allowed to remain open are due to varying soil materials with varying groundwater flow rates.

The California Department of Water Resources (DWR) maintains a database of historical groundwater levels from wells across the state. This database can be viewed online at <http://www.water.ca.gov/waterdatalibrary/>. One of the wells in their database is located approximately 2400 feet to the east-southeast of the site. This well has a "State Well Number" of 01N22W12N003S. Groundwater levels have been recorded at this well at various intervals between February, 1992 and November 2010. According to the DWR, water levels varied between 2.8 feet above mean sea levels, and 95.8 feet below mean sea levels, or between 38.2 and 136.8 feet below a recorded ground surface elevation of 41 feet above mean sea level.



In the USGS's "Seismic Hazard Zone Report for the Oxnard 7.5-minute Quadrangle," 2002, the USGS indicates that the depth to groundwater can rise as high as approximately 8 feet below current elevations. As such, it is our opinion that static groundwater levels can rise as high as approximately 8 feet below current ground surface levels during, or shortly, after relatively wet periods of time.

The site is also near to a seawater intrusion zone. A known seawater intrusion zone (the Oxnard Aquifer, as described by the Department of Water Resources in Bulletin 104-8, 1976) is likely relatively deep, and lies at a depth of approximately 100 feet below existing ground surfaces. One of our borings (Boring B-9) and the two CPTs performed onsite may have encountered this zone. As such, it's possible (although unlikely) that the groundwater encountered may be saline, which is known to be corrosive. However, testing the groundwater for saline content and corrosive properties is beyond the scope of this report. Testing for corrosive properties of the soils near the surface was performed, and is described in Section 4.4.9 of this report. If relatively deep foundations are to be used, we recommend a further investigation of the groundwater's salinity and corrosive properties be performed by a qualified corrosion consulting firm.

#### 4.4 Geologic Hazards

Geologic hazards that were considered to have potential impacts to site development were evaluated based on field observations, published hazard maps, literature review, and laboratory test results. There are two main geologic hazards at the site: 1) ground shaking

due to earthquakes, and 2) earthquake-induced liquefaction, seismic settlement, and associated phenomena. The following paragraphs address geologic hazards considered and their potential risk to the site.

#### 4.4.1 Surface Fault Rupture

Based on our site reconnaissance and review of the referenced literature, the site is not within a State of California-designated Alquist-Priolo Earthquake Fault Studies Zone, and no known active fault traces underlie or project toward the site. According to the California Geological Survey, a fault is active if it displays evidence of activity in the last 11,000 years. Therefore, the potential for surface rupture from displacement or fault movement beneath the proposed improvements is considered low.

#### 4.4.2 Local and Regional Faulting

The California Geological Survey (CGS) and the United States Geological Survey (USGS) broadly group faults as “Class A” or “Class B” (Frankel et al., 2002). Class A faults are identified based upon relatively well-defined paleoseismic activity, and a fault-slip rate of more than 5 millimeters per year (mm/yr). In contrast, Class B faults have comparatively less defined paleoseismic activity and are considered to have a fault-slip rate less than 5 mm/yr.

The nearest known Class B faults are the Simi-Santa Rosa Fault Zone, and an extension of the Oakridge Fault. The extension of the Oakridge Fault is

approximately 2.9 miles (4.7 km) to the northwest of the site. The location of this fault is implied, as no surface expression of the fault exists. The fault is thought to be a right lateral fault that is obscured by Quaternary and Holocene sedimentary deposits (CGS, 2002). The Simi-Santa Rosa Fault Zone is a north-dipping reverse fault that has three segments that extend approximately 40 kilometers into the Transverse Ranges (CGS, 2002). The closest segment of the Simi-Santa Rosa Fault Zone is the Springville Fault. The southwestern most extension of this fault lies approximately 4.1 miles (6.8 km) to the northeast of the site.

The nearest known Class A fault is the Carrizo segment of the San Andreas Fault, which is located approximately 46 miles (74 kilometers) north-northeast of the site at a point near Gorman, California. The following table presents the San Andreas Fault and Simi-Santa Rosa Fault Zone nearest to the site magnitude and fault classifications.

TABLE 2 NEAR-SITE FAULT PARAMETERS			
FAULT NAME	DISTANCE FROM SITE (in miles)	MAXIMUM EARTHQUAKE MAGNITUDE	CLASSIFICATION
San Andreas (Carrizo Segment near Gorman, California)	46 (approx.)	7.4	A
Simi-Santa Rosa Fault Zone	4.1 (approx.)	4.5	B
Oakridge Fault	2.9 (approx. and implied)	5.5	B

Figure 4 is a regional map from the California Geologic Survey (CGS), which shows the site's location in relationship to known active faults, as defined by CGS.

The CGS 2008 Probabilistic Seismic Hazards Ground Motion Interpolator Page (on line at [http://www.quake.ca.gov/gmaps/PSHA/psha\\_interpolator.html](http://www.quake.ca.gov/gmaps/PSHA/psha_interpolator.html)) indicates ground motions with 10 percent probability of exceedance in 50 years for the site coordinates 34.1785 ° latitude and -119.15367° longitude, as underlain by soils corresponding to site Class D, are presented in the following Table 3.

TABLE 3 SITE GROUND MOTION WITH 10% PROBABILITY OF EXCEEDANCE IN 50 YEARS	
PARAMETER	UNIT GRAVITY
Peak Ground Acceleration	0.569
Spectral Acceleration at Short (0.2 second) Period	1.333
Spectral Acceleration at Long (1.0 second) Period	0.666

The site could be subjected to significant shaking in the event of a major earthquake on any of the faults listed above or other faults in the southern California or northern Baja California area.

Section 16 of the California Geological Survey's "Note 48," dated October 2013, indicates that a site specific ground motion study should be performed if the criteria set forth in Section 1616A1.3 of the 2013 California Building Code (CBC) are met. Soils at the site have been classified as Type D, based on the understanding that the proposed improvements at the subject site will have fundamental structural

periods of less than 0.5 seconds, and a site-specific ground motion study is not required for the subject site.

#### 4.4.3 Historic Seismicity

The recent seismic history (last 50 years) of the site area is moderate compared to other areas of southern California and northwestern Baja California, Mexico. Three moderately large earthquakes (registering moment magnitudes of between 6.0 and 6.9) have been reported within a 75 km radius of the project site during the period of instrumental recordings, which began in the early 1900s. The largest of the recorded earthquakes was the 1994 Northridge Earthquake (moment magnitude of 6.7).

A previous earthquake that occurred on December 21, 1812 may have been larger. However, little is known about this event. Reports of the amounts and extents of damage vary greatly and seem to have been exaggerated in many of the reported accounts. As such, estimates for a moment magnitude vary greatly. It is known that several structures in the area were damaged by this earthquake, including extensive damage to the San Buenaventura Mission, located approximately 10.5 miles to the northwest of the site.

Historically there have been several larger (>M5.5) earthquakes within a 74 km radius of the site. Review of the CGS historical California earthquake epicenters

(<http://redirect.conservation.ca.gov/cgs/rghm/quakes/historical/index.htm>) for earthquakes with magnitude greater than M5.5 within 75 kilometers (46 miles) of the project site are provided on the following table.

TABLE 4 Relatively Nearby Earthquake History				
EARTHQUAKE DATE (yr-mo-day)	EARTHQUAKE TIME (GMT)	MAGNITUDE	DISTANCE FROM SITE (miles)	GENERAL LOCATION
1812-12-21	1900 (approx.)	7.1 (approx.)	unknown	Offshore and west of Ventura
1827-09-24	0400	6.0	10.0	East of San Buenaventura Mission
1854-05-31	1250	6.0	25 (approx.)	Santa Barbara
1883-09-05	1230	5.8	55 (approx.)	San Emigdio
1893-04-04	1940	5.8	40 (approx.)	Newhall area
1893-05-19	0035	5.8	23 (approx.)	Offshore Ventura
1919-02-16	1557	5.7	46.0	Tejon Pass region
1926-02-18	1818	5.5	28.3	Santa Barbara
1973-02-21	1445	5.9	6.0	Point Mugu
1978-08-13	2254	6.0	33.3	Offshore Santa Barbara
1981-09-04	1550	5.9	27.2	50 km south of Ventura
1994-01-17	1230	6.7	35.3	Northridge
1994-01-17	2333	5.9	22.0	Northridge

#### 4.4.4 Liquefaction, Seismic Settlement, & Associated Phenomena

Liquefaction is the significant loss of soil strength due to pore pressure increase (CDMG 1997). Ground shaking reorients the unconsolidated sediment grains into a

more compact arrangement. If the water table is close to the surface during this reorientation, the grain-to-grain contacts are reduced and the load is temporarily transferred to the pore water. This increases pore pressure, decreases the soil shear strength, and the deposit then behaves like a liquid (Costa and Baker 1981). Liquefaction may occur when groundwater is present within the potentially liquefiable material, the soil is granular and meets a specified range of grain sizes, and the soil is in a loose state of low relative density. If these conditions are present and strong ground motion occurs, portions of the soil column could liquefy, depending on the intensity and duration of the strong ground motion. Soils most susceptible to liquefaction are saturated, very loose to loose, fine grained sandy and silty soils. Liquefaction may manifest itself at the surface as lateral spreading, sand boils, lurching and ground fissuring, loss of bearing strength, and settlement. Any structures founded on or above potentially liquefiable soils may experience settling (both total and differential) and loss of foundation support during ground shaking. The potential for the occurrence of liquefaction is evaluated with respect to the Factor of Safety (FS) as defined in CDMG 1997.

$$FS = CSReq/CSRliq$$

Where:

*FS* is the Factor of Safety;

*CSReq* is the cyclic stress ratio required to generate liquefaction; and

*CSRliq* is the cyclic stress ratio generated by the anticipated earthquake.

Soils with a FS less than 1.3 are considered as potentially liquefiable (CDMG 1997).

#### 4.4.4.1 Regional Liquefaction Potential Data

The potential for liquefaction in the site area was reviewed based on data available from the CGS, USGS, and Ventura County Comprehensive Plan Seismic Safety and Safety Element (Safety Element). The map associated with the Seismic Hazard Zone Report from the CGS (2002, revised 2010) indicates that the site is in an area potentially subject to liquefaction-related effects (Figure 5). As such, an analysis of the liquefaction potential was performed by our office as described below.

#### 4.4.4.2 Liquefaction Analysis

A liquefaction analysis was performed on data obtained from the cone penetration tests (CPTs) and from Boring B-9. The methods and results of the analyses are summarized below.

Data from the deep boring and CPT explorations were analyzed with respect to the site seismicity using the appropriate code-derived  $PGA_M$  of 0.921g and a conservative assumed historical high groundwater depth of five feet bgs. The analyses presented in Appendix E confirm that isolated layers of underlying soils are potentially susceptible to liquefaction, and that the subsurface soils are anticipated to locally liquefy under the design seismic event. Based on the evaluation output, dynamic settlement is anticipated to occur in relatively thin and possibly



discontinuous layers. Maximum total dynamic settlements are predicted to be on the order of 4.4 to 5.2 inches.

Mitigation recommendations have been provided herein including placement of a surficial compacted fill blanket, construction of structural mat slabs beneath the proposed structures, and ground modifications by vibro-replacement stone columns and compaction grouting.

#### 4.4.4.3 LATERAL SPREADING

Due to the relatively flat site area topography and the lack of significant ditches, trenches or other features exhibiting differential elevations, it is our opinion that the potential for lateral spreading to affect the site during a major seismic event is low.

#### 4.4.5 Flooding, Tsunamis and Seiche Evaluation

According to a 2010 map (shown in Figure 6) produced by the Federal Emergency Management Agency (FEMA), the project site lies within an area of “0.2% annual chance flood; areas of 1% annual chance flood with average depths of less than 1 foot or with drainage areas less than 1 square mile; areas protected by levees from 1% annual chance flood.”

Due to the elevation of the site and the lack of any significant bodies of water either on or adjacent to the site, it is our opinion that the potential for tsunamis or seiches to affect the subject site is negligible.

#### 4.4.6 Landslides and Debris Flows

The site is relatively flat with no nearby hillsides or other topographic features. The site is also not adjacent to any areas that are potential paths for debris flows, and not mapped as in an area potentially subjected to such hazards (CGS, 2009). Therefore, landsliding and debris flows are not considered significant geologic hazards within or adjacent to the site.

#### 4.4.7 Land Subsidence

Subsidence is generally anticipated to be the result of groundwater extraction, oil extraction, and/or tectonic plate movements. Land subsidence has been documented in the central eastern portion Oxnard Plain (Ventura County General Plan, 2000). An oil well was abandoned at a location on the property to the east of the site (within Lemonwood Park). However, local records indicate that this well was not productive and did not extract significant quantities of oil or gas. Additionally, subsidence typically occurs over a broad area and generally has minimal impact on structures. Therefore, based on the information available and our review, land subsidence is not anticipated to be a significant hazard at the subject site.

#### 4.4.8 Compressible and Expansive Soils

The upper disturbed fill materials from agricultural activities at the site as described in Section 4.2 are considered to have a slight to moderate susceptibility to compression. Recommendations for removal and recompaction of these materials are described in Section 5.2 of this report. If followed, the recommendations for removal and compaction should mitigate any potential for compressibility.

Based on the sandy, granular nature of the soils exposed during our field investigation, the near-surface materials at the site are considered to have a very low to low expansion potential (EI less than 50), and should not pose a significant risk to the proposed construction. Significant quantities of fine-grained soils such as clays or silts are not expected for this project. If such soils are encountered or exposed during the construction of the proposed project, an evaluation of the expansion potential should be performed.

#### 4.4.9 Corrosive Soils

Saltwater intrusion has been indicated as potential and likely present in the groundwater at the site approximately 100 feet below existing site elevations (Fox Canyon GMA, 2006). Saline groundwater has been indicated by Caltrans in "Corrosion Guidelines, Version 2.0" as potentially corrosive with the following statement:

---

*“Chloride ions from saltwater, soil, or from de-icing salts can lead to corrosion of steel reinforcement in concrete and steel structures by breaking down the normally present protective layer of oxides (passive layer) present on the steel surface.”*

If relatively deep structures are proposed, the potential for corrosion due to saline groundwater may exist.

Laboratory test results indicate that near-surface soils at the site present a moderate sulfate exposure to Portland cement concrete (2010 CBC; ACI 318, 2011, Table 4.3.1). The “Corrosion Guidelines, Version 2.0” by the California Department of Transportation (Caltrans), (2012), indicate:

*“For Structural Elements, the Department considers a site to be corrosive if one or more of the following conditions exist for the representative soil and water samples taken at the site:*

*Chloride concentration is 500 ppm or greater, sulfate concentration is 2000 ppm or greater, or the pH is 5.5 or less.”*

Thus, in accordance with current Caltrans procedures, the subject site would be considered “moderately corrosive,” based on testing for corrosion potential of sampled surface soils from the site. As such, we recommend the use of Type II Portland cement with a minimum water/cement ratio of 0.5 and a minimum strength of 4000 psi per Table 4.3.1 in ACI 318. Additionally, the resistivity test results have been interpreted by others to represent a moderate potential for corrosion for buried metallic conduits (Roberge, 1999).

CTE does not practice corrosion engineering. Therefore, if corrosion of improvements is of more significant concern, a qualified corrosion engineer should be consulted.

## 5.0 CONCLUSIONS AND RECOMMENDATIONS

### 5.1 General

Based on the results of our background review, subsurface explorations, laboratory testing, and engineering analyses, it is our opinion that the site may be utilized for the proposed construction. Existing agricultural and fill soils should not be used to support significant structures or the proposed buildings unless they are removed and recompacted according to the recommendations in this report. Due to the presence of shallow groundwater and our experience in the area, we recommend the use of relatively light construction equipment with relatively large tires or footprints. Additionally, the use of vibratory compaction equipment is not generally recommended within approximately three feet of groundwater levels.

The potential for liquefaction and seismically-induced settlement exists at the site. Maximum seismically-induced settlement of the soils at the site was computed to be on the order of 4.4 to 5.2 inches, as described in Section 4.4.4.2, in the event of the design basis level of ground shaking.

In order to reduce the adverse effects of liquefaction and seismically-induced settlement, we recommend that proposed buildings for this project be founded on either 1) rigid mat foundation systems underlain by crushed rock and high-strength geogrid, 2) ground modification using vibro-replacement stone columns and the use of conventional spread footings, or 3) ground modification using soil compaction grouting and the use of conventional spread footings.

The existing fill soils and disturbed soils should be removed and replaced as compacted fill.  
Fills should be compacted as recommended in this report.

## 5.2 Site Preparation

We conclude that the proposed development of the site is feasible from a geotechnical standpoint, provided the recommendations in this report are incorporated into the design and construction of the project. Recommendations for the proposed earthwork and improvements are included in the following sections and Appendix D. However, recommendations in the text of this report supersede those presented in Appendix D, should conflicts exist. All recommendations may require modifications or updating as project plans evolve, buildings locations are modified, or based on the conditions encountered during earthwork or construction.

Following demolition of the existing structures, underground utilities, and irrigation or water structures not to remain, the proposed improvement areas should be cleared of existing debris and deleterious materials. Objectionable materials, such as construction debris, vegetation, and other deleterious materials not suitable for structural backfill should be disposed of off site at a regulated disposal facility. In the area of the proposed improvements, including structures, roadways, and minor distress-sensitive improvements, existing fill material and any eroded, desiccated, burrowed, disturbed soils from agricultural use, or otherwise loose or disturbed soils should be excavated to the depths described in Section 5.8 in the areas of proposed buildings, to the depth of suitable native materials, or to a minimum 24 inches below the bottom of all footings, whichever depth is greatest. It is this office's opinion that the depth to suitable native material will vary across the site between elevations of approximately 1.5 to 4 feet with the potential for a few localized

deeper areas of fill, which should be identified by a representative of this office prior to replacement and recompaction.

Removals should extend at least five feet laterally beyond the perimeter of the proposed structures, where feasible. Exposed subgrade should be moisture conditioned and properly compacted prior to receiving fill. The exposed subgrade may also require scarification. A representative of our office should observe the exposed subgrade to determine if scarification is necessary or practical based on the actual conditions present at the time of grading.

Any existing below ground utilities should be redirected around proposed structures or, alternatively, the conflicting utility backfill material overexcavated to the depth of suitable material with a minimum one-sack cement/sand slurry or compacted fill placed in the resulting void. If present, existing utilities at an elevation to extend through the proposed footings should be sleeved and caulked to minimize the potential for moisture migration below the structure slab. Any existing utility backfill present within the prism created by a 1:1 plane extending from the outer edges of the footings to suitable material up to ten feet beyond the building perimeter should be overexcavated and one-sack cement/sand slurry or compacted fill soil should be placed in the resulting area, as feasible. Abandoned pipes exposed by grading should be securely capped to prevent moisture from migrating beneath foundation and slab soils.



An engineer or geologist from CTE should observe the exposed ground surface prior to scarification, if necessary. Excavation should continue until suitable native materials are encountered as indicated by a representative of our office. Organic and other deleterious materials not suitable for structural backfill should be properly disposed of off site.

### 5.3 Site Excavation

Based on CTE's observations, shallow excavations at the site should be feasible using standard, well-maintained construction equipment run by experienced operators. Due to the presence of shallow groundwater and the potential for soft soil conditions, larger mass grading equipment such as scrapers or relatively large bulldozers may not be effective, especially during the deeper overexcavation and recompaction processes.

Excessively dense soils or large boulders requiring larger equipment or non-standard methods of excavation are not typically anticipated at the subject site.

### 5.4 Fill Placement and Compaction

Following removal of existing fill material and loose, disturbed soils, the areas to receive fills, backfill from overexcavations, or improvements should be moisture conditioned, and properly compacted or wetted and proof-rolled, as appropriate. A representative of our office should observe the overexcavated surface or the excavated areas to determine if scarification is required. Fill and backfill should be compacted to a minimum relative

compaction of 95 percent at a moisture content at or near optimum moisture contents, as evaluated by ASTM D 1557. The optimum lift thickness for fill soil will depend on the type of compaction equipment used; however due to the potential for the relatively shallow groundwater to exhibit upward capillary movement, relatively heavy and/or vibratory compaction equipment may not be effective when backfilling overexcavations or while compacting fill within a few feet of the actual groundwater levels. As such, backfill should generally be placed in uniform, horizontal lifts not exceeding six inches in loose thickness.

### 5.5 Fill Materials

The on-site existing fill material, materials disturbed for agricultural activities, and native materials are considered suitable for use as fill and backfill material. However, these materials should be screened of organic materials and materials generally greater than three inches in maximum dimension. Irreducible materials greater than three inches in maximum dimension were not identified in the preliminary investigation, but may be present due to the variable nature of the materials encountered. If irreducible materials greater than three inches (such as cobbles or boulders) are encountered, they generally should not be used in shallow fills (within six feet of proposed grades). In utility trenches, adequate bedding should surround pipes.

Imported fill beneath structures, pavements and walks should have an Expansion Index of 20 or less (ASTM D 4829). Imported fill soils for use in structural or slope areas should be

evaluated by the soils engineer before importation to the site. Imported fill soils may be subject to Department of Toxic Substances Control (DTSC) screening requirements, as determined by the owner.

If proposed, any retaining wall backfill located within a 45-degree wedge extending up from the heel of the wall footing should consist of soil having an Expansion Index of 20 or less (ASTM D 4829) with less than 30 percent passing the No. 200 sieve. The upper 12 to 18 inches of wall backfill could consist of lower permeability soils, in order to reduce surface water infiltration behind walls. We understand that no basements are proposed at this time.

### 5.6 Dewatering

The need for dewatering will be based upon the actual groundwater elevations at the time of construction. Dewatering is not expected to be necessary for the proposed improvements at the subject site, unless excavations (such as those for deeper utilities) are expected to exceed approximately seven or eight feet below existing grades. Where groundwater is encountered, it may be handled with conventional ditch and sump pump groundwater controls or with more substantial dewatering well point systems.

The groundwater levels at the site are anticipated to vary from month to month and year to year. The subgrade soils may require stabilization consisting of a layer of large diameter rock

or geogrid and gravel prior to placing fill, depending upon the actual severity of the yielding soils conditions.

### 5.7 Temporary Construction Slopes

The following recommended temporary slopes should be relatively stable against deep-seated failure, but may experience localized sloughing. Recommended slope ratios as set forth in the following table.

TABLE 5.7 RECOMMENDED TEMPORARY SLOPE RATIOS		
SOIL TYPE	SLOPE RATIO (Horizontal: vertical)	MAXIMUM HEIGHT
Undocumented Fill and Alluvium	1.5:1 (OR FLATTER)	5 to 7 Feet

Actual field conditions and soil type designations must be verified by a "competent person" while excavations exist, according to Cal-OSHA regulations. In addition, the above sloping recommendations do not allow for surcharge loading at the top of slopes by vehicular traffic, equipment or materials, or groundwater/seepage. Appropriate surcharge setbacks must be maintained from the top of all unshored slopes.

## 5.8 Foundation Recommendations

The following recommendations are for preliminary design purposes only. These foundation recommendations should be reviewed after completion of rough grading of the building pad areas.

The site is susceptible to settlement and liquefaction during a major seismic event. Analyses of the data obtained from the Cone Penetration Tests and from the soils exposed in Boring B-9 indicate that seismic settlement during a major seismic event would be on the order of 4.4 to 5.2 inches. As such, seismic settlements should be considered for foundation design. The following are recommendations for mitigating the effects of liquefaction and seismically induced settlements.

### 5.8.1 Rigid Mat Foundation and Crushed Rock Recommendations

In order to provide appropriate foundation support, to reduce the potential for static and dynamic foundation settlement, and to reduce the potential adverse secondary surface effects from liquefaction and seismic settlement on the proposed building foundations, we have concluded that proposed structures could be supported by a system that includes rigid mat foundations underlain by a high-strength geogrid-reinforced layer of crushed rock.

If utilized, rigid mat foundation systems should be underlain by a minimum two-foot thick layer of geogrid-reinforced crushed rock. The following recommendations are provided if the geogrid-reinforced crushed rock and mat foundation system will be utilized at the subject site:

1. The geogrid and crushed rock layer should be placed as deep beneath the proposed mat foundation as possible in order to provide a compacted fill zone between the mat

- foundation and the rock for utility placement and to provide added structural separation between the rock and the foundation.
2. The geogrid and crushed rock layer should extend a minimum ten feet laterally beyond the building footprint limits.
  3. The crushed rock layer should be placed upon a suitable and properly prepared exposed subgrade, and upon a layer of Tensar BX-1200, Tensar TX-160, Hanes TerraGrid RX1200, or Mirafi BXG12, installed as per the manufacturer's specifications.
  4. A second layer of geogrid should be properly placed at the approximate mid-point of the minimum two-foot thick crushed rock layer.
  5. A layer of filter fabric should be placed upon the top surface of the crushed rock layer prior to being backfilled to proposed grade with suitable onsite or imported compacted fill soils.

#### 5.8.1.1 Mat Foundation Specifics

Mat foundations should consist of a structural, moment and shear resisting slab, or an integrated system of structural slabs and moment/shear resisting grade beams. Bearing elements should be embedded a minimum of 18 inches. Mat foundations can be designed with an allowable bearing capacity of 2,000 pounds per square foot (psf). A one-third increase may be used for evaluation of short duration wind loads, not for short term seismic loads. A modulus of subgrade reaction of 125 psi/inch is also considered appropriate. Due to the specialized design required for the rigid mat foundation systems, reinforcement size, spacing, and detailing should be as per the structure engineer of record.

For mat foundations, the maximum total post-construction static settlement is expected to be less than one inch and the maximum differential static settlement is expected to be less than ½ inch. For mat foundations constructed upon a geogrid-reinforced crushed rock layer, the estimated total seismic settlement is anticipated to be less than 5.2 inches, with differential seismic settlements on the order of 1.75 inches. Mat foundations used for minor onsite improvements not underlain by a geogrid-reinforced crushed rock layer would be subject to full anticipated total and differential seismic settlements estimated in Section 4.4.4.2 of this report (6.2 inches and 4.0 inches, respectively, where 6.2 inches total uniform settlement = 5.2 inches seismic + 1.0 inch static settlement, and 4.0 inches total differential settlement = 0.5 inch static differential settlement + 3.5 inches seismic differential settlement).

#### 5.8.2 Ground Modification by Vibro-Replacement Stone Columns

The liquefaction and compressible soils issues present at the site can be effectively mitigated via proper ground modification using Vibro-Replacement Stone Columns (vibro-replacement). In addition to densifying the surrounding soils, the stone columns will also act as drains to dissipate excess pore water pressure during a seismic event. Actual design of the stone column system should be performed by a design/build contractor specializing and experienced with this method. A specialty contractor should provide material specifications and requirements, column spacing, and other design information. Personnel of our firm should observe the ground improvement operation so that design/layout modifications can be made, as necessary.

We anticipate vibro-replacement would consist of the installation of stone columns to a depth on the order of 60 feet below existing grades and on the order of 15 feet laterally beyond the individual building footprints. However, the design/build specialty contractor should determine the actual ground modification depth required to produce less than two inches of total and one inch of differential seismic settlement following modification.

Assuming the targeted post-ground modification seismic settlements are achieved (i.e., less than two inches total and one inch differential), we anticipate the overlying critical buildings may then be founded on continuous perimeter spread and isolated footings, or mat foundations, as appropriate.

The specialty contractor should provide a detailed work plan of their proposed work. We recommend that a test pattern of stone columns be constructed and that the soil between the column locations be evaluated both before and after the vibro-replacement process using CPTs. Based on the evaluation, modifications to the column spacing may be made. In addition, we recommend that similar evaluation be performed beneath each of the proposed significant buildings as the vibro-replacement activities progress at approximately three to five days following installation to allow subsurface pore pressures to stabilize.

### 5.8.3 Ground Modification by Compaction Grouting



A method of densifying the loose soil, especially sand, is compaction grouting. A cement sand mixture or epoxy fluid grout can be injected into the ground to increase density of soil thus reduce or eliminate liquefaction potential for the site. Compaction grouting contractors should be contacted to densify the soils at the subject site. Any densification of the soils would reduce potential both future liquefaction and static settlement of structures.

The compaction grouting should be performed by a design/build contractor specializing and experienced with this method. A specialty contractor should provide material specifications and requirements, injection points spacing, and other design information. Personnel of our firm should observe the grouting operation so that modifications can be made, as necessary.

#### 5.8.4 Conventional Spread Foundations

As detailed herein, if ground modification is performed as recommended utilizing stone columns or soil grouting (as described in Sections 5.8.2 and 5.8.3, respectively), conventional continuous and/or spread footings may be suitable. Grade beams should generally be installed across all large entrances or critical areas in the structures. Footings and grade beams should have minimum depths of 18 inches below the lowest adjacent grade for one- and two- story structures. Isolated spread footings should be a minimum of two feet in minimum dimension. Continuous footings and grade beams should be reinforced as required by the structural engineer of record; however, we recommend minimum continuous reinforcement should consist of four No. 5 rebars, two near the top and two near the bottom. Footings may be designed using maximum allowable bearing capacities of

2,000 psf. A one-third increase is also considered acceptable for evaluation of short term loadings due to wind or seismic forces.

For spread foundations, the maximum total post-construction static settlement is expected to be on the order of one inch and the maximum differential static settlement is expected to be on the order of ½ inch. For spread foundations construction upon properly installed and verified vibro-replacement stone column ground modification areas, the estimated total seismic settlement is anticipated to be less than two inches, with differential seismic settlements less than one inch. Spread foundations used for minor onsite improvements not underlain by modified ground areas would be subject to full anticipated total and differential seismic settlements estimated in Section 4.4.4.2 of this report (4.3 and 2.9 inches, respectively).

#### 5.8.5 General Foundation Recommendations

The following general recommendations for footings are also provided:

- The structural engineer should provide recommendations for reinforcement of any spread footings and footings with pipe penetrations.
- Footing excavations should generally be maintained at above optimum moisture content until concrete placement.
- All foundation excavations should be observed by soil engineer during excavation, and prior to placement of reinforcing steel or formwork. The foundation excavations should be moistened to at least optimum moisture content.

### 5.8.6 Foundation Setback

Footings should bear beneath a 1:1 plane extended up from the nearest bottom edge of adjacent trenches and/or excavations. Deepening of affected footings may be a suitable means of attaining the prescribed setbacks.

### 5.8.7 Interior Concrete Slabs

Lightly loaded concrete slabs should be designed for the anticipated loadings but measure at least five inches in thickness. If a rigid mat foundation with crushed rock system is utilized, then the minimum thickness of the slab should conform to the recommendations in Sections 5.8.1 and 5.8.1.1 of this report. Minimum slab reinforcement should consist of a minimum of number 4 reinforcing bars placed on 18-inch centers, each way, at or above mid-slab height, but with proper concrete cover, or as per the project architect or structural engineer. In moisture-sensitive floor areas, a suitable vapor retarder of at least ten-mil thickness (with all laps or penetrations sealed or taped) overlying a two-inch layer of consolidated aggregate base or sand (with SE of 30 or more) should be installed. A maximum two-inch layer of similar material may be placed above the vapor retarder to protect the membrane during steel and concrete placement. This recommended protection is generally considered typical in the industry. If proposed floor areas or coverings are considered especially sensitive to moisture emissions, additional recommendations from a specialty consultant could be obtained. CTE is not an expert at preventing moisture penetration through slabs. A qualified architect or other experienced professional should be contacted if moisture penetration is a more significant concern.

Slabs subjected to heavier loads may require thicker slab sections and/or increased reinforcement. A 110-pci subgrade modulus is considered suitable for elastic design of minimally embedded improvements such as slabs-on-grade.

Subgrade materials should be maintained near or above optimum moisture content until slab underlayment or concrete are placed.

### 5.9 Seismic Design/ Earthquake Design Criteria - IBC

Seismic ground motion values listed below were derived in accordance with the ASCE 7-10 Standard, which is incorporated into the 2013 California Building Code that became effective January 1, 2014. The ground motion parameters were established based on Site Class and coordinates using the United States Geological Survey (USGS) Ground Motion Parameter Calculator (<http://geohazards.usgs.gov/designmaps/us/application.php>). Results for each set of seismic ground motion values are based on the site coordinates of 34.1785° north latitude and 119.15367° west longitude. These values are intended for the design of structures to resist the effects of earthquake ground motions.

TABLE 6 2013 CBC Chapter 16 SEISMIC GROUND MOTION VALUES		
PARAMETER	VALUE	CBC REFERENCE
Site Class	D	Chapter 20 ASCE 7-10
Mapped Spectral Response Acceleration Parameter, $S_S$	2.407g	Figure 1613.3.1 (1)
Mapped Spectral Response Acceleration Parameter, $S_1$	0.854g	Figure 1613.3.1(2)
Seismic Coefficient, $F_a$	1.0	Table 1613A.3.3(1)
Seismic Coefficient, $F_v$	1.5	Table 1613A.3.3(2)
MCE Spectral Response Acceleration Parameter, $S_{MS}$	2.407g	Section 1613A.3.3
MCE Spectral Response Acceleration Parameter, $S_{M1}$	1.281g	Section 1613A.3.3
Design Spectral Response Acceleration, Parameter $S_{DS}$	1.605g	Section 1613A.3.4
Design Spectral Response Acceleration, Parameter $S_{D1}$	0.854g	Section 1613A.3.4

### 5.10 Lateral Resistance

Lateral loads acting against structures may be resisted by friction between the footings and the supporting soil or passive pressure acting against structures. If frictional resistance is used, we recommend allowable coefficients of friction of 0.30 (total frictional resistance equals the coefficient of friction multiplied by the dead load) for concrete cast directly against compacted fill. A design passive resistance value of 150 pounds per square foot per foot of depth (with a maximum value of 1,500 pounds per square foot) may be used. The allowable lateral resistance can be taken as the sum of the frictional resistance and the

passive resistance, provided the passive resistance does not exceed two-thirds of the total allowable resistance.

### 5.11 Settlement

The estimated total **seismic** settlement is 5.2 inches with maximum differential settlements on the order of 3.5 inches ( $\frac{2}{3} \times 5.2$ ) in a horizontal distance of approximately 30 feet.

The anticipated total **static** settlement is approximately 1 inch measured between adjacent structural elements. Differential settlements are expected to be less than one-half of an inch, measured between adjacent structural elements or in a distance of 30 feet.

### 5.12 Exterior Flatwork

To reduce the potential for cracking in exterior flatwork caused by minor movement of subgrade soils and concrete shrinkage, we recommend that such flatwork be installed with crack-control joints at appropriate spacing as designed by the project architect. Additionally, we recommend that flatwork be installed with at least number 3 reinforcing bars at 24-inch centers, each way, at mid-height of slab or other reinforcement per the project consultants. Flatwork, which should be installed with crack control joints, includes driveways, sidewalks, and architectural features. All subgrades should be prepared according to the earthwork recommendations previously given before placing concrete. Positive drainage should be established and maintained next to all flatwork. Subgrade

materials shall be maintained or elevated to above optimum moisture content until just before concrete placement.

### 5.13 Pavement Design

The appropriate pavement section depends primarily upon the type and strength of subgrade soil, expected traffic loads and planned pavement life. Design traffic is represented by the Traffic Index (TI), which is calculated based on anticipated traffic loads and load repetitions for a particular design life considered adequate by the designer. The TI index should be verified by the Project Civil Engineer or owner prior to construction. Subgrade strength is represented by Resistance "R"-Value test data.

The following tentative pavement designs are based on R-value of 73 and in accordance with the California procedure based on the Gravel Equivalent Concept.

<b>TABLE 5.12 PRELIMINARY PAVEMENT SECTIONS</b>		
<b>ASSUMED TRAFFIC INDEX</b>	<b>PAVEMENT SECTION (THICKNESS IN INCHES)</b>	
	<b>ASPHALT CONCRETE (AC)</b>	<b>BASE COURSE (CAB)</b>
4	3.0	4.5
5	3.0	5.5
6	3.5	6.5
7	4.0	8.0
8	5.0	8.5
9	6.0	9.0

The "R"-value of the site soils exposed at final grade should be tested after site grading is complete and the final pavement design should be based on those R-value test results.



The upper 12 inches of pavement subgrade soils should be recompact to at least 95 percent relative compaction (per ASTM D1557) just prior to placement of aggregate base. The base course should comply with specifications for untreated crushed aggregate base as defined in Section 200-2 of the current Green Book (Standard Specifications for Public Works Construction). Crushed aggregate base (CAB) is preferred to crushed miscellaneous base (CMB) or processed miscellaneous base (PMB). However, CMB, PMB, and/or CalTrans Class 2 aggregate base materials may be acceptable for use on the subject site, if approved by the owner. The relative compaction of aggregate base material should not be less than 95 percent of the maximum dry density per the latest ASTM D1557 test procedure.

#### 5.14 Drainage

Surface runoff should be collected and directed away from improvements by means of appropriate erosion-reducing devices and positive drainage should be established around the proposed improvements. Positive drainage should be directed away from improvements at a gradient of at least two percent for a distance of at least five feet. However, the project civil engineers should evaluate the on-site drainage and make necessary provisions to keep surface water from affecting the site.

Generally, CTE recommends against allowing water to infiltrate building pads or adjacent to slopes. We understand that some agencies are encouraging the use of storm-water infiltration devices. Use of such devices tends to increase the possibility of high groundwater and slope instability. If infiltration devices must be used, then we recommend that they be underlain by an impervious barrier and that the infiltrate be collected via subsurface piping and discharged off site.

#### 5.15 Infiltration System and Percolation Rates

We understand that plans for an infiltration system to be located in the area of the percolation tests shown on Figure 3 are currently in the preliminary design stages, and that a percolation rate is required for design purposes. The average rate for the six percolation test pits described on Table 1 of this report is 7.5 minutes per inch. However, due to the somewhat variable conditions at the site, it is our professional opinion that a percolation rate of 10 minutes per inch appears more appropriate for general design purposes for the proposed infiltration systems.

#### 5.16 Construction Observation

The recommendations provided in this report are based on preliminary design information for the proposed construction and the subsurface conditions observed in the exploratory borings. The interpolated subsurface conditions should be checked in the field during construction to verify that conditions are as anticipated. When applicable, soil samples should be collected

prior to grading and tested for laboratory-defined optimum moisture contents with respect to maximum soil densities of compacted fill material. Upon completion of precise grading, soil samples should be collected to evaluate as-built Expansion Index and soluble-sulfate content of at-grade soils. Foundation recommendations may be revised upon completion of grading and as-built laboratory tests results.

Recommendations provided in this report are based on the understanding and assumption that CTE will provide the observation and testing services for the project. All earthwork should be observed and tested to verify that grading activity has been performed according to the recommendations contained within this report. The project engineer should evaluate all footing trenches before reinforcing steel placement.

#### 5.17 Plan Review

CTE should be authorized to review the project grading and foundation plans before commencement of earthwork to identify potential conflicts with the intent of CTE's recommendations.

## 6.0 LIMITATIONS OF INVESTIGATION

The field evaluation, laboratory testing, and geotechnical analysis presented in this report have been conducted according to current engineering practice and the standard of care exercised by reputable geotechnical consultants performing similar tasks in this area. No other warranty, expressed or implied, is made regarding the conclusions, recommendations and opinions expressed in this report. Variations may exist and conditions not observed or described in this report may be encountered during construction.

The findings of this report are valid as of the present date. However, changes in the conditions of a property can occur with the passage of time, whether they be due to natural processes or the works of man on this or adjacent properties. In addition, changes in applicable or appropriate standards may occur, whether they result from legislation or the broadening of knowledge. Accordingly, the findings of this report may be invalidated wholly or partially by changes outside our control. Therefore, this report is subject to review and should not be relied upon after a period of three years.

CTE's conclusions and recommendations are based on an analysis of the observed conditions. If conditions different from those described in this report are encountered, our office should be notified and additional recommendations, if required, will be provided.

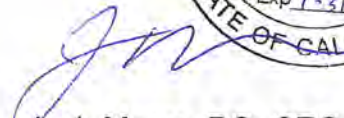
We appreciate this opportunity to be of service on this project. If you have any questions regarding this report, please do not hesitate to contact the undersigned.

Respectfully submitted,

CTE, CAL, Inc.



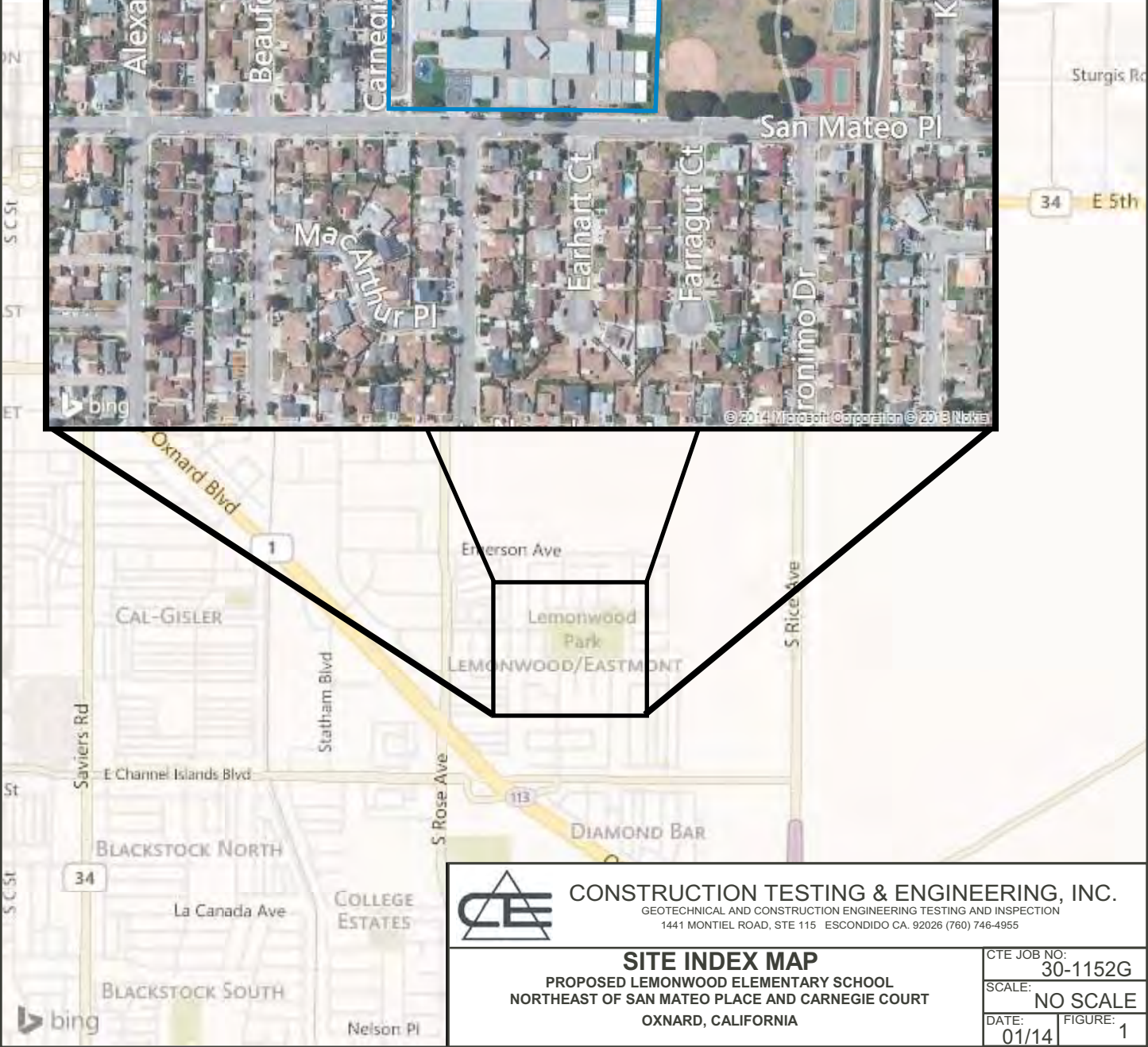
Dharmesh Amin, MS, PE, GE  
Principal Engineer



Josh Myers, PG, CEG  
Project Geologist



**APPROXIMATE  
SITE LIMITS**



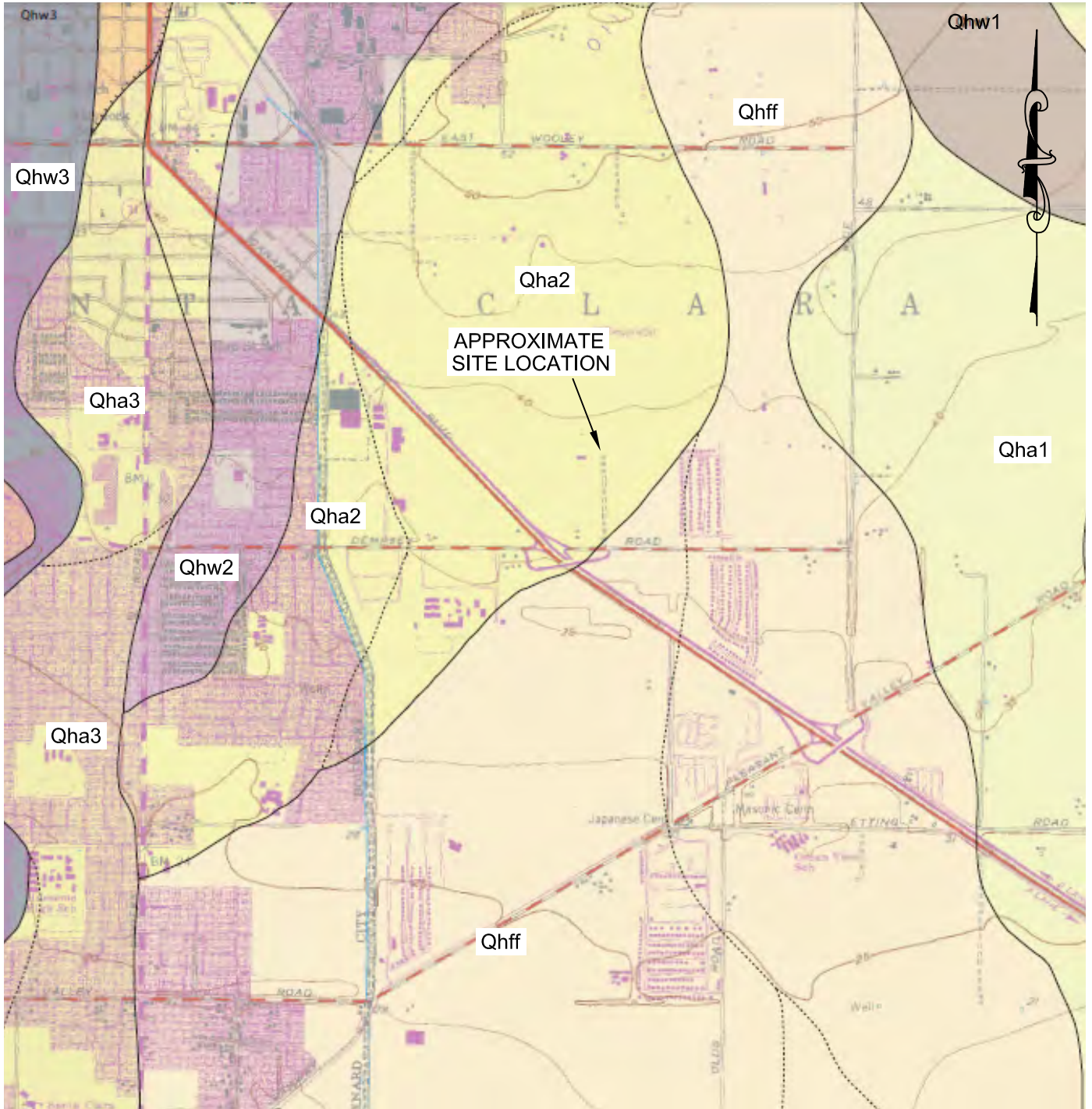
**CONSTRUCTION TESTING & ENGINEERING, INC.**

GEOTECHNICAL AND CONSTRUCTION ENGINEERING TESTING AND INSPECTION  
1441 MONTIEL ROAD, STE 115 ESCONDIDO CA. 92026 (760) 746-4955

**SITE INDEX MAP**  
PROPOSED LEMONWOOD ELEMENTARY SCHOOL  
NORTHEAST OF SAN MATEO PLACE AND CARNEGIE COURT  
OXNARD, CALIFORNIA

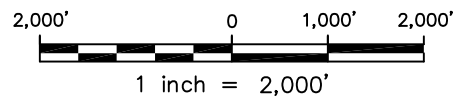
CTE JOB NO: 30-1152G	
SCALE: NO SCALE	
DATE: 01/14	FIGURE: 1





**LEGEND**

- Qhw3** HOLOCENE WASH DEPOSITS
- Qha3** HOLOCENE ALLUVIAL DEPOSITS
- Qhw2** HOLOCENE WASH DEPOSITS
- Qha2** HOLOCENE ALLUVIAL DEPOSITS
- Qha1** HOLOCENE ALLUVIAL DEPOSITS
- Qhff** HOLOCENE ALLUVIAL FAN DEPOSITS



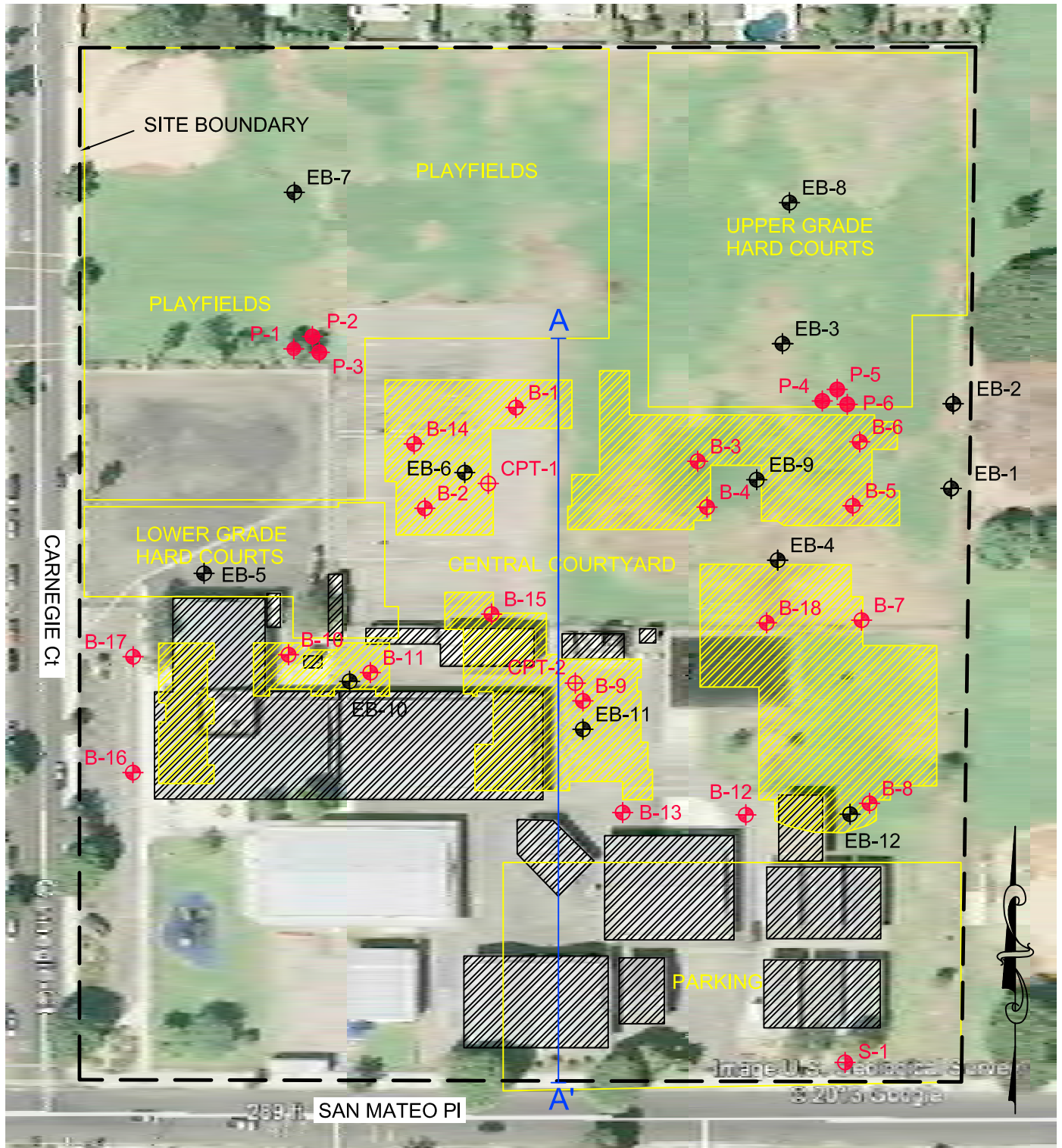
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 1645 PACIFIC AVENUE, SUITE 107 OXNARD, CA. 93033, PH: (805) 486-9016

**REGIONAL GEOLOGIC MAP**  
 PROPOSED LEMONWOOD ELEMENTARY SCHOOL  
 NORTHEAST OF SAN MATEO PLACE AND CARNEGIE COURT  
 OXNARD, CALIFORNIA

SCALE:  
**1"=2,000'**  
 CTE JOB NO.:  
**30-1152G**

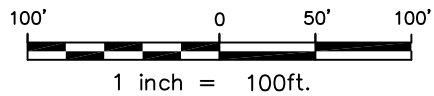
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**1/14**  
 FIGURE:  
**2**

\\Esc\_server\projects\30-000\Oxnard Office Projects\30-1152G\Figure 3.dwg 1/7/2014 9:39:42 AM PST



**LEGEND**

- B-17 APPROXIMATE BORING LOCATION
- CPT-2 APPROXIMATE CPT LOCATION
- P-6 APPROXIMATE PERCOLATION TEST LOCATION
- S-1 APPROXIMATE SAMPLE LOCATION
- EB-17 APPROXIMATE BORING LOCATION (EARTH SYSTEMS PACIFIC)
- STRUCTURE TO BE DEMOLISHED
- PROPOSED BUILDING
- A—|—A' CROSS SECTION



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**EXPLORATION LOCATION MAP**  
 PROPOSED LEMONWOOD ELEMENTARY SCHOOL  
 NORTHEAST OF SAN MATEO PLACE AND CARNEGIE COURT  
 OXNARD, CALIFORNIA

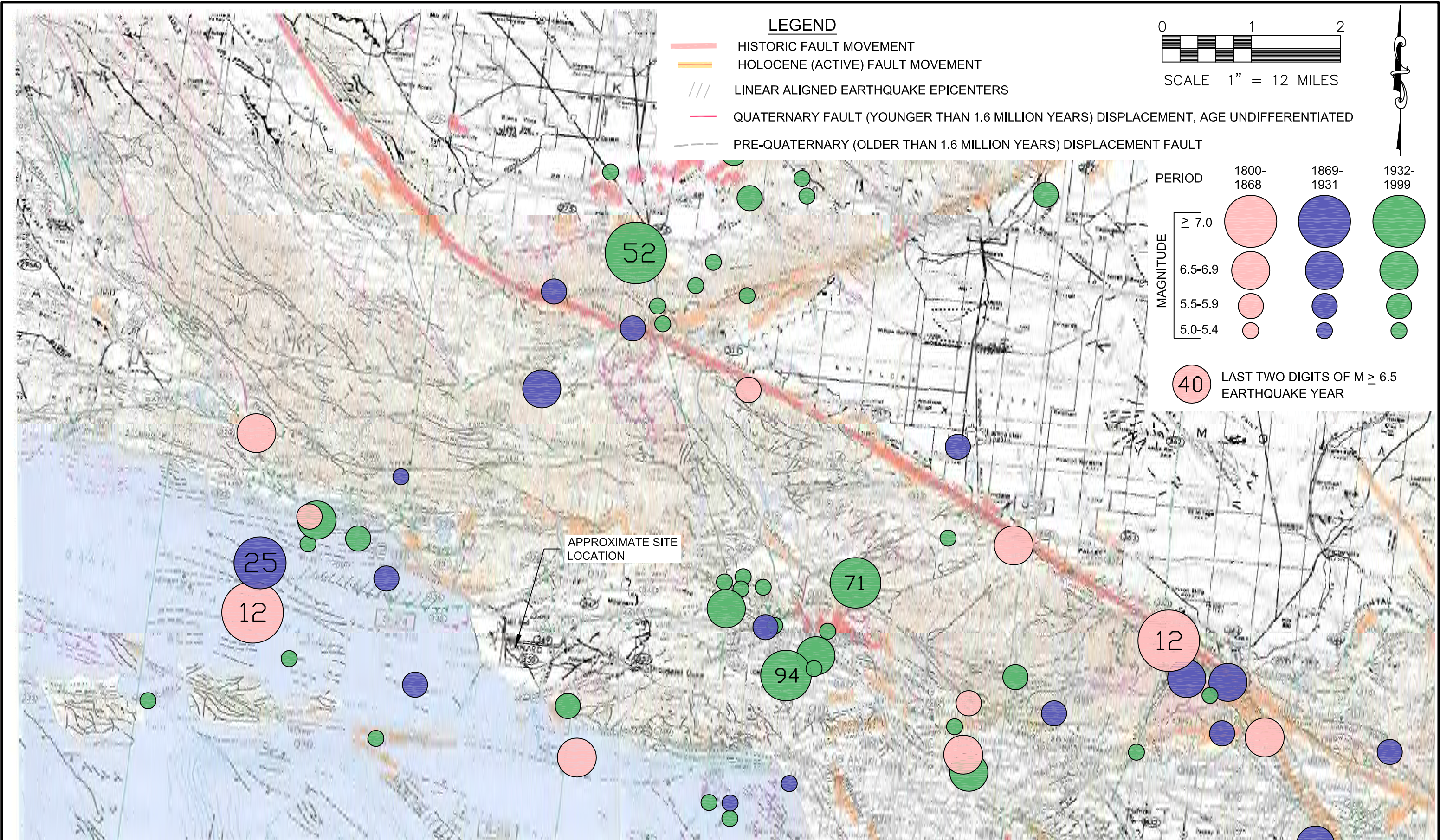
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**1"=100'**

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**1/14**

CTE JOB NO.:  
**30-1152G**

FIGURE:  
**3**





NOTES: FAULT MAP ADAPTED AFTER JENNINGS, 1994, CDMG MAP NO. 6;  
REFERENCE FOR ADDITIONAL EXPLANATION

EPICENTERS OF AND AREAS DAMAGED BY  $M > 5$  CALIFORNIA EARTHQUAKES, 1800-1999 ADAPTED  
AFTER TOPPOZADA, BRANUM, PETERSEN, HALLSTORM, CRAMER, AND REICHLER, 2000,  
CDMG MAP SHEET 49

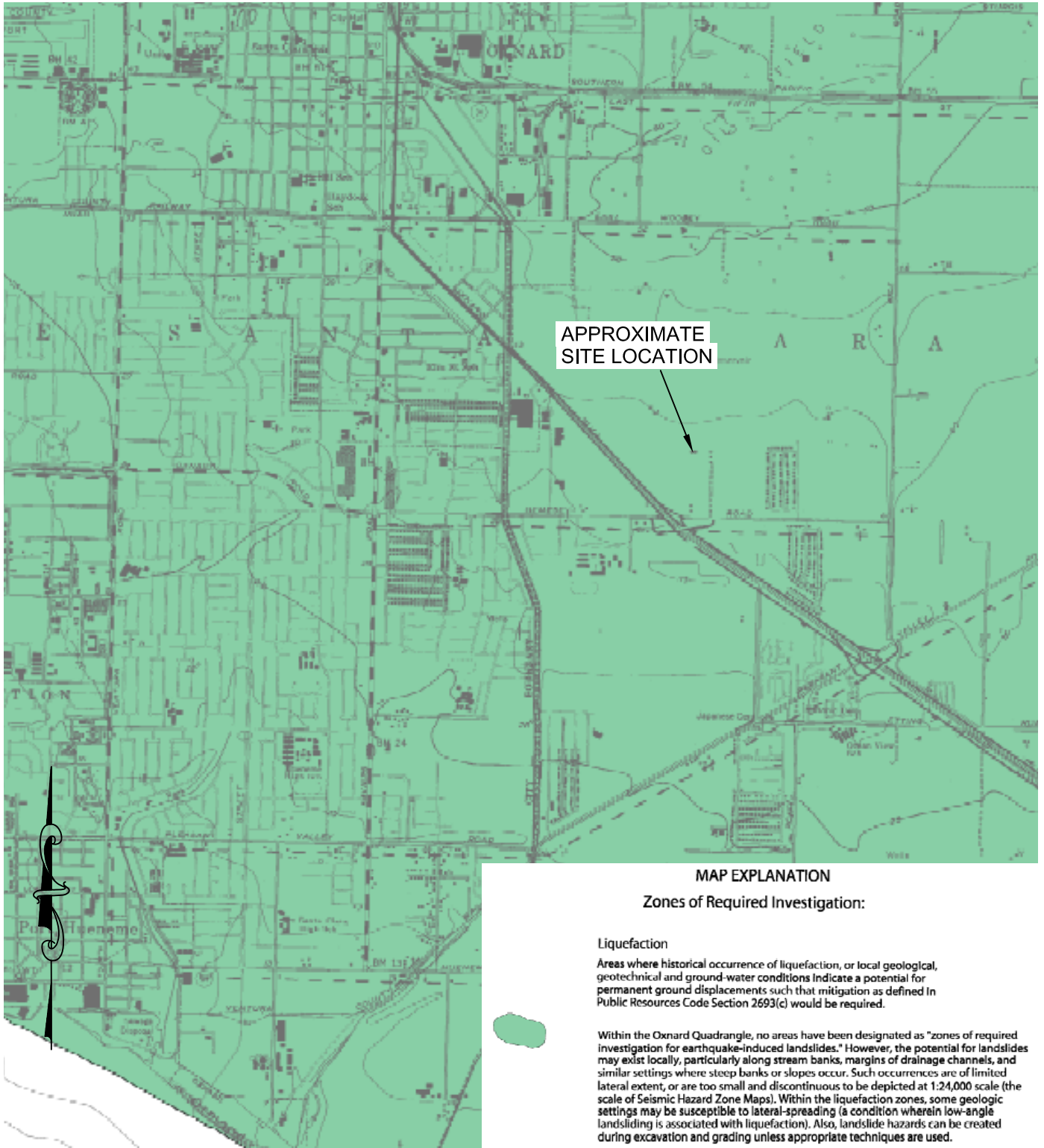


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**REGIONAL FAULT AND SEISMICITY MAP**  
PROPOSED LEMONWOOD ELEMENTARY SCHOOL  
NORTHEAST OF SAN MATEO PLACE AND CARNEGIE COURT  
OXNARD, CALIFORNIA

CTE JOB NO: 30-1152G  
SCALE: 1 inch = 12 miles  
DATE: 1/14 FIGURE: 4





APPROXIMATE  
SITE LOCATION

**MAP EXPLANATION**

**Zones of Required Investigation:**

**Liquefaction**

Areas where historical occurrence of liquefaction, or local geological, geotechnical and ground-water conditions indicate a potential for permanent ground displacements such that mitigation as defined in Public Resources Code Section 2693(c) would be required.



Within the Oxnard Quadrangle, no areas have been designated as "zones of required investigation for earthquake-induced landslides." However, the potential for landslides may exist locally, particularly along stream banks, margins of drainage channels, and similar settings where steep banks or slopes occur. Such occurrences are of limited lateral extent, or are too small and discontinuous to be depicted at 1:24,000 scale (the scale of Seismic Hazard Zone Maps). Within the liquefaction zones, some geologic settings may be susceptible to lateral-spreading (a condition wherein low-angle landsliding is associated with liquefaction). Also, landslide hazards can be created during excavation and grading unless appropriate techniques are used.

**NOTE:** Seismic Hazard Zones identified on this map may include developed land where delineated hazards have already been mitigated to city or county standards. Check with your local building/planning department for information regarding the location of such mitigated areas.

**STATE OF CALIFORNIA  
SEISMIC HAZARD ZONES**

Delineated in compliance with  
Chapter 7.8, Division 2 of the California Public Resources Code  
(Seismic Hazards Mapping Act)

**OXNARD QUADRANGLE**

REVISED OFFICIAL MAP  
Released: December 20, 2002



**CONSTRUCTION TESTING & ENGINEERING, INC.**  
PLANNING - CIVIL ENGINEERING - LAND SURVEYING - GEOTECHNICAL  
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**SEISMIC HAZARD ZONE MAP**  
PROPOSED LEMONWOOD ELEMENTARY SCHOOL  
NORTHEAST OF SAN MATEO PLACE AND CARNEGIE COURT  
OXNARD, CALIFORNIA

SCALE: <b>1"=3,000'</b>	DATE: <b>1/14</b>
CTE JOB NO.: <b>30-1152G</b>	FIGURE: <b>5</b>



**LEGEND**



**SPECIAL FLOOD HAZARD AREAS SUBJECT TO INUNDATION BY THE 1% ANNUAL CHANCE FLOOD**

The 1% annual flood (100-year flood), also known as the base flood, is the flood that has a 1% chance of being equaled or exceeded in any given year. The Special Flood Hazard Area is the area subject to flooding by the 1% annual chance flood. Areas of Special Flood Hazard include Zones A, AE, AH, AO, AR, A99, V, and VE. The Base Flood Elevation is the water-surface elevation of the 1% annual chance flood.

- ZONE A** No Base Flood Elevations determined.
- ZONE AE** Base Flood Elevations determined.
- ZONE AH** Flood depths of 1 to 3 feet (usually areas of ponding); Base Flood Elevations determined.
- ZONE AO** Flood depths of 1 to 3 feet (usually sheet flow on sloping terrain); average depths determined. For areas of alluvial fan flooding, velocities also determined.
- ZONE AR** Special Flood Hazard Area formerly protected from the 1% annual chance flood by a flood control system that was subsequently decertified. Zone AR indicates that the former flood control system is being restored to provide protection from the 1% annual chance or greater flood.
- ZONE A99** Area to be protected from 1% annual chance flood by a Federal flood protection system under construction; no Base Flood Elevations determined.
- ZONE V** Coastal flood zone with velocity hazard (wave action); no Base Flood Elevations determined.
- ZONE VE** Coastal flood zone with velocity hazard (wave action); Base Flood Elevations determined.



**FLOODWAY AREAS IN ZONE AE**

The floodway is the channel of a stream plus any adjacent floodplain areas that must be kept free of encroachment so that the 1% annual chance flood can be carried without substantial increases in flood heights.



**ZONE X**

**OTHER FLOOD AREAS**

Areas of 0.2% annual chance flood; areas of 1% annual chance flood with average depths of less than 1 foot or with drainage areas less than 1 square mile; and areas protected by levees from 1% annual chance flood.



**ZONE X**

**OTHER AREAS**

Areas determined to be outside the 0.2% annual chance floodplain.



**ZONE D**

Areas in which flood hazards are undetermined, but possible.



**COASTAL BARRIER RESOURCES SYSTEM (CBRS) AREAS**

**OTHERWISE PROTECTED AREAS (OPAs)**

CBRS areas and OPAs are normally located within or adjacent to Special Flood Hazard Areas.



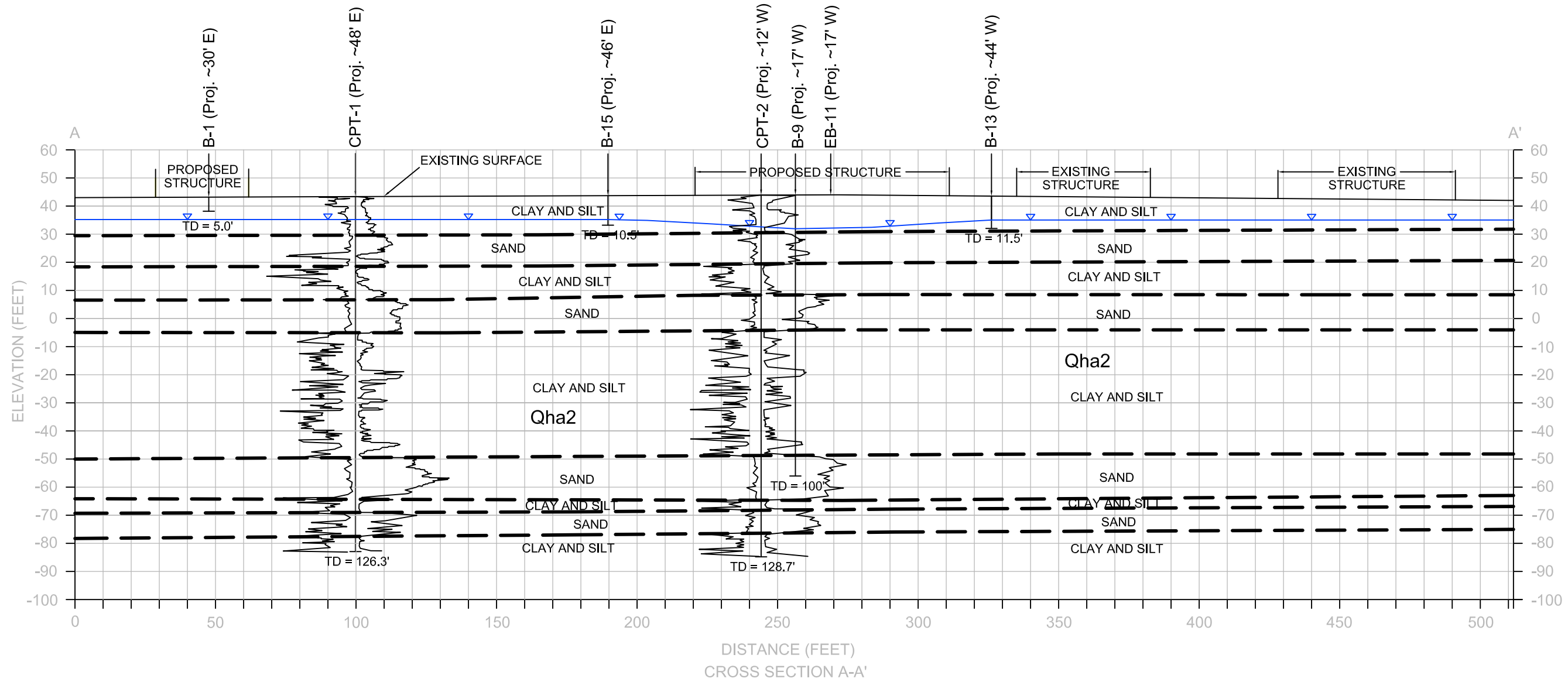
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**FEMA FLOOD ZONE MAP**  
**PROPOSED LEMONWOOD ELEMENTARY SCHOOL**  
 NORTHEAST OF SAN MATEO PLACE AND CARNEGIE COURT  
 OXNARD, CALIFORNIA

SCALE:  
**1" = 1,000'**  
 CTE JOB NO.:  
**30-1152G**

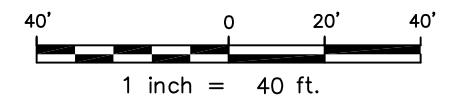
DATE:  
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 FIGURE:  
**6**

\\Esc\_server\projects\30-1152G\Figure 7 (Cross Section).dwg 1/8/2014 8:49:19 AM PST



**LEGEND**

- Qha2** HOLOCENE ALLUVIAL DEPOSITS
- APPROXIMATE GROUNDWATER CONTACT
- APPROXIMATE GEOLOGIC CONTACT



**CET** CONSTRUCTION TESTING & ENGINEERING, INC.  
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**CROSS SECTION A-A'**  
 PROPOSED LEMONWOOD ELEMENTARY SCHOOL  
 NORTHEAST OF SAN MATEO PLACE AND CARNEGIE COURT  
 OXNARD, CALIFORNIA

CIE JOB NO: 30-1152G	
SCALE: 1" = 40'	
DATE: 1/14	FIGURE: 7

APPENDIX A

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APPENDIX B

FIELD EXPLORATION METHODS AND EXPLORATION LOGS



## EXPLORATION METHODS

The soil conditions within the site were explored by drilling 18 hollow-stem auger borings and 2 Cone Penetrometer Test (CPT) soundings at the location shown on Figure 3. The borings were drilled using 8-inch-diameter hollow-stem auger drilling equipment. The soils encountered were classified in the accordance with the Unified Soil Classification System. Results of the borings are presented in this Appendix.

Our field representative obtained relatively undisturbed and bulk samples for laboratory observation and testing. The number of blows of the hammer needed to drive the sampler 12 inches was recorded as an indication of the density or consistency of the earth materials.

In addition to obtaining undisturbed samples, Standard Penetration Tests (SPT) were performed in hollow stem borings. The results of the tests are indicated on the boring logs. The standard penetration tests were performed in accordance with the ASTM D1586 Test Method.

The hammer weights for various depths and drilling equipment are summarized in the following tables.

### HAMMER WEIGHTS

Sampling Type	Weight in pounds
Undisturbed (30-inch drop)	140
SPT (30-inch drop)	140

### CONE PENETROMETER TEST SOUNDINGS






Cone Penetrometer Test (CPT) soundings were performed for us at 2 locations by Kehoe Testing & Engineering. The soundings extended to depths of approximately 126.3 to 128.7 feet; the soundings were all taken to refusal. The locations of the soundings are shown on Figure 3. The results of the soundings and the methodology of performing the soundings are presented in the Kehoe Testing & Engineering report in this appendix.



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PROJECT:	Lemonwood Elementary School	DRILLER:	2R Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	12/14/2013
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel, Bulk	ELEVATION:	TBD





Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-1	
							Laboratory Tests	
DESCRIPTION								
0					AC		2" of asphalt over 2" of base material	
					ML		Clayey, fine to medium sandy silt (ML), dark brown, stiff, moist, disturbed	
16					SM		Slightly clayey, silty fine to medium sand (SM), brown, medium dense, moist	
5			100.7	3.8			Fine to medium sand (SP), moist, dense, light brown to gray-brown	
29								
10					SP		Gray in color, wet	
35								
15			105.4	19.3				
16								
							Total depth of boring at 16.5 feet Boring caved to 7 feet Groundwater observed at 10.5 feet	
20								
25								



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PROJECT:	Lemonwood Elementary School	DRILLER:	2R Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	12/14/2013
LOGGED BY:	Josh Myers	SAMPLE METHOD:	California Barrel	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-2	
							Laboratory Tests	
DESCRIPTION								
0					AC		2" of asphalt over 2" of base material	
		18	119.4	13	ML		Clayey, fine to medium sandy silt (ML), dark brown, stiff, moist, disturbed	
5		22						
							Boring refused on concrete. Advancement of drilling halted due to concerns of damaging an existing underground structure.	
							Total depth of boring at 15.5 feet Boring caved to 5 feet No groundwater observed	
-10								
-15								
-20								
-25								







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PROJECT:	Lemonwood Elementary School	DRILLER:	2R Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	12/14/2013
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel, Bulk	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Feet	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-4	
							Laboratory Tests	
DESCRIPTION								
0					SM		Slightly clayey, silty fine to medium sand (SM), dark brown, moist, medium dense, disturbed a depth of approximately 1.5 feet, light brown to brown and dense to very dense with few calcareous deposits below a depth of approximately 1.5	
5		37	105.3	2.3	SP		Fine to medium sand (SP), light gray, moist, dense	
10		40			SP		Wet, gray in color below approx. 9.5 feet	
15		20					Medium dense	
20		33			GW-SW		Fine to medium gravel and medium to coarse sand (GW-SW), gray, wet, dense, subrounded to well rounded clasts	
							Total depth of boring at 20.5 feet Groundwater observed at 9.5 feet Boring caved to 6 feet	
-25								



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PROJECT: Lemonwood Elementary School	DRILLER: 2R Drilling	SHEET: 1 of 1
CTE JOB NO: 30-1152G	DRILL METHOD: 8" hollow stem	DRILLING DATE: 12/14/2013
LOGGED BY: Josh Myers	SAMPLE METHOD: SPT, California Barrel	ELEVATION: TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	DESCRIPTION	Laboratory Tests
0					SM		Slightly clayey, silty fine to medium sand (SM), dark brown, moist, medium dense, disturbed above a depth of approximately 1.5 feet, light brown, slightly calcareous and slightly porous below a depth of approximately 1.5 feet	
28	/	28			GM-SM		Slightly silty to silty fine to coarse sand and fine to coarse gravel (GM-SM), lightly brown, slightly moist, dense, angular clasts	
5	/	37			GW-SW		Fine to coarse sand and fine to coarse gravel (GW-SW), lightly brown, slightly moist, dense, angular clasts	
10	/	11			SP		Slightly fine to medium gravelly medium to coarse sand (SP), wet, gray, medium dense, well rounded clasts	
15	/	22						
-20							Total depth of boring at 16.5 feet Groundwater observed at 10.5 feet Boring caved to 5 feet	
-25								



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PROJECT:	Lemonwood Elementary School	DRILLER:	2R Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	12/14/2013
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-6	
							Laboratory Tests	
DESCRIPTION								
0					SM		Slightly clayey, silty fine to medium sand (SM), brown to dark brown, moist, medium dense, disturbed above a depth of approximately 1 foot, light brown with few calcareous deposits and slightly porous below a depth of approximately 1 foot	
5		29	94.9	5.1			Slightly fine to medium gravelly fine to coarse sand (SP), slightly moist, light brown to gray, dense, subrounded to well rounded clasts	
10		33			SP		Wet	
15		20					Decrease in grain size to fine to medium sand without any observed gravel below approximately 14 feet	
20		38					Slight increase in sand grain size to medium to fine sand	
25							Total depth of boring at 20.5 feet Groundwater observed at 10.5 feet Boring caved to 8 feet	





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PROJECT: Lemonwood Elementary School DRILLER: 2R Drilling SHEET: 1 of 1  
 CTE JOB NO: 30-1152G DRILL METHOD: 8" hollow stem DRILLING DATE: 12/14/2013  
 LOGGED BY: Josh Myers SAMPLE METHOD: SPT, California Barrel, Bulk ELEVATION: TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-7	
							DESCRIPTION	Laboratory Tests
0							Slightly clayey, silty fine to medium sand (SM), dark brown, moist, medium dense, disturbed above a depth of approximately 1.5 feet	
5		58			SM		Few cobbles, slightly gravelly with subrounded clasts and light brown below a depth of approximately 1.5 feet	
10		10	91.0	31.6	SP		Fine to medium sand (SP), gray, moist, dense Wet, loose	
15		20			ML		Slightly clayey, fine to medium sandy silt (ML), dark gray, wet, stiff	
20		20			SP		Slightly gravelly, fine to coarse sand (SP), gray, wet, medium dense	
25							Boring was hand-augered to a depth of 5 feet due to the presence of utilities Total depth of boring at 21.5 feet Groundwater observed at 10 feet Boring caved to 5 feet	





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PROJECT:	Lemonwood Elementary School	DRILLER:	2R Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	12/14/2013
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-8	
							DESCRIPTION	
0							Clayey, fine to medium sandy silt (ML), moist to very moist, stiff, dark brown, upper 0.5 feet contain abundant roots	Laboratory Tests
5		80			SP-SM		Slightly silty, fine to coarse sand with few fine gravels (SP-SM), light brown, very dense, moist	
10		40	110.2	18.5			Wet, dense, and no gravels observed below a depth of approximately 9 feet	
15		21					Fine to medium sand (SP), gray, wet, medium dense	
20		34			SP			
25		32						



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PROJECT:	Lemonwood Elementary School	DRILLER:	2R Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	12/14/2013
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel, Bulk	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Feet	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-8 (continued)	
							Laboratory Tests	
DESCRIPTION								
25	II	32			SP		SP as on previous page	
							Boring was hand-augered to a depth of 5 feet due to the presence of utilities Total depth of boring at 25.5 feet Groundwater observed at 10.5 feet Boring caved to 5 feet	
30								
35								
40								
45								
50								



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PROJECT:	Lemonwood Elementary School	DRILLER:	2R Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	12/15/2013
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel, Bulk	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-9	
							DESCRIPTION	Laboratory Tests
0						2" of asphalt over 2" of base material		
					SM	Few cobbles, slightly fine to medium gravelly, silty sand (SM), moist, dark brown, medium dense, disturbed	R-value on bulk sample	
		13			SP	Fine to medium sand (SP), light brown to gray, slightly moist to moist, medium dense		
5						Fine to coarse sand with few scattered gravels and cobbles (SW), gray, moist, medium dense, subrounded clasts	% Fines	
		23			SW			
10						Silty, fine to medium sandy clay (CL), dark gray, wet, medium stiff	% Fines, Atterberg Limits	
		13			CL			
15						Slightly cobbly, slightly gravelly fine to medium sand (SW), gray, wet, medium dense, angular to subrounded clasts	% Fines	
		20			SW			
					SM	Silty fine to medium sand (SM), gray, wet, medium dense	% Fines	
		23			SW	Slightly cobbly, slightly gravelly fine to medium sand (SW), gray, wet, medium dense, angular to subrounded clasts		
20					SP	Fine to medium sand (SP), gray, wet, medium dense		
		15			CL	Clay lense observed between 21.5 and 22 feet		
						Fine to medium sand (SP), gray, wet, medium dense	% Fines	
		18			SP			














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PROJECT:	Lemonwood Elementary School	DRILLER:	2R Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	12/15/2013
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel, Bulk	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-9 (continued)		Laboratory Tests
							DESCRIPTION		
25		18			SP		Fine to medium sand (SP), gray, wet, medium dense (as on previous page)	% Fines, Atterberg Limits	
		7			CL		Fine sandy, silty clay (CL), dark gray, wet, medium stiff		
30		8			CL		Decrease in sand content, mottled gray, light brown and brown, scattered calcareous deposits	% Fines, Atterberg Limits	
		21			ML		Slightly clayey, fine sandy silt (ML), gray to gray-brown, wet, stiff to very stiff, few calcareous deposits		
35		52			SP		Slightly gravelly, fine to medium sand (SP), gray, wet, medium dense to dense, subrounded to well rounded clasts	% Fines, Atterberg Limits	
40		43			SP				
		38			SP			% Fines, Atterberg Limits	
45		42			CL		Slightly fine sandy, slightly silty clay (CL), dark gray, wet, soft, few calcareous deposits		
50		5			CL				



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PROJECT: Lemonwood Elementary School      DRILLER: 2R Drilling      SHEET: 1 of 1  
 CTE JOB NO: 30-1152G      DRILL METHOD: 8" hollow stem      DRILLING DATE: 12/15/2013  
 LOGGED BY: Josh Myers      SAMPLE METHOD: SPT, California Barrel, Bulk      ELEVATION: TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-9 (continued)		Laboratory Tests
							DESCRIPTION		
50					CL		Clay as described on previous page		
		30			ML		Slightly clayey, fine sandy silt (ML), wet, gray, stiff, laminate bedding		
							Slightly fine sandy, silty clay (CL), dark gray, moist, stiff to very stiff, moderately well defined horizontal laminate bedding	% Fines, Atterberg Limits	
55		15			CL		Bedding size increases to thinly bedded		
		8					Increase in sand content below approximately 60 feet	% Fines	
60		16							
					SP-SM		Slightly silty fine to medium sand (SP-SM), moist to wet, gray, medium dense		
65		28							
					ML		Clayey, fine sandy silt (ML), dark brown, moist, stiff		
		15							
					CL		Slightly fine sandy, silty clay (CL), moist, gray, stiff		
70		18							
					ML		Clayey, fine sandy silt (ML), dark brown, moist, stiff, moderately well defined laminate bedding		
		16							
75					CL		Slightly fine sandy, silty clay (CL), moist, gray, stiff		





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PROJECT:	Lemonwood Elementary School	DRILLER:	2R Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	12/15/2013
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel, Bulk	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-9 (continued)	
							DESCRIPTION	Laboratory Tests
75		20			CL		Clay as on previous page	
					ML		Fine sandy, clayey silt (ML), dark gray, moist to wet, medium stiff	
80		10			ML			
					CL		Fine sandy, silty clay (CL), moist to wet, dark gray, stiff	
85		23			CL			
					SM		Slightly clayey, silty fine to medium sand (SM), wet, gray, dense to very dense	
		17			SM			
		56			SM		Clayey, fine sandy silt (ML), mottled brown, dark brown and dark gray, wet, stiff to very stiff, well defined laminate bedding	
90		20			ML			
					SM		Slightly silty fine to medium sand (SM), dark gray, moist to wet, very dense	
		65			SM			
95					SP		Fine to medium sand (SP), gray, wet, very dense	
		64			SP			
							Increase in grain size to medium to coarse sand with few gravels, subrounded clasts	
100		50/6"					Total depth boring at 100.0 feet Boring caved to 18 feet Groundwater observed at 12.0 feet	



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1645 PACIFIC AVENUE, SUITE 107 | OXNARD, CA 93033 | 805.486.6475 | FAX 805.486.9016

PROJECT:	Lemonwood Elementary School	DRILLER:	Badger Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	1/5/2014
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-10	
							Laboratory Tests	
DESCRIPTION								
0							3' of asphalt over 1" of base material	
					ML		Slightly gravelly, fine to coarse sandy silt (ML), dark brown, very stiff, moist, disturbed	
44								
					SP-SM		Slightly gravelly, slightly silty fine to coarse sand (SP-SM), brown to light brown, dense, slightly moist	
5								
					GM		Silty, fine to coarse sandy, fine to medium gravel (GM), brown, dense, moist	
37								
					SP		Fine to medium sand (SP), wet, brown to gray brown, dense	
10								
							Few cobbles at 13 feet	
15								
38								
							Total depth of boring at 16.5 feet Boring caved to 5 feet Groundwater observed at 9 feet	
20								
25								



# CONSTRUCTION TESTING & ENGINEERING, INC.

1645 PACIFIC AVENUE, SUITE 107 | OXNARD, CA 93033 | 805.486.6475 | FAX 805.486.9016

PROJECT:	Lemonwood Elementary School	DRILLER:	Badger Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	1/5/2014
LOGGED BY:	Josh Myers	SAMPLE METHOD:	California Barrel	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-11	
							Laboratory Tests	
DESCRIPTION								
0							2" asphalt over 4" base material	
		32			ML		Slightly gravelly, clayey, fine to coarse sandy silt (ML), dark brown, very stiff, moist, disturbed	
		24			SM		Slightly clayey to clayey, silty fine to medium sand (SM), brown, dense, moist	
		28			SP		Fine to medium sand (SP), moist, brown to gray brown, dense	
							Wet below approximately 9 feet	
							Total depth of boring at 10.5 feet Boring caved to 8 feet Groundwater observed at 9 feet	
-15								
-20								
-25								











# CONSTRUCTION TESTING & ENGINEERING, INC.

1645 PACIFIC AVENUE, SUITE 107 | OXNARD, CA 93033 | 805.486.6475 | FAX 805.486.9016

PROJECT: Lemonwood Elementary School      DRILLER: Badger Drilling      SHEET: 1 of 1  
 CTE JOB NO: 30-1152G      DRILL METHOD: 8" hollow stem      DRILLING DATE: 1/5/2014  
 LOGGED BY: Josh Myers      SAMPLE METHOD: SPT, California Barrel      ELEVATION: TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-12	
							DESCRIPTION	Laboratory Tests
0						 2" asphalt over 3" base material		
					ML	 Slightly gravelly, slightly clayey, fine to coarse sandy silt (ML), dark brown, very stiff, moist, disturbed		
					SM	 Clayey, silty fine to medium sand (SM), brown, medium dense, moist		
18						 Fine to medium sand (SP), moist, light brown to gray-brown, medium dense, few gravels at a depth of approximately 4 feet		
5		35						
						 Wet below approximately 9 feet		
10		17			SP	 Slightly gravelly		
15		29				No gravels observed		
						Total depth of boring at 16.5 feet Boring caved to 8 feet Groundwater observed at 9 feet		
20								
25								










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PROJECT:	Lemonwood Elementary School	DRILLER:	Badger Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	1/5/2014
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-14	
							DESCRIPTION	Laboratory Tests
0							2" asphalt over 7" base material	
					SM		Silty sand (SM), light brown to brown, moist, medium dense	
		29			ML		Slightly clayey, fine to medium sandy silt (ML), disturbed, moist, dark brown to brown	
		28			SP		Fine to medium sand (SP), moist, light brown to light gray-brown, medium dense	
					SW		Gravelly fine to coarse sand (SW), brown to light gray-brown, medium dense, wet	
		25						
							Total depth of boring at 11.5 feet Boring caved to 7 feet Groundwater observed at 9 feet	
-15								
-20								
-25								












# CONSTRUCTION TESTING & ENGINEERING, INC.

1645 PACIFIC AVENUE, SUITE 107 | OXNARD, CA 93033 | 805 486 6475 | FAX 805 486 9016

PROJECT:	Lemonwood Elementary School	DRILLER:	Badger Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	1/5/2014
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel	ELEVATION:	TBD






Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-15	
							DESCRIPTION	Laboratory Tests
0							2" asphalt over 5" base material	
0 - 2.6		26			ML		Fine to medium sandy silt (ML), stiff, moist, mottled brown and red-brown, few calcareous deposits	
2.6 - 5.9		13			SM		Slightly silty fine to medium sand (SM), brown, moist, medium dense	
5.9 - 10.5		20			SW		Few cobbles, slightly gravelly to gravelly fine to coarse sand (SW), medium dense, wet, brown	
10.5 - 25							Total depth of boring at 10.5 feet Boring caved to 7.5 feet Groundwater observed at 8.5 feet	



# CONSTRUCTION TESTING & ENGINEERING, INC.

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PROJECT: Lemonwood Elementary School      DRILLER: Badger Drilling      SHEET: 1 of 1  
 CTE JOB NO: 30-1152G      DRILL METHOD: 8" hollow stem      DRILLING DATE: 1/5/2014  
 LOGGED BY: Josh Myers      SAMPLE METHOD: SPT, California Barrel      ELEVATION: TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Feet	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-16	
							DESCRIPTION	
0							3" asphalt over 1" base material	Laboratory Tests
					SM-ML		Fine sand and silt (SM-ML), moist, brown, stiff, disturbed above a depth of approximately 2 feet	
5		18			SW		Slightly gravelly fine to coarse sand (SW), light brown to gray-brown, medium dense, slightly moist	
10		31			SP		Fine to medium sand with few coarse grained sand clasts (SP), brown, medium dense, wet	
15		26			SW		Gravelly, medium to coarse sand (SW), wet, medium dense, gray-brown	
16.5		31					Total depth of boring at 16.5 feet Boring caved to 8.5 feet Groundwater observed at 8 feet	



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PROJECT:	Lemonwood Elementary School	DRILLER:	Badger Drilling	SHEET:	1 of 1
CTE JOB NO:	30-1152G	DRILL METHOD:	8" hollow stem	DRILLING DATE:	1/5/2014
LOGGED BY:	Josh Myers	SAMPLE METHOD:	SPT, California Barrel	ELEVATION:	TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	BORING: B-17	
							Laboratory Tests	
							DESCRIPTION	
0							3" asphalt over 4" base material	
0 - 5		31					Silty fine sand (SM), moist, brown, medium dense, disturbed above a depth of approximately 2 feet	
5 - 10		22			SM		Light brown	
10 - 25		21					Wet below approximately 9 feet	





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PROJECT: Lemonwood Elementary School	DRILLER: Badger Drilling	SHEET: 1 of 1
CTE JOB NO: 30-1152G	DRILL METHOD: 8" hollow stem	DRILLING DATE: 1/5/2014
LOGGED BY: Josh Myers	SAMPLE METHOD: SPT, California Barrel	ELEVATION: TBD

Depth (Feet)	Bulk Sample Driven Type	Blows/Foot	Dry Density (pcf)	Moisture (%)	U.S.C.S. Symbol	Graphic Log	DESCRIPTION	Laboratory Tests
BORING: B-18								
0					SM-ML	[Vertical bar with horizontal lines]	Silt and fine sand (SM-ML), moist, brown, stiff, medium dense, disturbed	
18					SM	[Vertical bar with horizontal lines]	Slightly silty fine to medium sand (SM), slightly moist, light brown, medium dense	
27					SP	[Vertical bar with horizontal lines]	Fine to medium sand (SP), slightly moist, light brown to gray-brown, medium dense	
10					SP	[Vertical bar with horizontal lines]	Wet below approximately 9 feet  Brown to gray-brown	
14								
26								
							Total depth of boring at 16.5 feet Boring caved to 8 feet Groundwater observed at 9 feet	
25								

**SUMMARY**  
**OF**  
**CONE PENETRATION TEST DATA**

Project:

**Lemonwood Elementary School  
San Mateo Place & Carnegie Court  
Oxnard, CA  
December 14, 2013**

Prepared for:

**Mr. Josh Myers  
CTE (Construction Testing & Eng.)  
1645 Pacific Avenue, Ste 107  
Oxnard, CA 93033  
Office (805) 486-6475 / Fax (805) 486-9016**

Prepared by:



**KEHOE TESTING & ENGINEERING**

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# **TABLE OF CONTENTS**

- 1. INTRODUCTION**
- 2. SUMMARY OF FIELD WORK**
- 3. FIELD EQUIPMENT & PROCEDURES**
- 4. CONE PENETRATION TEST DATA & INTERPRETATION**

## **APPENDIX**

- CPT Plots
- CPT Classification/Soil Behavior Chart
- Interpretation Output (CPeT-IT)
- Summary of Shear Wave Velocities
- CPeT-IT Calculation Formulas

# SUMMARY OF CONE PENETRATION TEST DATA

## 1. INTRODUCTION

This report presents the results of a Cone Penetration Test (CPT) program carried out for the Lemonwood Elementary School project located at San Mateo Place & Carnegie Court in Oxnard, California. The work was performed by Kehoe Testing & Engineering (KTE) on December 14, 2013. The scope of work was performed as directed by CTE (Construction Testing & Eng.) personnel.

## 2. SUMMARY OF FIELD WORK

The fieldwork consisted of performing CPT soundings at two locations to determine the soil lithology. Groundwater measurements and hole collapse depths provided in **TABLE 2.1** are for information only. The readings indicate the apparent depth to which the hole is open and the apparent water level (if encountered) in the CPT probe hole at the time of measurement upon completion of the CPT. KTE does not warranty the accuracy of the measurements and the reported water levels may not represent the true or stabilized groundwater levels.

LOCATION	DEPTH OF CPT (ft)	COMMENTS/NOTES:
CPT-1	126	Groundwater @ 10 ft
CPT-2	129	Groundwater @ 10 ft

TABLE 2.1 - Summary of CPT Soundings

## 3. FIELD EQUIPMENT & PROCEDURES

The CPT soundings were carried out by **KTE** using an integrated electronic cone system manufactured by Vertek. The CPT soundings were performed in accordance with ASTM standards (D5778). The cone penetrometers were pushed using a 30-ton CPT rig. The cone used during the program was a 15 cm<sup>2</sup> cone and recorded the following parameters at approximately 2.5 cm depth intervals:

- Cone Resistance (qc)
- Sleeve Friction (fs)
- Dynamic Pore Pressure (u)
- Inclination
- Penetration Speed

At location CPT-2, shear wave measurements were obtained at approximately 3 to 5-foot intervals. The shear wave is generated using an air-actuated hammer, which is located inside

the front jack of the CPT rig. The cone has a triaxial geophone, which recorded the shear wave signal generated by the air hammer.

The above parameters were recorded and viewed in real time using a laptop computer. Data is stored at the KTE office for future analysis and reference. A complete set of baseline readings was taken prior to each sounding to determine temperature shifts and any zero load offsets. Monitoring base line readings ensures that the cone electronics are operating properly.

#### **4. CONE PENETRATION TEST DATA & INTERPRETATION**

The Cone Penetration Test data is presented in graphical form in the attached Appendix. These plots were generated using the CPeT-IT program. Penetration depths are referenced to ground surface. The soil classification on the CPT plots is derived from the attached CPT Classification Chart (Robertson) and presents major soil lithologic changes. The stratigraphic interpretation is based on relationships between cone resistance ( $q_c$ ), sleeve friction ( $f_s$ ), and penetration pore pressure ( $u$ ). The friction ratio ( $R_f$ ), which is sleeve friction divided by cone resistance, is a calculated parameter that is used along with cone resistance to infer soil behavior type. Generally, cohesive soils (clays) have high friction ratios, low cone resistance and generate excess pore water pressures. Cohesionless soils (sands) have lower friction ratios, high cone bearing and generate little (or negative) excess pore water pressures.

Tables of basic CPT output from the interpretation program CPeT-IT are provided for CPT data averaged over one foot intervals in the Appendix. Spreadsheet files of the averaged basic CPT output and averaged estimated geotechnical parameters are also included for use in further geotechnical analysis. We recommend a geotechnical engineer review the assumed input parameters and the calculated output from the CPeT-IT program. A summary of the equations used for the tabulated parameters is provided in the Appendix.

It should be noted that it is not always possible to clearly identify a soil type based on  $q_c$ ,  $f_s$  and  $u$ . In these situations, experience, judgement and an assessment of the pore pressure data should be used to infer the soil behavior type.

If you have any questions regarding this information, please do not hesitate to call our office at (714) 901-7270.

Sincerely,

#### **KEHOE TESTING & ENGINEERING**



Richard W. Koester, Jr.  
General Manager

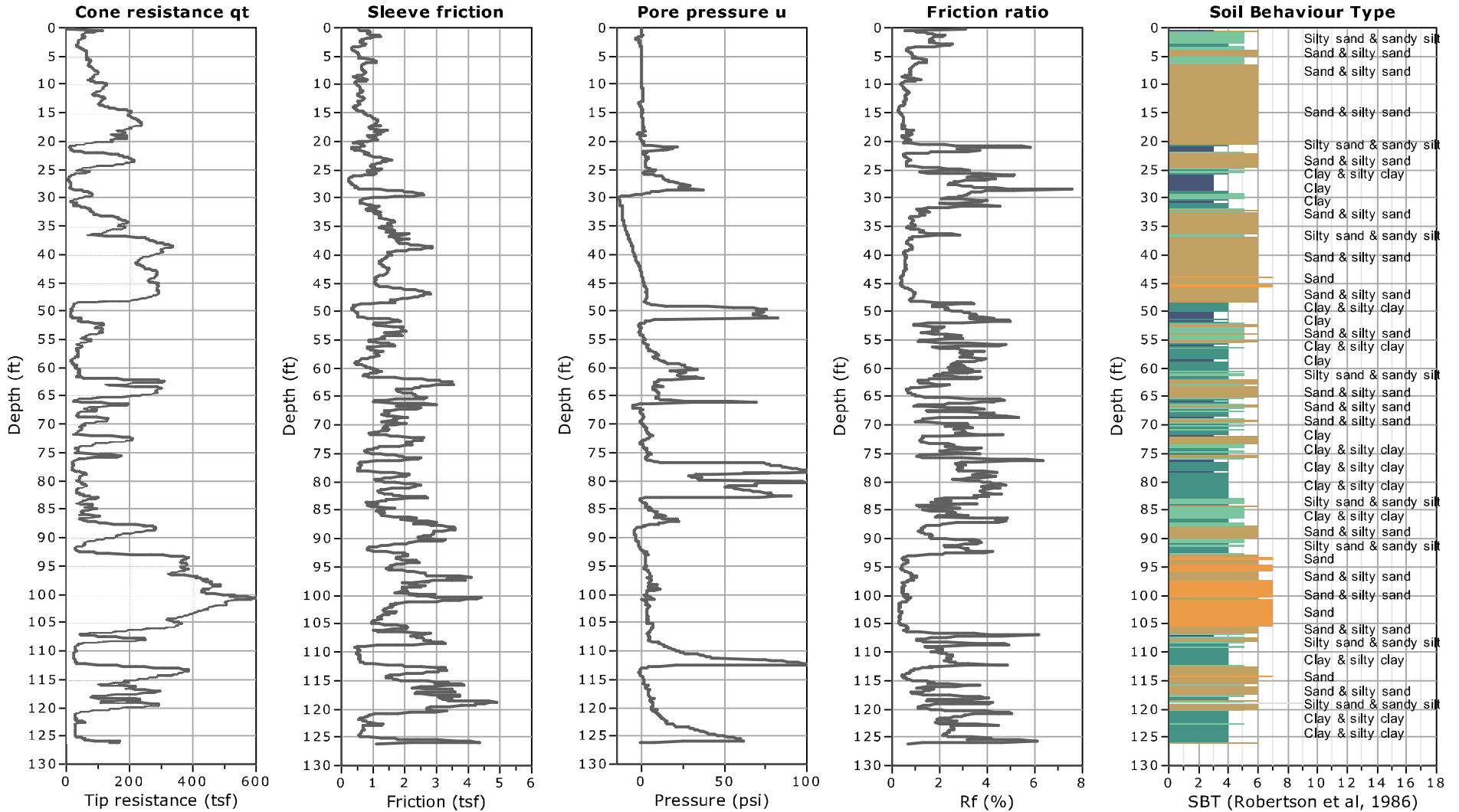
## **APPENDIX**



**Kehoe Testing and Engineering**  
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www.kehoetesting.com

**Project:** CTE (Construction Testing and Eng.)/Lemonwood Elementary School  
**Location:** San Mateo Pl. & Carnegie Ct. Oxnard, CA

**CPT: CPT-1**  
Total depth: 126.27 ft, Date: 12/14/2013  
Cone Type: Vertek





**Kehoe Testing and Engineering**

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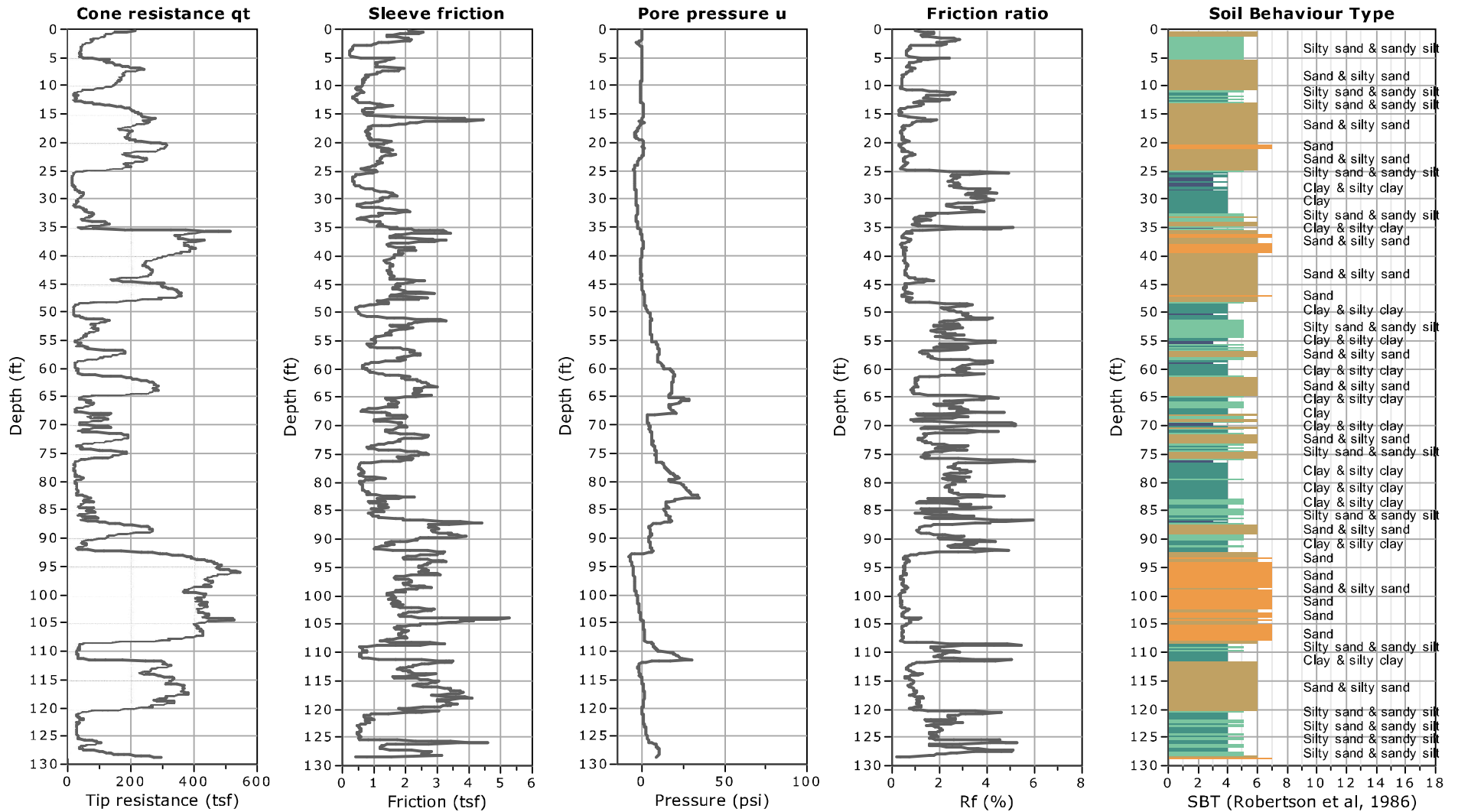
**Project:** CTE (Construction Testing and Eng.)/Lemonwood Elementary School

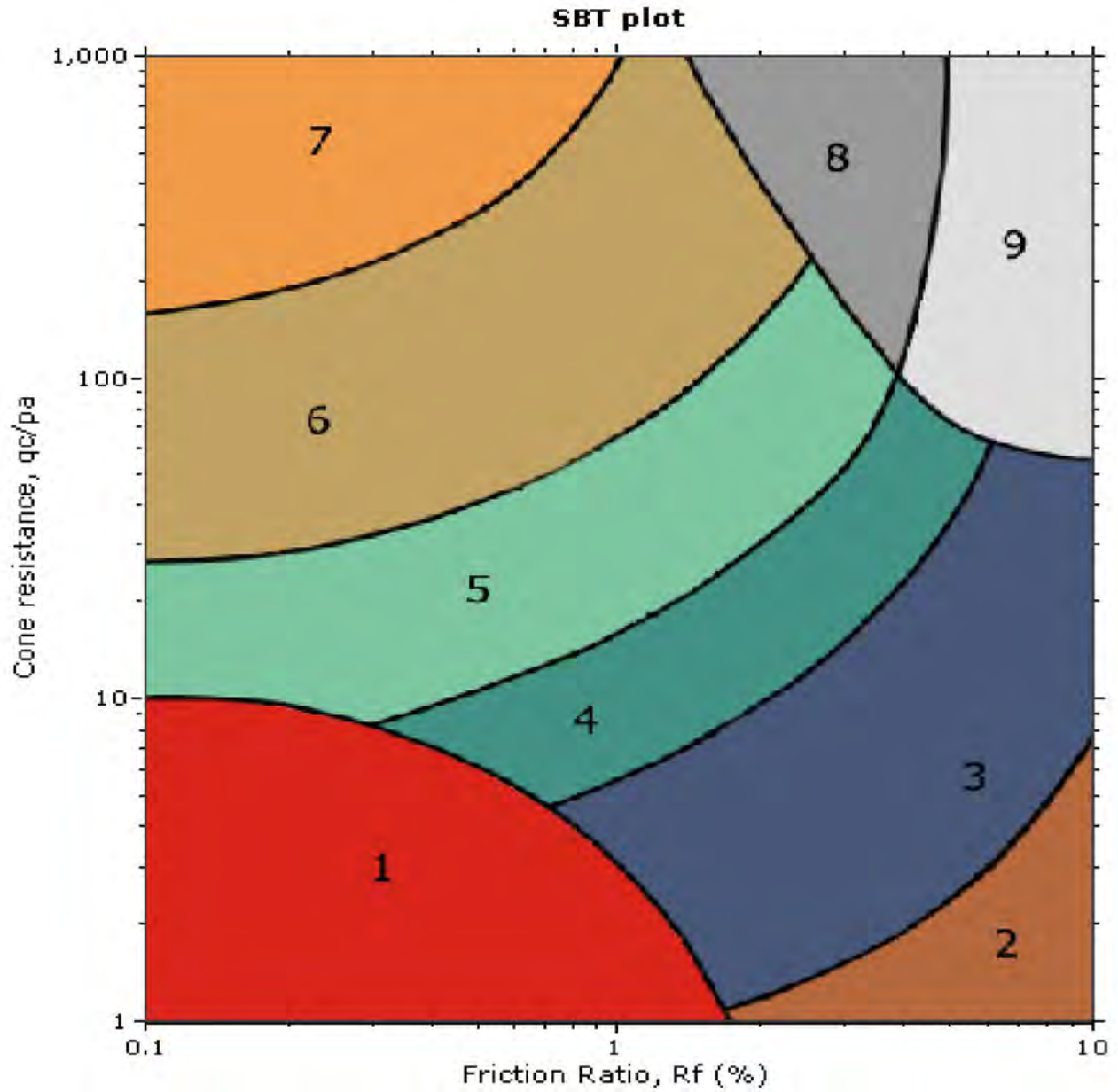
**Location:** San Mateo Pl. & Carnegie Ct. Oxnard, CA

**CPT: CPT-2**

Total depth: 128.72 ft, Date: 12/14/2013

Cone Type: Vertek





**SBT legend**

- |   |   |   |
|---|---|---|
| <span style="color: red;">■</span> 1. Sensitive fine grained  | <span style="color: teal;">■</span> 4. Clayey silt to silty clay      | <span style="color: orange;">■</span> 7. Gravelly sand to sand        |
| <span style="color: brown;">■</span> 2. Organic material      | <span style="color: lightgreen;">■</span> 5. Silty sand to sandy silt | <span style="color: grey;">■</span> 8. Very stiff sand to clayey sand |
| <span style="color: darkblue;">■</span> 3. Clay to silty clay | <span style="color: tan;">■</span> 6. Clean sand to silty sand        | <span style="color: lightgrey;">■</span> 9. Very stiff fine grained   |

Depth (ft)	CPT-1 In situ data				Basic output data															
	qc (tsf)	fs (tsf)	u (psi)	Other	qt (tsf)	Rf(%)	SBT	Ic SBT	ã (pcf)	ó,v (tsf)	u0 (tsf)	ó',vo (tsf)	Qt1	Fr (%)	Bq	SBTn	n	Cn	Ic	Qtn
1	51.8	0.81	-0.26	1.57	51.7968	1.5638	5	2.27357	118.357	0.05918	0	0.0592	874.26	1.5656	-4E-04	5	0.6328	2	2.0472	97.79274
2	41.8	0.6	-3.38	1.44	41.7586	1.4368	5	2.32558	115.6358	0.117	0	0.117	355.92	1.4409	-0.006	5	0.6527	2	2.0924	78.70961
3	29.2	0.74	-1.01	2.54	29.1876	2.5353	4	2.59917	116.2967	0.17514	0	0.1751	165.65	2.5506	-0.003	5	0.7633	2	2.3753	54.83843
4	61.7	0.37	-0.02	0.6	61.6998	0.5997	6	1.97492	113.0507	0.23167	0	0.2317	265.33	0.6019	-2E-05	6	0.5179	2	1.7242	116.1849
5	63.7	0.57	-0.07	0.9	63.6991	0.8948	6	2.0568	116.2904	0.28982	0	0.2898	218.79	0.8989	-8E-05	6	0.5572	2	1.8203	119.8542
6	71.3	0.99	-0.03	1.39	71.2996	1.3885	5	2.13328	120.6048	0.35012	0	0.3501	202.64	1.3954	-3E-05	6	0.5999	1.9415	1.9234	130.1828
7	79.5	0.62	-0.07	0.78	79.4991	0.7799	6	1.9437	117.446	0.40884	0	0.4088	193.45	0.7839	-6E-05	6	0.5425	1.675	1.7678	125.204
8	96.5	0.74	-0.07	0.77	96.4991	0.7669	6	1.87096	119.2133	0.46845	0	0.4685	205	0.7706	-5E-05	6	0.5295	1.5394	1.7263	139.7143
9	68.4	0.82	-0.16	1.2	68.398	1.1989	5	2.1073	119.1249	0.52801	0	0.528	128.54	1.2082	-2E-04	6	0.6242	1.5432	1.9671	98.98624
10	126.8	0.48	-0.39	0.38	126.795	0.3786	6	1.60409	116.7119	0.58637	0	0.5864	215.24	0.3803	-2E-04	6	0.4517	1.3056	1.5075	155.7285
11	105.5	0.66	0.47	0.62	105.506	0.6256	6	1.78812	118.5938	0.64566	0.0312	0.6145	170.65	0.6294	3E-05	6	0.5234	1.329	1.6917	131.709
12	96.9	0.55	0.22	0.57	96.9027	0.5676	6	1.79538	117.0523	0.70419	0.0624	0.6418	149.89	0.5717	-5E-04	6	0.5295	1.3031	1.7043	118.4729
13	107.6	0.49	-0.05	0.46	107.599	0.4554	6	1.7062	116.4624	0.76242	0.0936	0.6688	159.74	0.4586	-9E-04	6	0.5009	1.2583	1.6257	127.0504
14	130.7	0.35	-0.44	0.27	130.695	0.2678	6	1.52292	114.4747	0.81966	0.1248	0.6949	186.91	0.2695	-0.001	6	0.437	1.2017	1.4548	147.5022
15	201.1	0.7	0.2	0.35	201.102	0.3481	6	1.41383	120.5976	0.87996	0.156	0.724	276.57	0.3496	-7E-04	6	0.4027	1.1651	1.361	220.4707
16	216.8	1.04	0.4	0.48	216.805	0.4797	6	1.46757	123.6777	0.94179	0.1872	0.7546	286.06	0.4818	-7E-04	6	0.4271	1.1553	1.4213	235.6975
17	236.4	0.96	0.87	0.41	236.411	0.4061	6	1.39389	123.3032	1.00345	0.2184	0.7851	299.86	0.4078	-7E-04	6	0.4032	1.1279	1.3548	250.9363
18	161.1	1.44	0.59	0.89	161.107	0.8938	6	1.74048	125.3346	1.06611	0.2496	0.8165	196.01	0.8998	-0.001	6	0.5364	1.1492	1.7004	173.8136
19	171.6	0.93	2.19	0.54	171.627	0.5419	6	1.58031	122.2898	1.12726	0.2808	0.8465	201.43	0.5455	-7E-04	6	0.4796	1.113	1.5475	179.3401
20	117.2	0.72	1.12	0.61	117.214	0.6143	6	1.74613	119.4871	1.187	0.312	0.875	132.6	0.6206	-0.002	6	0.5451	1.1091	1.7158	121.6204
21	9.2	0.45	20.31	4.75	9.44859	4.7626	3	3.15404	109.9063	1.24196	0.3432	0.8988	9.1311	5.4834	0.1364	3	1	1.1773	3.1836	9.13112
22	79.9	0.89	-1.35	1.11	79.8835	1.1141	6	2.03465	120.1029	1.30201	0.3744	0.9276	84.714	1.1326	-0.006	6	0.6617	1.091	2.0152	81.02498
23	200.2	1.36	3.72	0.68	200.246	0.6792	6	1.59054	125.4468	1.36473	0.4056	0.9591	207.36	0.6838	-7E-04	6	0.497	1.05	1.5789	197.3601
24	174.1	1.04	2.31	0.6	174.128	0.5973	6	1.60125	123.1431	1.4263	0.4368	0.9895	174.53	0.6022	-0.002	6	0.5044	1.0344	1.5948	168.8311
25	33.8	1.17	6.77	3.44	33.8829	3.4531	4	2.63643	120.0125	1.48631	0.468	1.0183	31.814	3.6115	0.0006	4	0.9088	1.0355	2.6527	31.70305
26	12.1	0.61	8.36	5.01	12.2023	4.9991	3	3.07913	112.7561	1.54269	0.4992	1.0435	10.215	5.7225	0.0096	3	1	1.014	3.1569	10.21541
27	7.8	0.22	16.31	2.79	7.99963	2.7501	3	3.07719	104.2641	1.59482	0.5304	1.0644	6.0172	3.4349	0.1005	3	1	0.9941	3.2129	6.0172
28	13.1	0.46	23.67	3.42	13.3897	3.4355	3	2.94784	110.9175	1.65028	0.5616	1.0887	10.783	3.9184	0.0973	3	1	0.9719	3.0377	10.78322
29	65.3	2.19	6.55	3.35	65.3802	3.3496	4	2.42164	126.2027	1.71338	0.5928	1.1206	56.816	3.4398	-0.002	4	0.8374	0.9531	2.4525	57.34861
30	39.6	0.85	-13.83	2.16	39.4307	2.1557	5	2.4533	118.0444	1.7724	0.624	1.1484	32.792	2.2571	-0.043	4	0.8587	0.9321	2.5051	33.17355
31	32.7	0.66	-13.31	2.03	32.5371	2.0285	4	2.50223	115.7246	1.83026	0.6552	1.1751	26.132	2.1494	-0.053	4	0.8845	0.9114	2.5695	26.45038
32	75.4	0.7	-11.72	0.94	75.2566	0.9302	6	2.00762	118.2002	1.88936	0.6864	1.203	60.989	0.9541	-0.021	6	0.6896	0.9153	2.0541	63.46704
33	97.4	1.21	-11.72	1.24	97.2566	1.2441	6	1.99969	122.8303	1.95078	0.7176	1.2332	77.285	1.2696	-0.016	5	0.6882	0.9	2.0468	81.06359
34	186.4	1.64	-11.19	0.88	186.263	0.8805	6	1.68989	126.6401	2.0141	0.7488	1.2653	145.62	0.8901	-0.008	6	0.5687	0.9033	1.7288	157.2932
35	173.3	1.41	-9.62	0.82	173.182	0.8142	6	1.69001	125.3568	2.07678	0.78	1.2968	131.95	0.8241	-0.009	6	0.5724	0.8901	1.7353	143.9354
36	124.1	1.31	-9.14	1.06	123.988	1.0566	6	1.87363	124.0036	2.13878	0.8112	1.3276	91.783	1.0751	-0.012	6	0.6493	0.863	1.9326	99.38352
37	238.2	1.76	-7.74	0.74	238.105	0.7392	6	1.56037	127.7557	2.20266	0.8424	1.3603	173.43	0.7461	-0.006	6	0.5268	0.8761	1.6078	195.3121
38	297.1	1.93	-6.47	0.65	297.021	0.6498	6	1.45278	128.9696	2.26714	0.8736	1.3935	211.51	0.6548	-0.005	6	0.487	0.8745	1.499	243.6069
39	293.3	2.34	-5.72	0.8	293.23	0.798	6	1.52128	130.3478	2.33231	0.9048	1.4275	203.78	0.8044	-0.005	6	0.5165	0.8567	1.5723	235.5238
40	270.3	1.48	-4.82	0.55	270.241	0.5477	6	1.43117	126.7966	2.39571	0.936	1.4597	183.49	0.5526	-0.005	6	0.4858	0.8553	1.4877	216.5033
41	228.8	1.29	-3.5	0.56	228.757	0.5639	6	1.49393	125.3848	2.45841	0.9672	1.4912	151.76	0.57	-0.005	6	0.5147	0.8381	1.5596	179.2485
42	237.5	1.35	-1.6	0.57	237.48	0.5685	6	1.48391	125.8087	2.52131	0.9984	1.5229	154.28	0.5746	-0.005	6	0.5136	0.8294	1.5526	184.1821
43	287.3	1.46	-0.54	0.51	287.293	0.5082	6	1.38969	126.8463	2.58473	1.0296	1.5551	183.08	0.5128	-0.004	6	0.4782	0.8318	1.4558	223.8178
44	277.7	1.02	0.22	0.37	277.703	0.3673	7	1.31177	124.1394	2.6468	1.0608	1.586	173.43	0.3708	-0.004	6	0.4516	0.833	1.382	216.5298
45	284.7	1.06	1.53	0.37	284.719	0.3723	7	1.30665	124.4817	2.70904	1.092	1.617	174.4	0.3759	-0.003	6	0.4522	0.8255	1.3797	220.0137
46	286	2	2.85	0.7	286.035	0.6992	6	1.48697	129.1384	2.77361	1.1232	1.6504	171.63	0.7061	-0.003	6	0.5245	0.792	1.5653	212.0343
47	283.9	2.59	2.99	0.91	283.937	0.9122	6	1.57382	131.0119	2.83912	1.1544	1.6847	166.85	0.9214	-0.003	6	0.5611	0.7703	1.6572	204.6422
48	199.1	1.49	2.39	0.75	199.129	0.7483	6	1.62047	126.1011	2.90217	1.1856	1.7166	114.31	0.7593	-0.005	6	0.5875	0.7526	1.7225	139.5654
49	22.6	0.26	12.15	1.13	22.7487	1.1429	5	2.49049	108.0355	2.95619	1.2168	1.7394	11.379	1.3136	-0.017	4	0.9826	0.6136	2.7569	11.47762
50	14	0.43	63.76	2.91	14.7804	2.9093	3	2.87054	110.665	3.01152	1.248	1.7635	6.6735	3.6537	0.284	3	1	0.6	3.1902	6.67353
51	17.4	0.69	63.49	3.76	18.1771	3.796	3	2.86929	114.6298	3.06883	1.2792	1.7896	8.4421	4.567	0.2179	3	1	0.5912	3.1627	8.44211
52	68.8	1.06	2.64	1.54	68.8323	1.54	5	2.17391	121.0188	3.12934	1.3104	1.8189	36.122	1.6133	-0.017	5	0.8333	0.6367	2.3551	39.53545
53	99.2	1.79	-0.67	1.8	99.1918	1.8046	5	2.1033	125.7436	3.19222	1.3416	1.8506	51.874	1.8646	-0.014	5	0.8009	0.6391	2.266	57.98346
54	80.1	1.77	-1.17	2.22	80.0857	2.2101	5	2.23128	125.1396	3.25479	1.3728	1.882	40.824	2.3038	-0.019	5	0.8596	0.6096	2.4148	44.26129
55	73.6	0.89	1.9	1.21	73.6233	1.2089	5	2.08446	119.9038	3.31474	1.404	1.9107	36.797	1.2659	-0.018	5	0.8083	0.6202	2.2781	41.20996
56	40.8	1.52	4.2	3.73	40.8514	3.7208	4	2.59871	122.3836	3.37593	1.4352	1.9407	19.31	4.056	-0.03	3	1	0.5452	2.8483	19.31
57	33.9	1.3	4.22	3.83	33.9517	3.829														



87	59	2.8	21.46	4.73	59.2627	4.7247	4	2.5599	127.761	5.27286	2.4024	2.8705	18.809	5.1862	-0.016	3	1	0.3686	2.9265	18.80877
88	272.1	3.57	2.5	1.31	272.131	1.3119	6	1.70676	133.2564	5.33949	2.4336	2.9059	91.811	1.3381	-0.008	6	0.724	0.4812	1.9324	121.3381
89	220.6	2.86	-4.71	1.3	220.542	1.2968	6	1.76109	131.1213	5.40505	2.4648	2.9403	73.17	1.3294	-0.013	6	0.7559	0.4619	2.0118	93.90546
90	133.8	2.65	-3.57	1.98	133.756	1.9812	5	2.04282	129.3436	5.46972	2.496	2.9737	43.14	2.0657	-0.021	5	0.8876	0.3996	2.3541	48.45188
91	59	1.88	-1.8	3.19	58.978	3.1876	4	2.43762	124.8346	5.53214	2.5272	3.0049	17.786	3.5176	-0.05	3	1	0.3521	2.8368	17.78601
92	27.1	0.83	-0.82	3.08	27.09	3.0639	4	2.6762	116.9546	5.59061	2.5584	3.0322	7.0903	3.8606	-0.122	3	1	0.349	3.182	7.09031
93	275.2	2.1	2.33	0.76	275.229	0.763	6	1.52586	129.4014	5.65531	2.5896	3.0657	87.932	0.779	-0.009	6	0.6686	0.491	1.7663	125.0992
94	363.1	2.38	2.38	0.65	363.129	0.6554	6	1.39556	130.9932	5.72081	2.6208	3.1	115.29	0.6659	-0.007	6	0.6109	0.5186	1.6103	175.1671
95	362.1	1.51	2.78	0.42	362.134	0.417	7	1.25747	127.6574	5.78464	2.652	3.1326	113.75	0.4237	-0.007	6	0.5611	0.5439	1.4747	183.1642
96	338	2.63	3.85	0.78	338.047	0.778	6	1.47193	131.5495	5.85041	2.6832	3.1672	104.89	0.7917	-0.007	6	0.6487	0.4911	1.7014	154.167
97	409	3.27	3.99	0.8	409.049	0.7994	6	1.42824	133.6082	5.91722	2.7144	3.2028	125.87	0.8112	-0.006	6	0.6274	0.4992	1.641	190.1734
98	453.6	2.21	4.12	0.49	453.65	0.4872	7	1.23523	130.9938	5.98272	2.7456	3.2371	138.29	0.4937	-0.005	6	0.5524	0.5392	1.4389	228.1285
99	432.6	2.04	8.74	0.47	432.707	0.4715	7	1.23894	130.2929	6.04786	2.7768	3.2711	130.43	0.4781	-0.005	6	0.5586	0.5324	1.4508	214.6703
100	480.6	2.42	3.55	0.5	480.643	0.5035	7	1.22905	131.799	6.11376	2.808	3.3058	143.55	0.51	-0.005	6	0.5533	0.5324	1.4328	238.7819
101	502.9	3.01	0.03	0.6	502.9	0.5985	7	1.27401	133.5058	6.18051	2.8392	3.3413	148.66	0.606	-0.006	6	0.5714	0.5184	1.4763	243.3441
102	462.7	1.57	4.43	0.34	462.754	0.3393	7	1.11842	128.5405	6.24478	2.8704	3.3744	135.29	0.3439	-0.006	6	0.5169	0.5491	1.3312	236.9009
103	410.4	1.73	3.1	0.42	410.438	0.4215	7	1.2208	128.958	6.30926	2.9016	3.4077	118.59	0.4281	-0.007	6	0.5654	0.5162	1.4513	197.1487
104	352.9	1.04	3.25	0.29	352.94	0.2947	7	1.17118	124.8662	6.3717	2.9328	3.4389	100.78	0.3001	-0.008	6	0.5543	0.5203	1.4213	170.4145
105	357.3	1.24	3.66	0.35	357.345	0.347	7	1.21013	126.1835	6.43479	2.964	3.4708	101.1	0.3534	-0.008	6	0.5714	0.5073	1.4622	168.2237
106	253.6	1.5	6.15	0.59	253.675	0.5913	6	1.47389	126.7406	6.49816	2.9952	3.503	70.562	0.6069	-0.01	6	0.692	0.4368	1.7724	102.0273
107	40.9	2.49	2.76	6.07	40.9338	6.083	3	2.74956	126	6.56116	3.0264	3.5348	9.7242	7.2441	-0.082	3	1	0.2993	3.2384	9.72418
108	236.6	2.72	4.61	1.15	236.656	1.1494	6	1.70143	130.926	6.62662	3.0576	3.569	64.452	1.1825	-0.012	6	0.788	0.3837	2.0175	83.40435
109	34.2	0.5	13.11	1.45	34.3605	1.4552	5	2.39751	113.8261	6.68353	3.0888	3.5947	7.6993	1.8066	-0.078	3	1	0.2944	2.9759	7.6993
110	27.6	0.46	22.1	1.64	27.8705	1.6505	5	2.50334	112.7054	6.73989	3.12	3.6199	5.8374	2.1769	-0.072	3	1	0.2923	3.1205	5.83737
111	23	0.55	40.02	2.35	23.4898	2.3414	4	2.65261	113.5959	6.79669	3.1512	3.6455	4.5791	3.2948	-0.016	3	1	0.2903	3.3033	4.57913
112	28.8	0.84	92.58	2.78	29.9332	2.8063	4	2.61849	117.2857	6.85533	3.1824	3.6729	6.2832	3.6399	0.1509	3	1	0.2881	3.2111	6.28323
113	318.6	3.01	1.13	0.94	318.614	0.9447	6	1.55285	132.3926	6.92152	3.2136	3.7079	84.061	0.9657	-0.01	6	0.7293	0.4007	1.8455	118.0416
114	347.8	1.82	-0.71	0.52	347.791	0.5233	6	1.33786	128.9251	6.98599	3.2448	3.7412	91.096	0.534	-0.01	6	0.6463	0.4421	1.622	142.4013
115	206.8	2.06	1.33	0.99	206.816	0.9961	6	1.69532	128.5637	7.05027	3.276	3.7743	52.928	1.0312	-0.016	5	0.8116	0.3562	2.0538	67.25648
116	115.1	2.87	2.54	2.49	115.131	2.4928	5	2.16059	129.5614	7.11505	3.3072	3.8079	28.367	2.657	-0.029	4	1	0.2779	2.6025	28.36668
117	282.3	3.6	4.5	1.27	282.355	1.275	6	1.68711	133.4076	7.18175	3.3384	3.8434	71.597	1.3083	-0.011	6	0.7984	0.3571	2.0108	92.85594
118	80	2.94	4.79	3.67	80.0586	3.6723	4	2.39117	128.8516	7.24618	3.3696	3.8766	18.783	4.0378	-0.042	3	1	0.273	2.8563	18.78265
119	98.5	4.65	5.13	4.72	98.5628	4.7178	9	2.41634	132.7133	7.31254	3.4008	3.9117	23.327	5.0959	-0.033	3	1	0.2705	2.8519	23.3273
120	171.4	2.7	5.76	1.57	171.471	1.5746	6	1.89653	130.0862	7.37758	3.432	3.9456	41.589	1.6454	-0.018	5	0.9149	0.3	2.3046	46.51995
121	29	0.92	9.36	3.17	29.1146	3.1599	4	2.66081	117.8837	7.43652	3.4632	3.9733	5.4559	4.2439	-0.129	3	1	0.2663	3.2991	5.4559
122	27.3	0.62	12.87	2.25	27.4575	2.258	4	2.58906	114.8531	7.49395	3.4944	3.9996	4.9915	3.1057	-0.129	3	1	0.2646	3.2579	4.99146
123	27.1	0.74	18.67	2.7	27.3285	2.7078	4	2.63935	116.1362	7.55202	3.5256	4.0264	4.9117	3.7418	-0.11	3	1	0.2628	3.3071	4.91169
124	26.8	0.64	34.29	2.36	27.2197	2.3512	4	2.60276	115.0642	7.60955	3.5568	4.0528	4.8387	3.2636	-0.055	3	1	0.2611	3.2808	4.83873
125	25.1	0.74	48.15	2.89	25.6894	2.8806	4	2.67711	115.9854	7.66754	3.588	4.0795	4.4176	4.1061	-0.007	3	1	0.2594	3.3677	4.41761
126	163.5	0	30.12	0	163.869	0	0	0	769.6	8.05234	3.6192	4.4331	35.148	0	-0.009	0	1	0.2387	0	0

Depth (ft)	CPT-2 In situ data				Basic output data															
	qc (tsf)	fs (tsf)	u (psi)	Other	qt (tsf)	Rf(%)	SBT	Ic SBT	ã (pcf)	ó,v (tsf)	u0 (tsf)	ó',vo (tsf)	Qt1	Fr (%)	Bq	SBTn	n	Cn	Ic	Qtn
1	117.6	1.44	-0.57	1.22	117.593	1.2246	5	1.93365	124.5667	0.06228	0	0.0623	1887	1.2252	-4E-04	6	0.5099	2	1.7243	222.1526
2	77.4	2.04	-1.18	2.64	77.3856	2.6362	5	2.296	126.0947	0.12533	0	0.1253	616.45	2.6404	-0.001	5	0.6551	2	2.0975	146.0347
3	43.2	0.33	-0.95	0.75	43.1884	0.7641	5	2.16181	111.3435	0.181	0	0.181	237.61	0.7673	-0.002	6	0.5869	2	1.9117	81.29108
4	36.5	0.22	-0.23	0.61	36.4972	0.6028	5	2.17578	107.9661	0.23499	0	0.235	154.32	0.6067	-5E-04	6	0.5916	2	1.9173	68.54158
5	52.7	0.68	-0.21	1.3	52.6974	1.2904	5	2.21662	117.119	0.29355	0	0.2936	178.52	1.2976	-3E-04	6	0.6211	2	1.9876	99.05205
6	142.5	1.07	-0.05	0.75	142.499	0.7509	6	1.73141	122.8622	0.35498	0	0.355	400.43	0.7528	-3E-05	6	0.464	1.66	1.5687	223.0025
7	237.6	1.78	-0.08	0.75	237.599	0.7492	6	1.5651	127.8332	0.41889	0	0.4189	566.21	0.7505	-2E-05	6	0.4218	1.4782	1.4497	331.3518
8	176.1	0.85	-0.11	0.48	176.099	0.4827	6	1.54144	121.6944	0.47974	0	0.4797	366.07	0.484	-5E-05	6	0.4168	1.3906	1.4296	230.7977
9	161.8	0.64	-0.45	0.39	161.794	0.3956	6	1.52333	119.4114	0.53945	0	0.5395	298.93	0.3969	-2E-04	6	0.4175	1.3248	1.4238	201.8973
10	140.1	0.59	-0.91	0.42	140.089	0.4212	6	1.59077	118.4649	0.59868	0	0.5987	233	0.423	-5E-04	6	0.4496	1.2918	1.5003	170.3024
11	28.3	0.61	-0.93	2.15	28.2886	2.1563	4	2.56662	114.8068	0.65608	0.0312	0.6249	44.22	2.2075	-0.004	5	0.8078	1.5303	2.4365	39.96268
12	19.8	0.31	-1.36	1.57	19.7834	1.567	4	2.61431	108.9818	0.71057	0.0624	0.6482	29.425	1.6254	-0.008	5	0.8292	1.5014	2.4899	27.06295
13	80.4	0.97	0.15	1.2	80.4018	1.2064	5	2.05419	120.7485	0.77095	0.0936	0.6774	117.56	1.2181	-0.001	6	0.6314	1.3253	1.967	99.73779
14	194.4	0.58	1.02	0.3	194.412	0.2983	6	1.39161	119.1391	0.83052	0.1248	0.7057	274.31	0.2996	-3E-04	6	0.3918	1.172	1.3349	214.4157
15	228.6	0.66	1.13	0.29	228.614	0.2887	6	1.32371	120.4798	0.89076	0.156	0.7348	309.93	0.2898	-3E-04	7	0.3708	1.1448	1.276	246.3808
16	239	3.61	-0.57	1.51	238.993	1.5105	6	1.78978	133.0213	0.95727	0.1872	0.7701	309.11	1.5166	-1E-03	6	0.5515	1.1915	1.7458	268.0539
17	208	1.31	-1.09	0.63	207.987	0.6299	6	1.55659	125.2652	1.0199	0.2184	0.8015	258.22	0.633	-0.001	6	0.4661	1.1382	1.5176	222.6323
18	202.8	0.72	-3.23	0.36	202.76	0.3551	6	1.41552	120.8237	1.08031	0.2496	0.8307	242.78	0.357	-0.002	6	0.4159	1.1059	1.3823	210.7823
19	182.2	0.77	-4.1	0.42	182.15	0.4227	6	1.49627	121.0535	1.14084	0.2808	0.86	210.47	0.4254	-0.003	6	0.4495	1.0976	1.4669	187.7723
20	279.9	1.39	0.63	0.5	279.908	0.4966	6	1.39153	126.4233	1.20405	0.312	0.8921	312.43	0.4987	-1E-03	6	0.4146	1.0733	1.3712	282.7152
21	271.4	1.47	0.7	0.54	271.409	0.5416	6	1.42655	126.7576	1.26743	0.3432	0.9242	292.29	0.5442	-0.001	6	0.4313	1.0601	1.4107	270.6449
22	167.3	1.6	0.23	0.96	167.303	0.9564	6	1.74842	126.1976	1.33053	0.3744	0.9561	173.59	0.964	-0.002	6	0.5565	1.058	1.7356	165.9587
23	248.5	1.16	-2.36	0.46	248.471	0.4669	6	1.41386	124.8092	1.39293	0.4056	0.9873	250.25	0.4695	-0.002	6	0.4328	1.0304	1.4072	240.6128
24	186.7	0.96	-3.56	0.52	186.656	0.5143	6	1.53757	122.7268	1.4543	0.4368	1.0175	182.02	0.5184	-0.004	6	0.4832	1.0191	1.5358	178.3733
25	59	1.07	-5.02	1.82	58.9386	1.8155	5	2.27157	120.709	1.51465	0.468	1.0467	54.865	1.8633	-0.014	5	0.77	1.0084	2.2848	54.72724
26	14.2	0.38	-4.64	2.67	14.1432	2.6868	3	2.86605	109.653	1.56948	0.4992	1.0703	11.748	3.0222	-0.066	3	1	0.9886	2.9413	11.74812
27	13.7	0.35	-4.53	2.56	13.6446	2.5651	4	2.86733	108.9638	1.62396	0.5304	1.0936	10.992	2.9117	-0.071	3	1	0.9676	2.9557	10.99219
28	22.8	0.69	-4.3	3.02	22.7474	3.0333	4	2.73237	115.1768	1.68155	0.5616	1.12	18.81	3.2755	-0.041	4	0.9689	0.9465	2.798	18.84288
29	48.5	1.51	-3.96	3.12	48.4515	3.1165	4	2.49198	122.7515	1.74292	0.5928	1.1501	40.612	3.2328	-0.019	4	0.8711	0.9299	2.5375	41.05062
30	26.7	1.18	-4.08	4.42	26.6501	4.4278	3	2.78616	119.4891	1.80267	0.624	1.1787	21.081	4.749	-0.037	3	0.9969	0.898	2.864	21.08797
31	18.5	0.39	-3.32	2.11	18.4594	2.1128	4	2.71145	110.4927	1.85791	0.6552	1.2027	13.803	2.3492	-0.054	4	0.9815	0.8819	2.8205	13.83618
32	57.1	2.05	-2.6	3.6	57.0682	3.5922	4	2.48456	125.3877	1.92061	0.6864	1.2342	44.683	3.7173	-0.016	4	0.8788	0.8735	2.547	45.52426
33	75.5	0.97	-3.4	1.28	75.4584	1.2855	5	2.09297	120.5937	1.9809	0.7176	1.2633	58.163	1.3201	-0.013	5	0.7301	0.8786	2.1529	61.01308
34	108.9	1.08	-2.67	0.99	108.867	0.992	6	1.89859	122.2737	2.04204	0.7488	1.2932	82.603	1.011	-0.009	6	0.656	0.8767	1.9544	88.50706
35	33.7	1.73	-2.6	5.13	33.6682	5.1384	3	2.75652	122.8588	2.10347	0.78	1.3235	23.85	5.4808	-0.031	3	1	0.7995	2.8663	23.84996
36	391.4	3.04	-1.03	0.78	391.387	0.7767	6	1.43044	132.9669	2.16995	0.8112	1.3588	286.45	0.7811	-0.002	6	0.4731	0.8884	1.4668	326.8005
37	357.3	2.72	-0.13	0.76	357.298	0.7613	6	1.44907	131.9308	2.23592	0.8424	1.3935	254.8	0.7661	-0.002	6	0.484	0.8752	1.4912	293.6949
38	370	1.42	0.34	0.38	370.004	0.3838	7	1.22663	127.2602	2.29955	0.8736	1.426	257.87	0.3862	-0.002	7	0.4014	0.8872	1.2702	308.2936
39	386.6	1.96	-0.12	0.51	386.599	0.507	7	1.29567	129.7253	2.36441	0.9048	1.4596	263.24	0.5101	-0.002	6	0.4304	0.8707	1.3422	316.1818
40	304.6	1.62	-0.34	0.53	304.596	0.5319	6	1.38429	127.7499	2.42829	0.936	1.4923	202.49	0.5361	-0.003	6	0.4697	0.8509	1.4412	292.8988
41	246.7	1.38	-1	0.56	246.688	0.5594	6	1.46688	126.0623	2.49132	0.9672	1.5241	160.22	0.5651	-0.004	6	0.5067	0.8312	1.5344	191.8271
42	249.7	1.47	-0.91	0.59	249.689	0.5887	6	1.47771	126.5541	2.55459	0.9984	1.5562	158.81	0.5948	-0.004	6	0.5138	0.8202	1.549	191.5718
43	264.3	1.56	-0.68	0.59	264.292	0.5903	6	1.46024	127.1275	2.61816	1.0296	1.5886	164.72	0.5962	-0.004	6	0.5094	0.813	1.5336	201.0621
44	154.1	1.4	-0.68	0.91	154.092	0.9086	6	1.75957	125.0199	2.68067	1.0608	1.6199	93.471	0.9246	-0.007	6	0.635	0.7631	1.8592	109.1925
45	290.8	1.62	-0.45	0.56	290.794	0.5571	6	1.41275	127.6368	2.74449	1.092	1.6525	174.31	0.5624	-0.004	6	0.4959	0.8017	1.4901	218.2377
46	333.5	1.76	0.11	0.53	333.501	0.5277	6	1.35345	128.5775	2.80878	1.1232	1.6856	196.19	0.5322	-0.003	6	0.4742	0.8019	1.429	250.6115
47	347.7	1.17	1.47	0.34	347.718	0.3365	7	1.21109	125.6917	2.87162	1.1544	1.7172	200.82	0.3393	-0.003	7	0.4217	0.8153	1.2871	265.7166
48	162.3	0.92	1.39	0.56	162.317	0.5668	6	1.61141	122.0747	2.93266	1.1856	1.7471	91.23	0.5772	-0.007	6	0.5905	0.7437	1.7267	112.0235
49	18.8	0.53	2.26	2.83	18.8277	2.815	4	2.77748	112.7852	2.98905	1.2168	1.7723	8.937	3.3463	-0.067	3	1	0.597	3.064	8.937
50	17	0.49	3.51	2.87	17.043	2.8751	4	2.81762	111.9681	3.04504	1.248	1.797	7.7895	3.5005	-0.071	3	1	0.5888	3.1242	7.78946
51	45.6	1.91	5.42	4.17	45.6663	4.1825	4	2.59959	124.3265	3.1072	1.2792	1.828	23.282	4.4879	-0.021	3	1	0.5788	2.8155	23.28182
52	76.8	2.1	5.09	2.73	76.8623	2.7322	5	2.30918	126.2903	3.17034	1.3104	1.8599	39.621	2.8497	-0.013	4	0.8876	0.6061	2.4915	42.21296
53	88.1	1.85	5.21	2.1	88.1638	2.0984	5	2.18576	125.6974	3.23319	1.3416	1.8916	44.899	2.1783	-0.011	5	0.84	0.6139	2.3637	49.27269
54	50.8	1.53	5.43	3.01	50.8665	3.0079	4	2.46605	122.9664	3.29468	1.3728	1.9219	24.753	3.2162	-0.021	4	0.9676	0.5613	2.6945	25.23628
55	25.7	1.04	5.68	4.03	25.7695	4.0358	4	2.77032	118.4831	3.35392	1.404	1.9499	11.496	4.6396	-0.044	3	1	0.5426	3.0601	11.49567
56	26.5	0.88	9.29	3.31	26.6137	3.3066	4	2.70332	117.3394	3.41259	1.4352	1.9774	11.733	3.7929	-0.033	3	1	0.5351	2.9999	11.73322
57	180.9	2.14	10.08	1.18	181.023	1.1822	6	1.78905												

87	94.8	3.98	17.49	4.19	95.0141	4.1889	4	2.38617	131.4854	5.30515	2.4024	2.9028	30.905	4.4366	-0.013	4	1	0.3645	2.7214	30.90485
88	255.5	2.99	4.63	1.17	255.557	1.17	6	1.68555	131.8059	5.37105	2.4336	2.9375	85.171	1.1951	-0.008	6	0.721	0.4789	1.9205	113.2434
89	218.2	3.33	4.76	1.53	218.258	1.5257	6	1.81798	132.2092	5.43715	2.4648	2.9724	71.6	1.5647	-0.01	5	0.781	0.4463	2.074	89.77115
90	101.2	2.3	4.22	2.27	101.252	2.2716	5	2.16848	127.6281	5.50097	2.496	3.005	31.864	2.4021	-0.023	4	0.9525	0.37	2.519	33.48387
91	50.1	1.64	5.06	3.28	50.1619	3.2694	4	2.49547	123.4404	5.56269	2.5272	3.0355	14.693	3.6772	-0.049	3	1	0.3486	2.914	14.69261
92	49.4	2.3	5.92	4.65	49.4725	4.6491	4	2.60821	125.8813	5.62563	2.5584	3.0672	14.295	5.2455	-0.049	3	1	0.345	3.0201	14.29526
93	349.5	2.11	-6.91	0.6	349.415	0.6039	6	1.38081	130.0183	5.69064	2.5896	3.101	110.84	0.6139	-0.009	6	0.6068	0.5208	1.5994	169.1642
94	445	3.17	-6.91	0.71	444.915	0.7125	6	1.36638	133.5859	5.75743	2.6208	3.1366	140.01	0.7218	-0.007	6	0.5949	0.5239	1.564	217.4395
95	479.3	2.44	-5.89	0.51	479.228	0.5092	7	1.23354	131.852	5.82336	2.652	3.1714	149.28	0.5154	-0.007	6	0.5441	0.5503	1.4257	246.219
96	541.2	2.85	-5.55	0.53	541.132	0.5267	7	1.21077	133.2848	5.89	2.6832	3.2068	166.91	0.5325	-0.006	6	0.5335	0.5535	1.3935	279.9783
97	432.7	1.75	-4.88	0.4	432.64	0.4045	7	1.19191	129.1706	5.95458	2.7144	3.2402	131.69	0.4101	-0.007	6	0.5381	0.5476	1.4005	220.8284
98	446.6	1.96	-4.64	0.44	446.543	0.4389	7	1.20714	130.0769	6.01962	2.7456	3.274	134.55	0.4449	-0.007	6	0.5454	0.5401	1.4157	224.8566
99	381.4	1.73	-4.3	0.45	381.347	0.4537	7	1.26594	128.7787	6.08401	2.7768	3.3072	113.47	0.461	-0.008	6	0.5772	0.518	1.495	183.7128
100	432.1	1.64	-3.88	0.38	432.053	0.3796	7	1.17336	128.6922	6.14836	2.808	3.3404	127.5	0.3851	-0.007	6	0.5395	0.5378	1.3915	216.4866
101	401.1	1.82	-2.84	0.45	401.065	0.4538	7	1.25033	129.2727	6.21299	2.8392	3.3738	117.04	0.4609	-0.008	6	0.5748	0.5135	1.4802	191.6312
102	436.8	1.75	-2.26	0.4	436.772	0.4007	7	1.18607	129.1937	6.27759	2.8704	3.4072	126.35	0.4065	-0.007	6	0.5495	0.526	1.4093	213.9873
103	414.2	2.08	-1.58	0.5	414.181	0.5022	7	1.2719	130.3282	6.34276	2.9016	3.4412	118.52	0.51	-0.007	6	0.5872	0.5003	1.5047	192.8403
104	436.1	5.14	-1.13	1.18	436.086	1.1787	6	1.54876	137.0735	6.41129	2.9328	3.4785	123.52	1.1963	-0.007	6	0.6937	0.438	1.7812	177.8593
105	420.3	2.44	0.56	0.58	420.307	0.5805	7	1.31396	131.5321	6.47706	2.964	3.5131	117.8	0.5896	-0.007	6	0.6086	0.4818	1.5521	188.4196
106	411.5	1.83	1.02	0.45	411.512	0.4447	7	1.2362	129.3755	6.54175	2.9952	3.5466	114.19	0.4519	-0.007	6	0.5829	0.4941	1.4797	189.1096
107	426.7	1.79	1.46	0.42	426.718	0.4195	7	1.2072	129.3023	6.6064	3.0264	3.58	117.35	0.4261	-0.007	6	0.5731	0.4973	1.4495	197.4623
108	305.9	1.12	1.66	0.37	305.92	0.3661	7	1.27748	125.0598	6.66893	3.0576	3.6113	82.865	0.3743	-0.01	6	0.6183	0.4681	1.5642	132.3879
109	35.6	0.57	6.73	1.61	35.6824	1.5974	5	2.40786	114.8769	6.72637	3.0888	3.6376	7.9603	1.9685	-0.09	3	1	0.2909	2.9821	7.96027
110	25.8	0.67	10.57	2.58	25.9294	2.5839	4	2.64458	115.2809	6.78401	3.12	3.664	5.2253	3.4995	-0.123	3	1	0.2888	3.2687	5.22526
111	28.7	0.67	22.27	2.31	28.9726	2.3125	4	2.57693	115.5516	6.84178	3.1512	3.6906	5.9966	3.0275	-0.07	3	1	0.2867	3.1845	5.99656
112	300.7	2.58	1.13	0.86	300.714	0.858	6	1.53737	131.1236	6.90734	3.1824	3.7249	78.875	0.8781	-0.011	6	0.7277	0.4002	1.8391	111.1165
113	272.3	1.71	-2.37	0.63	272.271	0.6281	6	1.46932	127.8718	6.97128	3.2136	3.7577	70.602	0.6446	-0.013	6	0.7099	0.4067	1.7876	101.9774
114	249.9	2.39	-1.44	0.95	249.882	0.9565	6	1.62621	130.1123	7.03634	3.2448	3.7915	64.05	0.9842	-0.014	6	0.7769	0.371	1.9603	85.14977
115	322.7	2.95	-0.31	0.91	322.696	0.9142	6	1.53834	132.2763	7.10247	3.276	3.8265	82.476	0.9348	-0.01	6	0.7334	0.3895	1.8416	116.1834
116	359.1	2.46	0.34	0.69	359.104	0.685	6	1.41309	131.208	7.16808	3.3072	3.8609	91.154	0.699	-0.009	6	0.6834	0.4129	1.7053	137.3207
117	360.2	3.77	1.14	1.05	360.214	1.0466	6	1.55462	134.3392	7.23525	3.3384	3.8969	90.581	1.0681	-0.009	6	0.7401	0.381	1.8505	127.1117
118	301.4	4.07	1.62	1.35	301.42	1.3503	6	1.68955	134.4648	7.30248	3.3696	3.9329	74.784	1.3838	-0.011	6	0.8038	0.3481	2.0139	96.75222
119	336	3.55	0.89	1.06	336.011	1.0565	6	1.57626	133.7296	7.36934	3.4008	3.9685	82.812	1.0802	-0.01	6	0.7581	0.3671	1.8889	114.0138
120	223.3	1.63	0.11	0.73	223.301	0.73	6	1.57671	127.0377	7.43286	3.432	4.0009	53.955	0.7551	-0.016	6	0.7836	0.3527	1.9512	71.95507
121	31.6	0.92	0.15	2.9	31.6018	2.9112	4	2.61063	118.0836	7.49191	3.4632	4.0287	5.9845	3.8159	-0.143	3	1	0.2626	3.24	5.98454
122	50.6	0.66	0.6	1.3	50.6073	1.3042	5	2.23346	116.8019	7.55031	3.4944	4.0559	10.616	1.5329	-0.08	4	1	0.2609	2.8194	10.61589
123	28.6	0.47	1.28	1.63	28.6157	1.6425	5	2.49275	112.9272	7.60677	3.5256	4.0812	5.1478	2.2372	-0.163	3	1	0.2593	3.1737	5.14776
124	28.3	0.55	2.29	1.95	28.328	1.9415	4	2.53881	114.0526	7.6638	3.5568	4.107	5.0315	2.6616	-0.164	3	1	0.2576	3.2203	5.03147
125	32.4	0.53	3	1.63	32.4367	1.634	5	2.44712	114.1119	7.72085	3.588	4.1329	5.9803	2.1444	-0.136	3	1	0.256	3.1081	5.98034
126	88.8	4.06	4.11	4.57	88.8503	4.5695	9	2.43385	131.4675	7.78659	3.6192	4.1674	19.452	5.0084	-0.041	3	1	0.2539	2.9055	19.45193
127	34.9	1.22	9.19	3.47	35.0125	3.4845	4	2.62846	120.3987	7.84679	3.6504	4.1964	6.4736	4.491	-0.11	3	1	0.2522	3.252	6.4736
128	133.3	2.41	10.37	1.81	133.427	1.8062	5	2.0139	128.643	7.91111	3.6816	4.2295	29.676	1.9201	-0.023	5	1	0.2502	2.5001	29.67623

San Mateo Pl & Carnegie Ct.  
Oxnard, CA

CPT Shear Wave Measurements

CPT-2	Tip Depth (ft)	Geophone Depth (ft)	Travel Distance (ft)	S-Wave Arrival (msec)	S-Wave Velocity from Surface (ft/sec)	Interval S-Wave Velocity (ft/sec)
	3.12	2.12	5.43	4.83	1124.40	
	6.04	5.04	7.10	8.70	816.02	431.15
	9.13	8.13	9.54	13.02	733.06	565.99
	12.09	11.09	12.17	17.77	684.58	551.70
	15.13	14.13	14.99	22.86	655.67	554.72
	18.05	17.05	17.77	27.02	657.59	668.14
	21.02	20.02	20.63	31.15	662.44	694.17
	25.29	24.29	24.80	37.87	654.85	619.69
	30.07	29.07	29.50	45.33	650.71	629.70
	35.17	34.17	34.53	51.55	669.91	809.81
	40.10	39.10	39.42	56.67	695.58	954.01
	45.10	44.10	44.38	63.34	700.70	744.25
	50.13	49.13	49.38	69.28	712.81	841.96
	55.14	54.14	54.37	76.32	712.40	708.33
	60.11	59.11	59.32	82.75	716.87	769.94
	65.13	64.13	64.32	89.70	717.11	719.93
	70.13	69.13	69.31	95.72	724.10	828.23
	75.24	74.24	74.41	102.40	726.64	763.11
	80.12	79.12	79.28	109.21	725.92	715.07
	85.27	84.27	84.42	115.93	728.18	764.94
	90.10	89.10	89.24	121.77	732.86	825.68
	95.06	94.06	94.19	126.85	742.55	974.92
	100.02	99.02	99.15	131.55	753.68	1053.91
	105.42	104.42	104.54	136.32	766.87	1130.71
	110.08	109.08	109.19	141.29	772.84	936.60

Shear Wave Source Offset = 5 ft

S-Wave Velocity from Surface = Travel Distance/S-Wave Arrival  
Interval S-Wave Velocity = (Travel Dist2-Travel Dist1)/(Time2-Time1)

Presented below is a list of formulas used for the estimation of various soil properties. The formulas are presented in SI unit system and assume that all components are expressed in the same units.

**:: Unit Weight,  $g$  (kN/m<sup>3</sup>) ::**

$$g = g_w \cdot \left( 0.27 \cdot \log(R_f) + 0.36 \cdot \log\left(\frac{q_t}{p_a}\right) + 1.236 \right)$$

where  $g_w$  = water unit weight

**:: Permeability,  $k$  (m/s) ::**

$$I_c < 3.27 \text{ and } I_c > 1.00 \text{ then } k = 10^{0.952 - 3.04 \cdot I_c}$$

$$I_c \leq 4.00 \text{ and } I_c > 3.27 \text{ then } k = 10^{-4.52 - 1.37 \cdot I_c}$$

**:: N<sub>SPt</sub> (blows per 30 cm) ::**

$$N_{60} = \left( \frac{q_c}{p_a} \right) \cdot \frac{1}{10^{1.1268 - 0.2817 \cdot I_c}}$$

$$N_{1(60)} = Q_{tn} \cdot \frac{1}{10^{1.1268 - 0.2817 \cdot I_c}}$$

**:: Young's Modulus,  $E_s$  (MPa) ::**

$$(q_t - \sigma_v) \cdot 0.015 \cdot 10^{0.55 \cdot I_c + 1.68}$$

(applicable only to  $I_c < I_{c\_cutoff}$ )

**:: Relative Density,  $D_r$  (%) ::**

$$100 \cdot \frac{\sqrt{Q_{tn}}}{k_{DR}} \quad \text{(applicable only to SBT}_n\text{: 5, 6, 7 and 8} \\ \text{or } I_c < I_{c\_cutoff}\text{)}$$

**:: State Parameter,  $\psi$  ::**

$$\psi = 0.56 - 0.33 \cdot \log(Q_{tn,cs})$$

**:: Peak drained friction angle,  $\phi$  (°) ::**

$$\phi = 17.60 + 11 \cdot \log(Q_{tn})$$

(applicable only to SBT<sub>n</sub>: 5, 6, 7 and 8)

**:: 1-D constrained modulus,  $M$  (MPa) ::**

If  $I_c > 2.20$

$a = 14$  for  $Q_{tn} > 14$

$a = Q_{tn}$  for  $Q_{tn} \leq 14$

$$M_{CPT} = a \cdot (q_t - \sigma_v)$$

If  $I_c \leq 2.20$

$$M_{CPT} = (q_t - \sigma_v) \cdot 0.0188 \cdot 10^{0.55 \cdot I_c + 1.68}$$

**:: Small strain shear Modulus,  $G_0$  (MPa) ::**

$$G_0 = (q_t - \sigma_v) \cdot 0.0188 \cdot 10^{0.55 \cdot I_c + 1.68}$$

**:: Shear Wave Velocity,  $V_s$  (m/s) ::**

$$V_s = \left( \frac{G_0}{\rho} \right)^{0.50}$$

**:: Undrained peak shear strength,  $S_u$  (kPa) ::**

$$N_{kt} = 10.50 + 7 \cdot \log(F_r) \text{ or user defined}$$

$$S_u = \frac{(q_t - \sigma_v)}{N_{kt}}$$

(applicable only to SBT<sub>n</sub>: 1, 2, 3, 4 and 9 or  $I_c > I_{c\_cutoff}$ )

**:: Remolded undrained shear strength,  $S_u(\text{rem})$  (kPa) ::**

$$S_{u(\text{rem})} = f_s \quad \text{(applicable only to SBT}_n\text{: 1, 2, 3, 4 and 9} \\ \text{or } I_c > I_{c\_cutoff}\text{)}$$

**:: Overconsolidation Ratio, OCR ::**

$$k_{OCR} = \left[ \frac{Q_{tn}^{0.20}}{0.25 \cdot (10.50 + 7 \cdot \log(F_r))} \right]^{-1.25} \text{ or user defined}$$

$$OCR = k_{OCR} \cdot Q_{tn}$$

(applicable only to SBT<sub>n</sub>: 1, 2, 3, 4 and 9 or  $I_c > I_{c\_cutoff}$ )

**:: In situ Stress Ratio,  $K_0$  ::**

$$K_0 = (1 - \sin \phi') \cdot OCR^{\sin \phi'}$$

(applicable only to SBT<sub>n</sub>: 1, 2, 3, 4 and 9 or  $I_c > I_{c\_cutoff}$ )

**:: Soil Sensitivity,  $S_t$  ::**

$$S_t = \frac{N_s}{F_r}$$

(applicable only to SBT<sub>n</sub>: 1, 2, 3, 4 and 9 or  $I_c > I_{c\_cutoff}$ )

**:: Effective Stress Friction Angle,  $\phi'$  (°) ::**

$$\phi' = 29.5^\circ \cdot B_q^{0.121} \cdot (0.256 + 0.336 \cdot B_q + \log Q_t)$$

(applicable for  $0.10 < B_q < 1.00$ )

**References**

- Robertson, P.K., Cabal K.L., Guide to Cone Penetration Testing for Geotechnical Engineering, Gregg Drilling & Testing, Inc., 5<sup>th</sup> Edition, November 2012
- Robertson, P.K., Interpretation of Cone Penetration Tests - a unified approach., Can. Geotech. J. 46(11): 1337–1355 (2009)

BORING LOGS FROM EARTH SYSTEMS PACIFIC,  
DATED NOVEMBER 11, 2013



# Earth Systems Pacific

Boring No. B-1

PAGE 1 OF 1

LOGGED BY: T. Conroy  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

JOB NO.: SL-17014-EB

DATE: 05/03/13

DEPTH (feet)	USCS CLASS	SYMBOL	LEMONWOOD ELEMENTARY SCHOOL 2200 Carnegie Court Oxnard, California	SAMPLE DATA				
			SOIL DESCRIPTION	INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.
0	ML		SANDY SILT: light brown, medium stiff, slightly moist, trace coarse gravel (Fill)	0.0-0.5	○			
1				1.5-2.0	■	ND		
2	SM		SILTY SAND: pale brown, medium dense, slightly moist, fine grained, trace fine gravel (Native)	3.5-4.0	■	ND		
3								
4			End of Boring @ 4.0'					
5			No subsurface water encountered					
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								

LEGEND: ■ Ring Sample ○ Grab Sample □ Shelby Tube Sample ● SPT

NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.



# Earth Systems Pacific

Boring No. B-2

LOGGED BY: T. Conroy  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

PAGE 1 OF 1  
 JOB NO.: SL-17014-EB  
 DATE: 05/03/13

DEPTH (feet)	USCS CLASS	SYMBOL	LEMONWOOD ELEMENTARY SCHOOL 2200 Carnegie Court Oxnard, California	SAMPLE DATA				
			SOIL DESCRIPTION	INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.
0	ML		SANDY SILT: light brown, medium stiff, slightly moist, trace coarse gravel (Fill)	0.0-0.5				
1				1.5-2.0		ND		
2	SM		SILTY SAND: light brown, medium dense, slightly moist, fine grained (Native)					
3								
4			brown, very moist	3.5-4.0		ND		
5			End of Boring @ 4.0' No subsurface water encountered					
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
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23								
24								
25								
26								

LEGEND: Ring Sample Grab Sample Shelby Tube Sample SPT

NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.





# Earth Systems Pacific

Boring No. B-3

PAGE 1 OF 1

JOB NO.: SL-17014-EB

DATE: 05/03/13

LOGGED BY: T. Conroy  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

DEPTH (feet)	USCS CLASS	SYMBOL	SAMPLE DATA				
			INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.
<b>LEMONWOOD ELEMENTARY SCHOOL</b> 2200 Carnegie Court Oxnard, California							
<b>SOIL DESCRIPTION</b>							
0	SM	[Symbol]	0.0-0.5	○			
1	SP	[Symbol]	0.0-0.5	○			
1.5-2.0			■	ND			
2.0-3.5			■	ND			
3.5-4.0			3.5-4.0	■	ND		
4.0			End of Boring @ 4.0' No subsurface water encountered				
5							
6							
7							
8							
9							
10							
11							
12							
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23							
24							
25							
26							

LEGEND: ■ Ring Sample    ○ Grab Sample    □ Shelby Tube Sample    ● SPT

NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.



# Earth Systems Pacific

Boring No. B-4

PAGE 1 OF 1

JOB NO.: SL-17014-EB

DATE: 05/03/13

LOGGED BY: T. Conroy  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

DEPTH (feet)	USCS CLASS	SYMBOL	LEMONWOOD ELEMENTARY SCHOOL 2200 Carnegie Court Oxnard, California	SAMPLE DATA					
			SOIL DESCRIPTION	INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.	
0	SM		SILTY SAND: light brown, loose to medium dense, moist, fine to very fine grained (Fill)	0.0-0.5					
1				1.5-2.0		ND			
2	SP		POORLY GRADED SAND: brown, medium dense, slightly moist, very fine grained, trace silt (Native)	3.5-4.0		ND			
3				4					
5			End of Boring @ 4.0' No subsurface water encountered						
6									
7									
8									
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14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									

LEGEND: Ring Sample Grab Sample Shelby Tube Sample SPT

NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.



LOGGED BY: C. Knight  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

PAGE 1 OF 1  
 JOB NO.: SL-17014-EC  
 DATE: 09/28/13

DEPTH (feet)	USCS CLASS	SYMBOL	SAMPLE DATA					
			INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.	
<b>LEMONWOOD ELEMENTARY SCHOOL 2200 Carnegie Court Oxnard, California</b>								
<b>SOIL DESCRIPTION</b>								
0			5.5" AC over 6.0" AGGREGATE BASE	0.0 - 0.5	○	--	--	
1	SM		SILTY SAND: moderate yellow-brown, medium dense, moist, fine grained, poorly graded (Native Soil)	0.5 - 1.0	■	--	--	
2				2.0 - 2.5	■	--	--	
3			pale yellow-brown					
4								
5			medium to coarse grained	4.5 - 5.0	■	--	--	
6			End of Boring @ 5.0'					
7			No subsurface water encountered					
8								
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23								
24								
25								
26								

LEGEND: ■ Ring Sample ○ Grab Sample □ Shelby Tube Sample ● SPT

NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.



# Earth Systems Pacific

Boring No. B-6

LOGGED BY: C. Knight  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

PAGE 1 OF 1  
 JOB NO.: SL-17014-EC  
 DATE: 09/28/13

DEPTH (feet)	USCS CLASS	SYMBOL	SAMPLE DATA					
			INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.	
<b>LEMONWOOD ELEMENTARY SCHOOL 2200 Carnegie Court Oxnard, California</b>								
<b>SOIL DESCRIPTION</b>								
0								
-								
1								
-								
2	ML		0.5 - 1.0	■	ND	--		
-								
2			2.0 - 2.5	■	ND	--		
-								
3								
-								
4			4.5 - 5.0	■	ND	--		
-								
5								
-								
6								
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7								
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10								
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-								

2.5" AC over 4.0" AGGREGATE BASE

SANDY SILT: dark yellow-brown, medium stiff, moist, trace gravel, fine sand, sand/charcoal fragments (Fill)

POORLY GRADED SAND: pale yellow-brown, medium dense, moist, fine to medium grained (Native Soil)

End of Boring @ 5.0'  
 No subsurface water encountered

NOTE: Sample depths measured from base of pavement section, if present

LEGEND: ■ Ring Sample ○ Grab Sample □ Shelby Tube Sample ● SPT  
 NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.



# Earth Systems Pacific

Boring No. B-7

PAGE 1 OF 1

LOGGED BY: C. Knight  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

JOB NO.: SL-17014-EC

DATE: 09/28/13

DEPTH (feet)	USCS CLASS	SYMBOL	SAMPLE DATA					
			INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.	
<b>LEMONWOOD ELEMENTARY SCHOOL</b> 2200 Carnegie Court Oxnard, California								
<b>SOIL DESCRIPTION</b>								
0	ML		SANDY SILT: yellow-brown, soft, moist, some fine sand (Native Soils)	0.0 - 0.5		-	-	
1			0.5 - 1.0		ND	-		
2			2.0 - 2.5		ND	-		
3			medium stiff					
4				4.5 - 5.0		ND	-	
5	End of Boring @ 5.0'							
6	No subsurface water encountered							
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
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23								
24								
25								
26								

LEGEND: Ring Sample Grab Sample Shelby Tube Sample SPT

NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.



# Earth Systems Pacific

Boring No. B-8

LOGGED BY: C. Knight  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

PAGE 1 OF 1  
 JOB NO.: SL-17014-EC  
 DATE: 09/28/13

DEPTH (feet)	USCS CLASS	SYMBOL	SAMPLE DATA					
			INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.	
<b>LEMONWOOD ELEMENTARY SCHOOL</b> 2200 Carnegie Court Oxnard, California								
<b>SOIL DESCRIPTION</b>								
0	ML		SANDY SILT: moderate yellow-brown, medium stiff, moist, some roots (Native Soil)	0.5 - 1.0	■	ND		
1								
2			grayish-orange	2.0 - 2.5	■	ND		
3								
4								
5	SP		POORLY GRADED SAND: yellow-brown, medium dense, moist, fine to medium grained	4.5 - 5.0	■	ND		
6			End of Boring @ 5.0'					
7			No subsurface water encountered					
8								
9								
10								
11								
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14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								

NOTE: Sample depths measured from base of pavement section, if present

LEGEND: ■ Ring Sample ○ Grab Sample □ Shelby Tube Sample ● SPT

NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.



# Earth Systems Pacific

Boring No. B-9

LOGGED BY: C. Knight  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

PAGE 1 OF 1  
 JOB NO.: SL-17014-EC  
 DATE: 09/28/13

DEPTH (feet)	USCS CLASS	SYMBOL	LEMONWOOD ELEMENTARY SCHOOL 2200 Carnegie Court Oxnard, California	SAMPLE DATA				
				INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.
SOIL DESCRIPTION								
0	ML	[Symbol]	SANDY SILT: moderate yellow-brown, medium stiff, moist, trace roots (Fill)	0.0 - 0.5	○			
1				0.5 - 1.0	■	ND	-	
2	SM	[Symbol]	SILTY SAND: moderate yellow-brown, medium dense, moist, fine grained (Native Soil)	2.0 - 2.5	■	ND	-	
3								
4								
5			medium grained, some gravel	4.5 - 5.0	■	ND	-	
6			End of Boring @ 5.0'					
7			No subsurface water encountered					
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21			NOTE: Sample depths measured from base of pavement section, if present					
22								
23								
24								
25								
26								

LEGEND: ■ Ring Sample ○ Grab Sample □ Shelby Tube Sample ● SPT  
 NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.



LOGGED BY: C. Knight  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

PAGE 1 OF 1  
 JOB NO.: SL-17014-EC  
 DATE: 09/28/13

DEPTH (feet)	USCS CLASS	SYMBOL	LEMONWOOD ELEMENTARY SCHOOL 2200 Carnegie Court Oxnard, California	SAMPLE DATA				
				INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.
SOIL DESCRIPTION								
0			3.0" AC over 4.0" AGGREGATE BASE					
1	ML		SANDY SILT: olive gray, medium stiff, moist, some pea gravel, some plastic sheeting pieces (Fill)	0.5 - 1.0		ND	-	
2				2.0 - 2.5		ND	-	
3	ML		SANDY SILT: dark yellow-brown, medium stiff, moist (Native Soil)					
4								
5	SM		SILTY SAND: moderate yellow-brown, medium dense, moist, fine to medium grained	4.5 - 5.0		ND	--	
6			End of Boring @ 5.0'					
7			No subsurface water encountered					
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								

LEGEND: Ring Sample    Grab Sample    Shelby Tube Sample    SPT

NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.





# Earth Systems Pacific

Boring No. B-11

PAGE 1 OF 1

JOB NO.: SL-17014-EC

DATE: 09/28/13

LOGGED BY: C. Knight  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

DEPTH (feet)	USCS CLASS	SYMBOL	LEMONWOOD ELEMENTARY SCHOOL 2200 Carnegie Court Oxnard, California	SAMPLE DATA				
				INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.
SOIL DESCRIPTION								
0			3.5" AC over 3.0" AGGREGATE BASE					
1	ML		SANDY SILT WITH CLAY: olive gray, medium stiff, moist (Fill)	0.5 - 1.0		ND	--	
2			2.0 - 2.5		ND	--		
3			dark yellow-brown (Native Soil)					
4								
5	SP		POORLY GRADED SAND: moderate yellow-brown, medium dense, moist, medium grained	4.5 - 5.0		ND	--	
6								
7			End of Boring @ 5.0' No subsurface water encountered					
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21			NOTE: Sample depths measured from base of pavement section, if present					
22								
23								
24								
25								
26								

LEGEND: Ring Sample    Grab Sample    Shelby Tube Sample    SPT

NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.



# Earth Systems Pacific

Boring No. B-12

LOGGED BY: C. Knight  
 DRILL RIG: Hand Auger  
 AUGER TYPE: 4" Diameter

PAGE 1 OF 1  
 JOB NO.: SL-17014-EC  
 DATE: 09/28/13

DEPTH (feet)	USCS CLASS	SYMBOL	LEMONWOOD ELEMENTARY SCHOOL 2200 Carnegie Court Oxnard, California	SAMPLE DATA				
				INTERVAL (feet)	SAMPLE TYPE	P/D	BLOWS PER 6 IN.	WELL CONST.
<b>SOIL DESCRIPTION</b>								
0	ML		SANDY SILT: moderate brown, soft, moist (Native Soil)	0.0 - 0.5				
1				0.5 - 1.0		ND	--	
2	SM		SILTY SAND: moderate yellow-brown, medium dense, moist	2.0 - 2.5		ND	--	
3								
4	SP		POORLY GRADED SAND WITH GRAVEL: moderate yellow-brown, medium dense, moist, medium to coarse grained	4.5 - 5.0		ND	--	
5								
6			End of Boring @ 5.0'					
7			No subsurface water encountered					
8								
9								
10								
11								
12								
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14								
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17								
18								
19								
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21								
22								
23								
24								
25								
26								

LEGEND: Ring Sample Grab Sample Shelby Tube Sample SPT

NOTE: This log of subsurface conditions is a simplification of actual conditions encountered. It applies at the location and time of drilling. Subsurface conditions may differ at other locations and times.

APPENDIX C

LABORATORY METHODS AND RESULTS

## LABORATORY TEST METHODS

### Laboratory Testing Program

Laboratory tests were performed on representative soil samples to detect their relative engineering properties. The following presents a brief description of the various test methods used.

### Classification

Soils were classified visually according to the Unified Soil Classification System. Visual classifications were supplemented by laboratory testing of selected samples according to ASTM D2487. The soil classifications are shown on the Exploration Logs in Appendix B.

### Moisture and Density Tests

Moisture content and unit dry density tests were performed on samples of undisturbed soil obtained in the borings. Dry density and field moisture information is useful in correlating field and laboratory data, and in providing a gross picture of the variations of soil characteristics. The results of the tests are presented on the boring logs in Appendix A.

### Atterberg Limits

Atterberg limits (liquid and plastic limit) tests were conducted on selected samples to aid in classifying the soils in accordance with USCS (by evaluating soil plasticity). The procedure of ASTM D4518-84 was used to measure the liquid limit, plastic limit and plasticity index of representative samples. Test results are presented on the boring log in Appendix A.

### Particle-Size Analysis

Particle-size analyses were performed on selected representative samples according to ASTM D 422. To estimate the particle size distribution of the soils and to aid in classifying the soils, grain size analyses were performed on samples obtained from the borings. The percentage of "fines" (percent passing the No. 200 sieve) of various samples is presented on the boring logs in Appendix A; the complete results of the grain size analyses (i.e., sieve and hydrometer tests) are presented in this appendix.

### Direct Shear

Direct shear tests were performed on either samples direct from the field or on samples recompacted to a specific density. Direct shear testing was performed in accordance with ASTM D 3080. The samples were inundated during shearing to represent adverse field conditions. The method of performing these tests is to contain the sample in testing rings, to apply a normal load, and to then allow sufficient time to elapse to dissipate any excess hydrostatic pressure which may have developed in applying the normal pressure.

The sample is then subjected to strain-controlled, double-plane shear tests. The method of applying the normal and shearing load is such as to allow the sample to change in volume

during shear without producing an associated change in the normal stress. The shearing stress is measured at a constant rate of strain of approximately 0.02 inch per minute.

Selected samples of the soil were tested at confining pressures similar to those of the materials in-situ. Additional specimens, from the same sample, were also tested at increased normal pressures in order to determine the increase in shear strengths associated with increased intergranular pressures. Specimens were soaked for testing.

#### Consolidation Tests

Confined consolidation tests were performed on selected undisturbed samples and remolded samples compacted to 90%. Water was added to the samples during the tests to illustrate the effect of moisture on the compressibility. The results of the tests are presented in this appendix.

#### Expansion Index Tests

Expansion Index tests provided an index to the expansion potential of soils when inundated with water. This test method controls variables that influence the expansive characteristics of soils. The tests were performed in accordance with the ASTM D 4829 method. The results are presented in the following table.

Sample ID	Soil Description	Expansion Index Expansion Potential
B-1@ 2' to 3'	Clayey sandy silt (ML)	14 Very Low

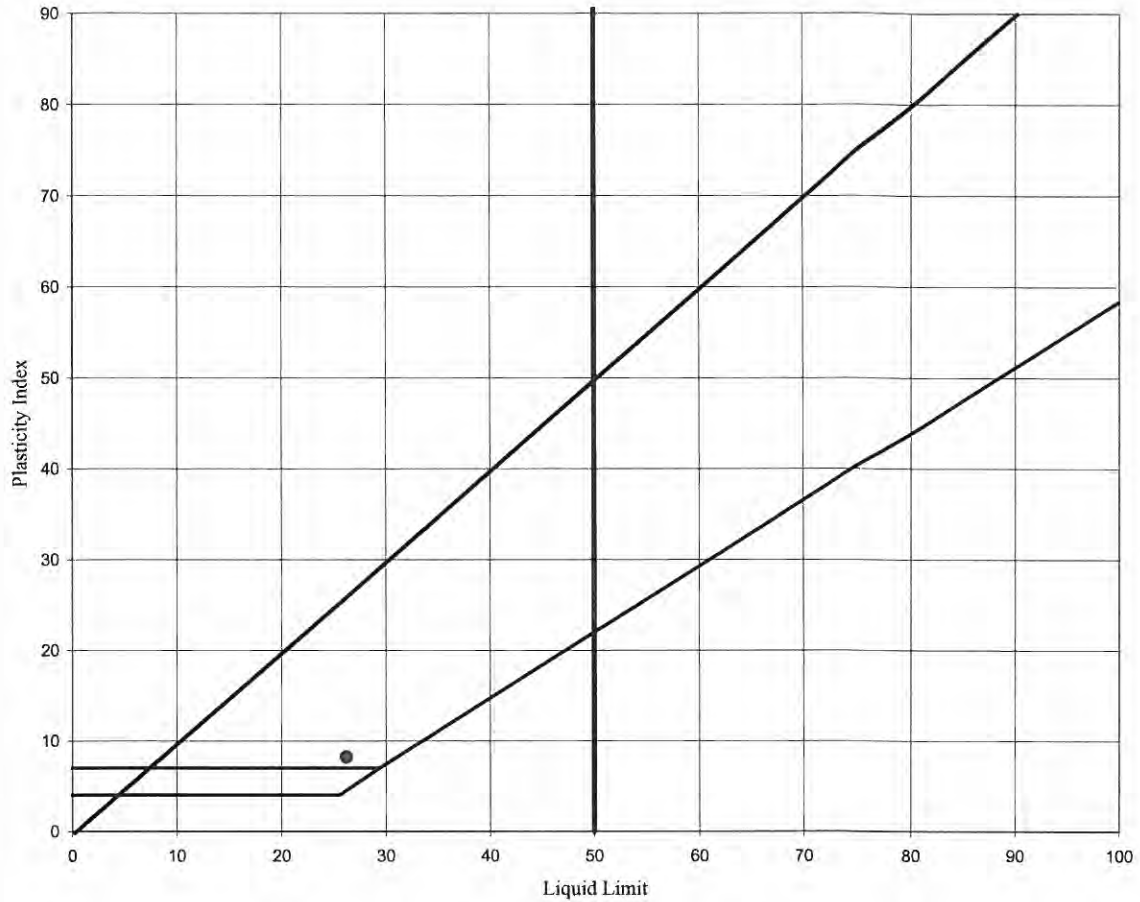
#### Resistance "R" Value Tests

The resistance "R" value tests of the site materials were determined by performing four compaction tests on selected bulk samples. The tests were performed in accordance with the CAL 301 method. The specific test methods and results are presented in the following table.

Sample ID	Soil Description	R - value
S-1	Dark brown Silty Sand	73

#### Chemical Analysis

Soil materials were collected with sterile sampling equipment and sent to HDR & Schiff laboratory for the corrosion testing. Test results are presented in this Appendix.



Performed in accordance with ASTM -D 4318, One-Point Liquid Limit - Method B

Reviewed by: Glenn Taylor  
 Glenn Taylor, Laboratory Supervisor

Sample Location: B 9 @ 12' - 13.5'

Soil Description:

Liquid Limit: 26

Plastic Limit: 18

Plasticity Index: 8

U.S.C.S. Classification: CL

Lab No.: 875

Sampled By: JM

Tested By: GT

Reviewed By: GT

Date tested: 12/26/13



**CONSTRUCTION TESTING & ENGINEERING, INC.**

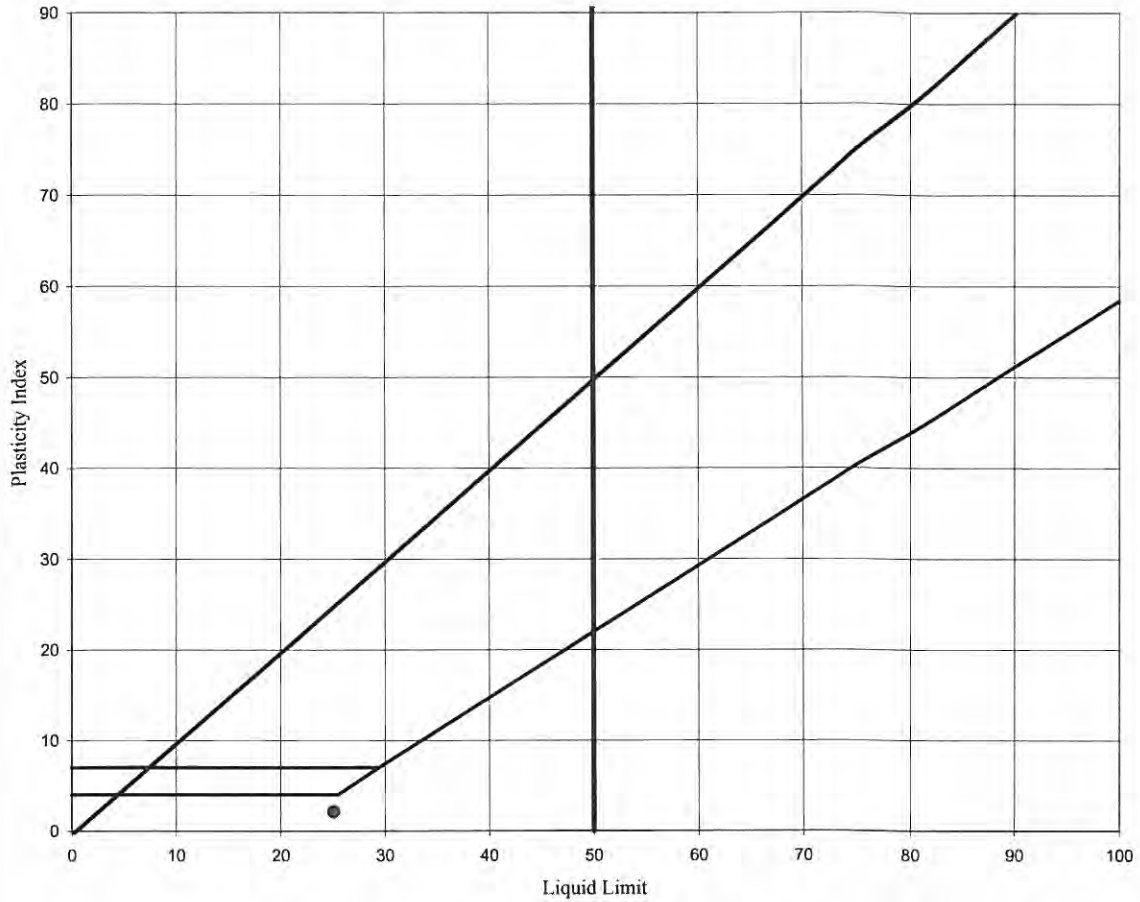
GEOTECHNICAL AND CONSTRUCTION ENGINEERING TESTING AND INSPECTION

1645 Pacific Ave Suite 107  
 Oxnard, Ca 93033  
 805-486-6475, FAX 805-486-9016

<b>ATTERBERG LIMITS TEST RESULTS</b>	
OSD	
Lemonwood Elementary School	

Project No.	Date
30-1152G	12/26/13

Figure
--------



Performed in accordance with ASTM - D 4318, One-Point Liquid Limit - Method B

Reviewed by: Glenn Taylor  
 Glenn Taylor, Laboratory Supervisor

Sample Location: B 9 @ 27' - 28.5'

Soil Description:

Liquid Limit: 25

Plastic Limit: 23

Plasticity Index: 2

U.S.C.S. Classification: ML & CL

Lab No.: 875

Sampled By: JM

Tested By: GT

Reviewed By: GT

Date tested: 12/26/13



**CONSTRUCTION TESTING & ENGINEERING, INC.**

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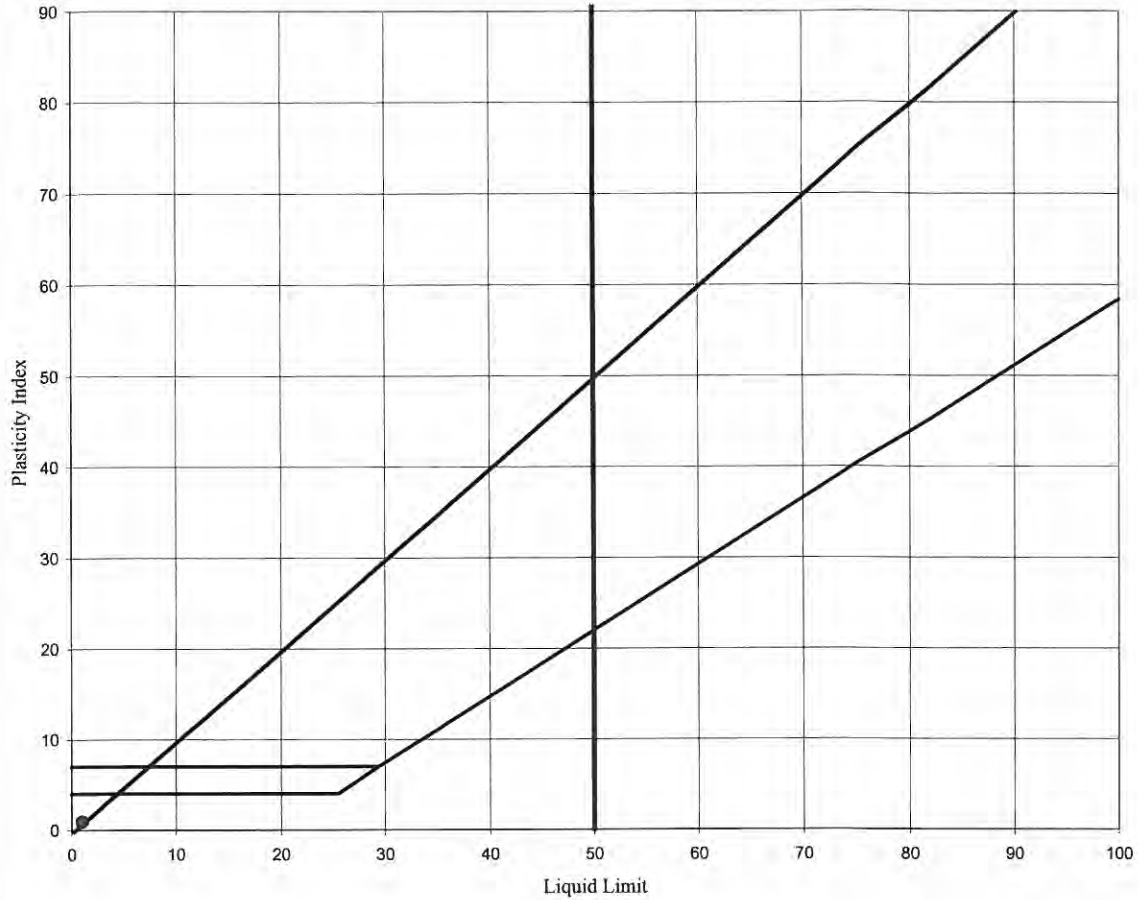
**ATTERBERG LIMITS TEST RESULTS**

OSD

Lemonwood Elementary School

Project No.	Date
30-1152G	12/26/13

Figure



Performed in accordance with ASTM - D 4318, One-Point Liquid Limit - Method B

Reviewed by: Glenn Taylor  
 Glenn Taylor, Laboratory Supervisor

Sample Location: B 9 @ 33' - 34.5'

Soil Description:

Liquid Limit: NP

Plastic Limit:

Plasticity Index:

U.S.C.S. Classification: ML & CL

Lab No.: 875

Sampled By: JM

Tested By: GT

Reviewed By: GT

Date tested: 12/26/13



**CONSTRUCTION TESTING & ENGINEERING, INC.**

GEOTECHNICAL AND CONSTRUCTION ENGINEERING TESTING AND INSPECTION

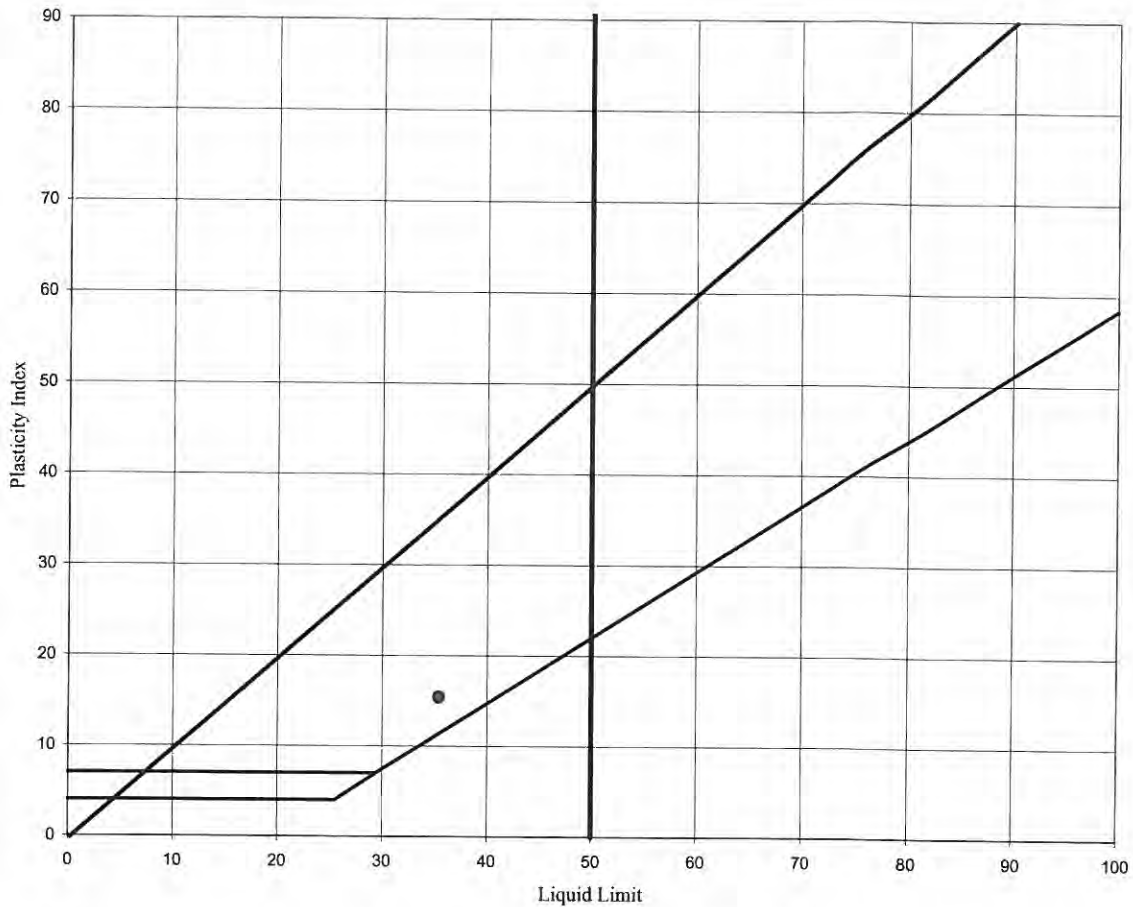
1645 Pacific Ave Suite 107  
 Oxnard, Ca 93033  
 805-486-6475, FAX 805-486-9016

ATTERBERG LIMITS TEST RESULTS	
OSD	
Lemonwood Elementary School	

Project No.	Date
30-1152G	12/26/13

Figure





Performed in accordance with ASTM - D 4318, One-Point Liquid Limit - Method B

Reviewed by: Glenn Taylor  
 Glenn Taylor, Laboratory Supervisor

Sample Location: B 9 @ 48' - 49.5'

Soil Description:

Liquid Limit: 35

Plastic Limit: 20

Plasticity Index: 15

U.S.C.S. Classification: CL

Lab No.: 875

Sampled By: JM

Tested By: GT

Reviewed By: GT

Date tested: 12/26/13



**CONSTRUCTION TESTING & ENGINEERING, INC.**

GEOTECHNICAL AND CONSTRUCTION  
 ENGINEERING TESTING AND INSPECTION

1645 Pacific Ave Suite 107

Oxnard, Ca 93033

805-486-6475, FAX 805-486-9016

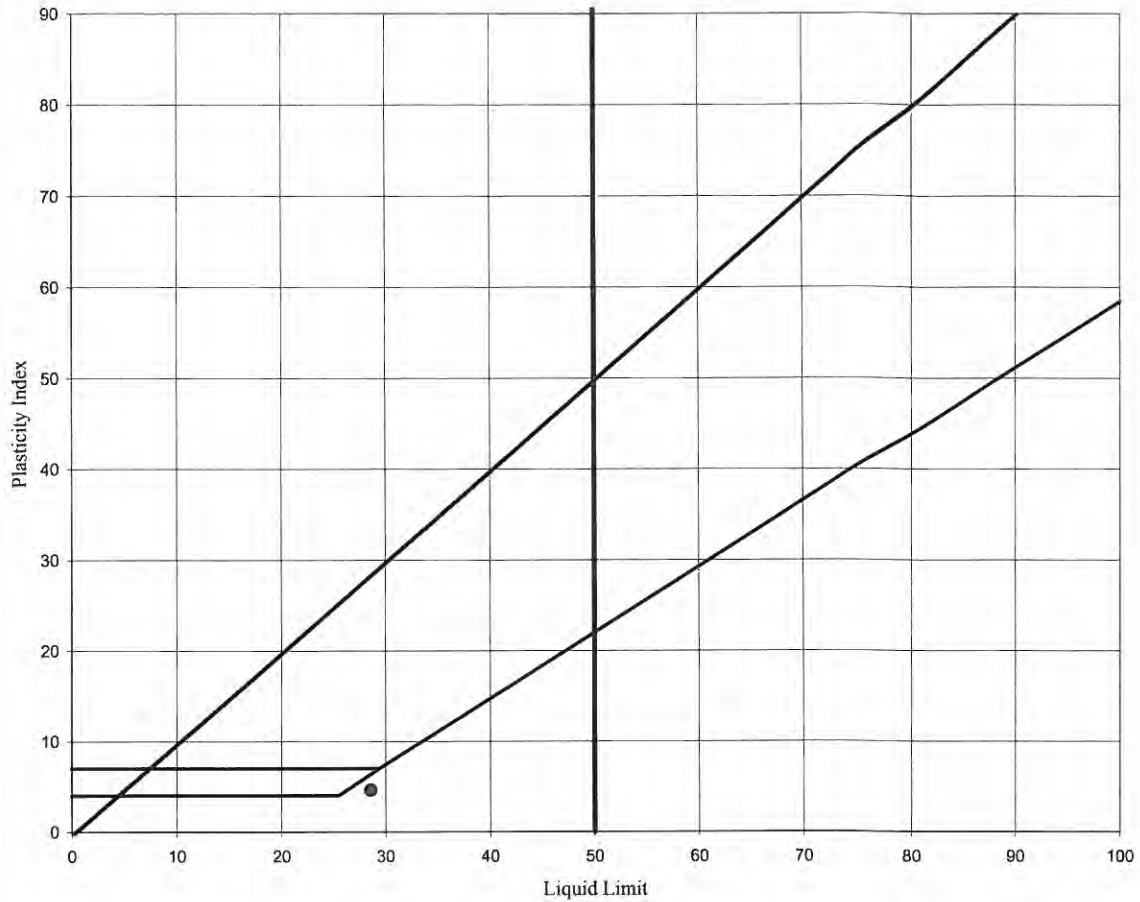
**ATTERBERG LIMITS TEST RESULTS**

OSD

Lemonwood Elementary School

Project No.	Date
30-1152G	12/26/13

Figure



Performed in accordance with ASTM - D 4318, One-Point Liquid Limit - Method B

Reviewed by: Glenn Taylor  
 Glenn Taylor, Laboratory Supervisor

Sample Location: B 9 @ 54' - 55.5'

Soil Description:

Liquid Limit: 29

Plastic Limit: 24

Plasticity Index: 5

U.S.C.S. Classification: ML & CL

Lab No.: 875

Sampled By: JM

Tested By: GT

Reviewed By: GT

Date tested: 12/26/13



**CONSTRUCTION TESTING & ENGINEERING, INC.**

GEOTECHNICAL AND CONSTRUCTION ENGINEERING TESTING AND INSPECTION

1645 Pacific Ave Suite 107  
 Oxnard, Ca 93033  
 805-486-6475, FAX 805-486-9016

ATTERBERG LIMITS TEST RESULTS	
OSD	
Lemonwood Elementary School	

Project No.	Date
30-1152G	12/26/13

Figure



# CONSTRUCTION TESTING & ENGINEERING, INC.

GEOTECHNICAL | CONSTRUCTION ENGINEERING TESTING AND INSPECTION  
 1441 MONTIEL ROAD, SUITE 115 | ESCONDIDO, CA 92026 | 760.746.4955

## REPORT OF RESISTANCE 'R' VALUE-EXPANSION PRESSURE

**Job Name:** Lemonwood Elem. School  
**Project No.** 30-1152G  
**Lab No.** 24216  
**Type of Material:** Dk brn silty sand  
**Source of Material:** S-1 (Surface)  
**Test Procedure:** Cal 301

**Sampled By:** J. Myers **Date:** 12/18/2013  
**Submitted By:** J. Myers **Date:** 12/20/2013  
**Tested/ Calc. By:** Matt Lattimore **Date:** 12/23/2013  
**Reviewed By:** Erik Campbell **Date:** 12/24/2013

Specimen/ Mold No.	8	9	7
Compactor Air Pressure, ft.lbs.	350	350	350
Initial Moisture, %	9.0	9.0	9.0
Wet weight and Dry weight, g	1200.0   1101.4	1200.0   1101.4	1200.0   1101.4
Water Added, ml	20	30	40
Moisture at Compaction, %	10.8	11.7	12.6
Wt. Of Briquette and Mold, g	3169	3184	3183
Wt. Of Mold, g	2112	2097	2097
Wt. Of Briquette, g	1057	1087	1086
Height of Briquette, in	2.46	2.51	2.50
Dry Density, pcf	117.6	117.6	117.0
Stabilometer PH @ 1000 lbs	12	15	22
Stabilometer PH @ 2000 lbs	20	26	45
Displacement	3.90	4.05	4.46
R' Value	81	76	58
Corrected 'R' Value	81	76	58
Exudation Pressure, lbs	7350	2500	1600
Exudation Pressure, psi	588	200	128
Stabilometer Thickness - ft	0.18	0.23	0.40
Expansion Pressure	0.0016	0.0010	0.0000
Expansion Press, Thick-ft	0.53	0.33	0.00

**Exudation** 79

**Expansion** 73

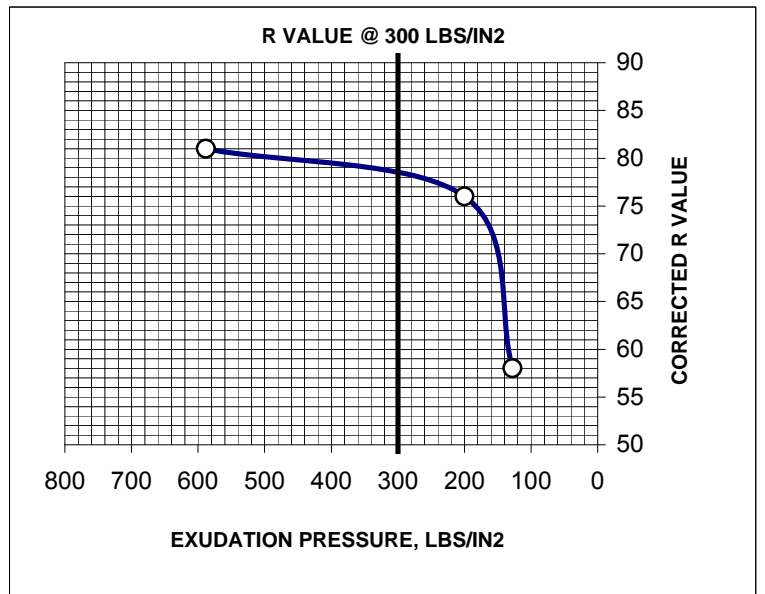
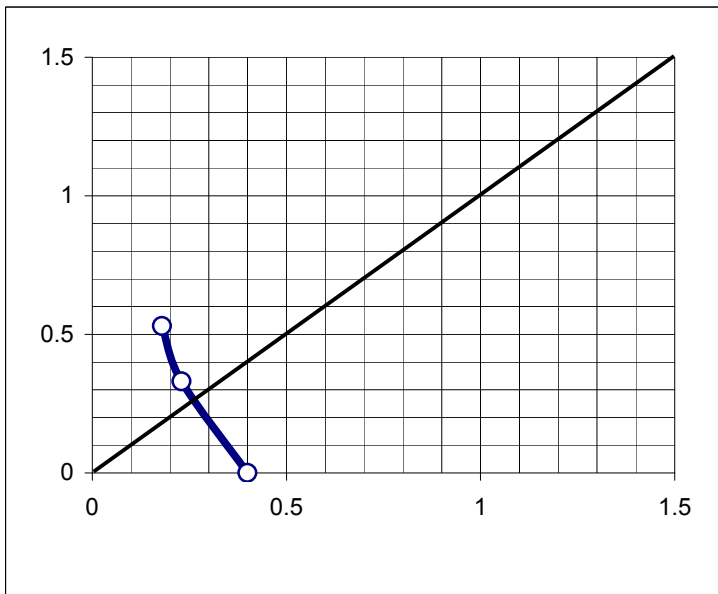
**R-value** 73

TI	4.5
Expansion	73

Initial Wt. Sample, g \_\_\_\_\_

Dry wt. Sample, g \_\_\_\_\_

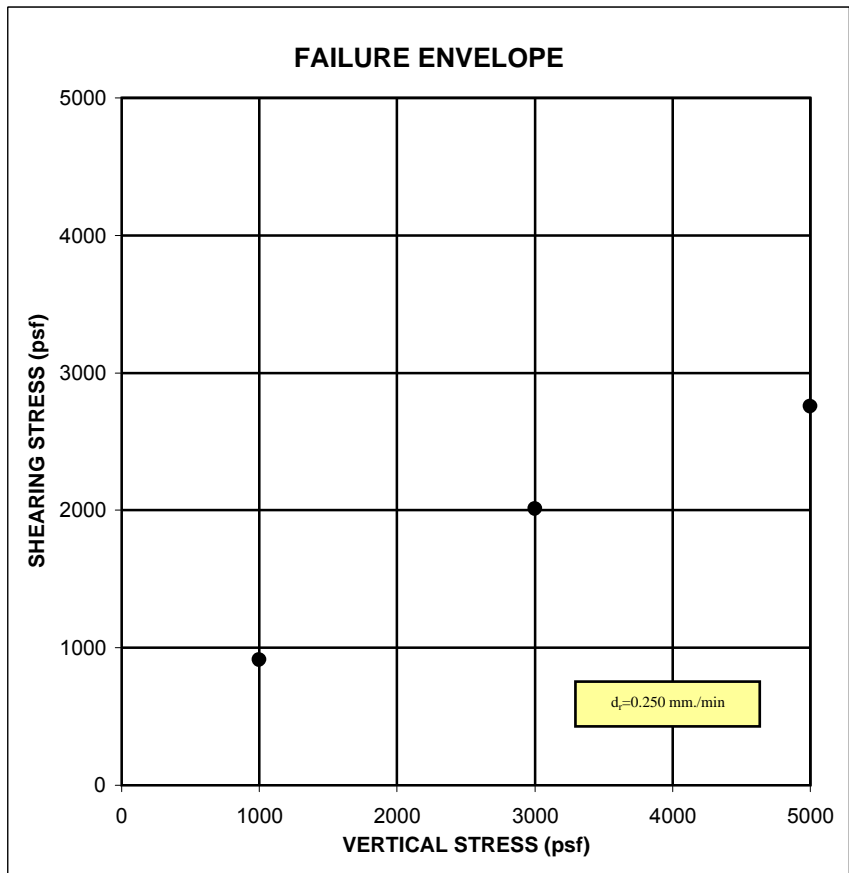
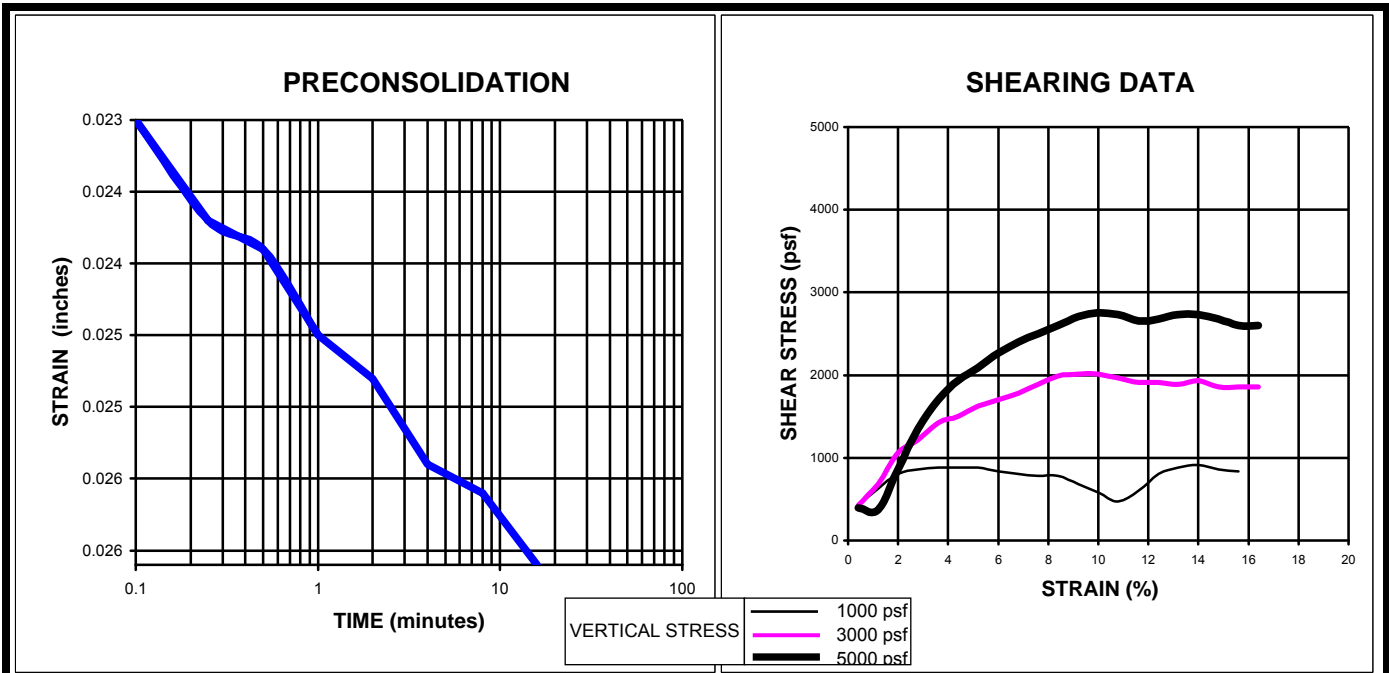
Wet Wt. Sample, g \_\_\_\_\_



Cover Thickness by Expansion Pressure-Feet

Expansion From Graph: 0.26

Erik Campbell  
 Laboratory Manager



### SHEAR STRENGTH TEST

Sample Designation	Depth (ft)	Cohesion	Angle of Friction	Sample Description
<b>B-9</b>	<b>0-5'</b>	<b>500 psf</b>	<b>24.8</b>	<b>Dark brown sandy silt remolded @ 90%</b>
Initial Moisture (%):	<b>9.8</b>	Initial Dry Density (pcf)	<b>114.5</b>	CTE Job No: 30-1152G
Final Moisture (%):	<b>18.4</b>			Lab No: 24217



# LABORATORY COMPACTION OF SOIL (MOD.)

ASTM D 1557

CTE 1645 Pacific Ave. Suite 107 Oxnard, Ca. 93033

Project Name: OSD Lemonwood Elementary School  
 Project No.: 30-1152G  
 Lab No.: 875  
 Sample No.: B 9 @ 0.5' - 4'  
 Sample Description: Dark Brown Sandy Silt with Fine Gravel

Tested By: GT  
 Calculated By: GT  
 Sampled By: JM  
 Depth (ft.): 0.5' - 4'

Date: 12/20/2013  
 Date: 12/20/2013  
 Date: 12/15/2013

Location:

Moisture Added (ml)	as is	50	100	150
TEST NO.	1	2	3	4
Wt. Comp. Soil + Mold (g)	4159	4260	4277	4199
Wt. of Mold (g)	2166	2166	2166	2166
Net Wt. of Soil (g)	1993	2094	2111	2033
Wet Wt. of Soil + Cont. (g)	300.0	300.0	300.0	300.0
Dry Wt. of Soil + Cont. (g)	279.6	274.9	269.8	265.0
Wt. of Container (g)				
Moisture Content (%)	7.3	9.1	11.2	13.2
Wet Density (pcf)	131.9	138.6	139.8	134.6
Dry Density (pcf)	123.0	127.0	125.7	118.9

Preparation Method: Dry   
 Moist

Mechanical Rammer   
 Manual Rammer

Hammer Weight: **10.0 lb.**

Drop: **18 in.**

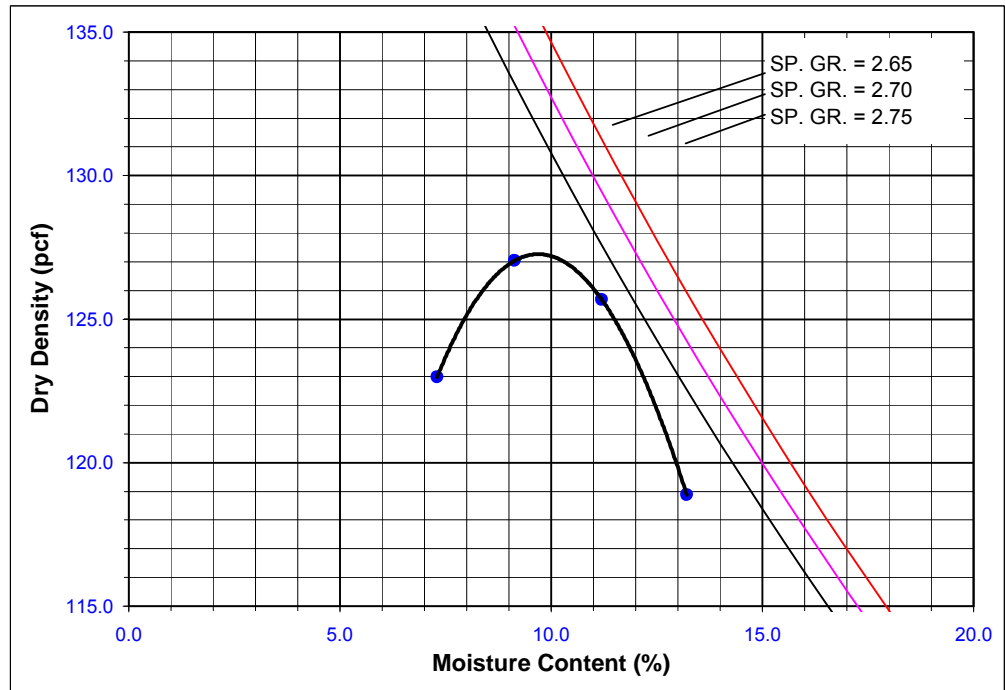
Mold Volume (ft.<sup>3</sup>): **0.03330**

**PROCEDURE USED**

**Procedure A**  
 Soil Passing No. 4 (4.75 mm) Sieve  
 Mold: 4 in. (101.6 mm) diameter  
 Layers: 5 (Five)  
 Blows per layer: 25 (twenty-five)  
 May be used if No.4 retained < 20%

**Procedure B**  
 Soil Passing 3/8 in. (9.5 mm) Sieve  
 Mold: 4 in. (101.6 mm) diameter  
 Layers: 5 (Five)  
 Blows per layer: 25 (twenty-five)  
 Use if + #4 > 20% and + 3/8 " < 20%

**Procedure C**  
 Soil Passing 3/4 in. (19.0 mm) Sieve  
 Mold: 6 in. (152.4 mm) diameter  
 Layers: 5 (Five)  
 Blows per layer: 56 (fifty-six)  
 Use if + 3/8 in > 20% and + 3/4 in < 30%



OVERSIZE FRACTION		
Total Sample Weight (g):	<b>13984.9</b>	
Weight Retained (g)	Plus	Percent Retained
<b>0</b>	3/4"	0.0
<b>0</b>	3/8"	0.0
<b>259.4</b>	Plus #4	1.9

Maximum Dry Density (pcf) **127.2**

Optimum Moisture Content (%) **9.8**

Rock Correction Applied per ASTM D 4718

Maximum Dry Density (pcf)

Optimum Moisture Content (%)

**Table 1 - Laboratory Tests on Soil Samples**

*Construction Testing and Engineering, Inc.  
Lemonwood Elementary School  
Your #30-1152G, HDR/Schiff #13-0979LAB  
20-Dec-13*

**Sample ID** B-4  
@ 0-4'  
Silty Sand

Resistivity	Units	
as-received	ohm-cm	52,000
minimum	ohm-cm	1,479

**pH** 7.3

**Electrical**

**Conductivity** mS/cm 0.36

**Chemical Analyses**

**Cations**

calcium	Ca <sup>2+</sup>	mg/kg	171
magnesium	Mg <sup>2+</sup>	mg/kg	31
sodium	Na <sup>1+</sup>	mg/kg	163
potassium	K <sup>1+</sup>	mg/kg	18

**Anions**

carbonate	CO <sub>3</sub> <sup>2-</sup>	mg/kg	ND
bicarbonate	HCO <sub>3</sub> <sup>1-</sup>	mg/kg	271
fluoride	F <sup>1-</sup>	mg/kg	7.7
chloride	Cl <sup>1-</sup>	mg/kg	52
sulfate	SO <sub>4</sub> <sup>2-</sup>	mg/kg	558
phosphate	PO <sub>4</sub> <sup>3-</sup>	mg/kg	ND

**Other Tests**

ammonium	NH <sub>4</sub> <sup>1+</sup>	mg/kg	ND
nitrate	NO <sub>3</sub> <sup>1-</sup>	mg/kg	16
sulfide	S <sup>2-</sup>	qual	na
Redox		mV	na

Minimum resistivity per CTM 643, Chlorides per CTM 422, Sulfates per CTM 417

Electrical conductivity in millisiemens/cm and chemical analysis were made on a 1:5 soil-to-water extract.  
mg/kg = milligrams per kilogram (parts per million) of dry soil.

Redox = oxidation-reduction potential in millivolts

ND = not detected

na = not analyzed

APPENDIX D

STANDARD SPECIFICATIONS FOR GRADING



## **RECOMMENDED EARTHWORK SPECIFICATIONS**

The following specifications are recommended to provide a basis for quality control during the placement of compacted fill or backfill as applicable.

1. Areas that are to receive compacted fill shall be observed by Soil/Geotechnical Engineer (GE) or his/her representative prior to the placement of fill.
2. All drainage devices shall be properly installed and observed by GE and/or owner's representative(s) prior to placement of backfill.
3. Fill soils shall consist of imported soils or on-site soils free of organics, cobbles, and deleterious material provided each material is approved by GE. GE shall evaluate and/or test the import material for its conformance with the report recommendations prior to its delivery to the site. The contractor shall notify GE 72 hours prior to importing material to the site
4. Fill shall be placed in controlled layers (lifts), the thickness of which is compatible with the type of compaction equipment used. The fill materials shall be brought to optimum moisture content or above, thoroughly mixed during spreading to obtain a near uniform moisture condition and uniform blend of materials, and then placed in layers with a thickness (loose) not exceeding 8 inches. Each layer shall be compacted to a minimum compaction of 90% relative to the maximum dry density determined per the latest ASTM D1557 test. Density testing shall be performed by GE to verify relative compaction. The contractor shall provide proper access and level areas for testing.
5. Rocks or rock fragments less than eight (8) inches in the largest dimension may be utilized in the fill, provided they are not placed in concentrated pockets, except rocks larger than four (4) inches shall not be placed within three (3) feet of finish grade.
6. Rocks greater than eight (8) inches in largest dimension shall be taken offsite, or placed in accordance with the recommendation of the Soils Engineer in areas designated as suitable for rock disposal.
7. Where space limitations do not allow for conventional fill compaction operations, special backfill materials and procedures may be required. Pea gravel or other select fill can be used in areas of limited space. A sand and Portland cement slurry (2 sacks per cubic-yard mix) shall be used in limited space areas for shallow backfill near final pad grade, and pea gravel shall be placed in deeper backfill near drainage systems.



8. GE shall observe the placement of fill and conduct in-place field density tests on the compacted fill to check for adequate moisture content and the required relative compaction. Where less than specified relative compaction is indicated, additional compacting effort shall be applied and the soil moisture conditioned as necessary until adequate relative compaction is attained.
9. The Contractor shall comply with the minimum relative compaction out to the finish slope face of fill slopes, buttresses, and stabilization fills as set forth in the specifications for compacted fill. This may be achieved by either overbuilding the slope and cutting back as necessary, or by direct compaction of the slope face with suitable equipment, or by any other procedure that produces the required result.
10. Any abandoned underground structures such as cesspools, cisterns, mining shafts, tunnels, septic tanks, wells, pipelines or others not discovered prior to grading are to be removed or treated to the satisfaction of the Soils Engineer and/or the controlling agency for the project.
11. The Contractor shall have suitable and sufficient equipment during a particular operation to handle the volume of fill being placed. When necessary, fill placement equipment shall be shut down temporarily in order to permit proper compaction of fills, correction of deficient areas, or to facilitate required field-testing.
12. The Contractor shall be responsible for the satisfactory completion of all earthwork in accordance with the project plans and specifications.
13. Final reports shall be submitted after completion of earthwork and after the Soils Engineer and Engineering Geologist have finished their observations of the work. No additional excavation or filling shall be performed without prior notification to the Soils Engineer and/or Engineering Geologist.
14. Whenever the words "supervision", "inspection" or "control" are used, they shall mean observation of the work and/or testing of the compacted fill by GE to assess whether substantial compliance with plans, specifications and design concepts has been achieved, and does not include direction of the actual work of the contractor or the contractor's workmen.

**RECOMMENDED SPECIFICATIONS**  
**FOR PLACEMENT OF TRENCH BACKFILL**

1. Trench excavations to receive backfill shall be free of trash, debris or other unsatisfactory materials prior to backfill placement, and shall be observed by project soil/geotechnical engineer (GE) representative.
2. Except as stipulated herein, soils obtained from the excavation may be used as backfill if they are essentially free of organics and deleterious materials.
3. Rocks generated from the trench excavation not exceeding three (3) inches in largest dimension may be used as backfill material. However, such material may not be placed within 12 inches of the top of the pipeline. No more than 30 percent of the backfill volume shall contain particles larger than 1-½ inches in diameter, and rocks shall be well mixed with finer soil.
4. Soils (other than aggregates) with a Sand Equivalent (SE) greater than or equal to 30, as determined by ASTM D 2419 Standard Test Method or at the discretion of the engineer or representative in the field, may be used for bedding and shading material in the pipe zone areas. These soils are considered satisfactory for compaction by jetting procedures.
5. No jetting will be permitted in utility trenches within the top 2 feet of the subgrade of concrete slabs-on-grade.
6. Trench backfill other than bedding and shading shall be compacted by mechanical methods as tamping sheepsfoot, vibrating or pneumatic rollers or other mechanical tampers to achieve the density specified herein. The backfill materials shall be brought to optimum moisture content or above, thoroughly mixed during spreading to obtain a near uniform moisture condition and uniform blend of materials, and then placed in horizontal layers with a thickness (loose) not exceeding 8 inches. Trench backfills shall be compacted to a minimum compaction of 90 percent relative to the maximum dry density determined per the latest ASTM D1557 test.
7. The contractor shall select the equipment and process to be used to achieve the specified density without damage to the pipeline, the adjacent ground, existing improvements or completed work.

8. Observations and field tests shall be carried on during construction by GE to confirm that the required degree of compaction has been obtained. Where compaction is less than that specified, additional compaction effort shall be made with adjustment of the moisture content as necessary until the specified compaction is obtained. Field density tests may be omitted at the discretion of the engineer or his representative in the field.
9. Whenever, in the opinion of GE or the Owner's Representative(s), an unstable condition is being created, either by cutting or filling, the work shall not proceed until an investigation has been made and the excavation plan revised, if deemed necessary.
10. Fill material shall not be placed, spread, or rolled during unfavorable weather conditions. When the work is interrupted by heavy rain, fill operations shall not be resumed until field tests by GE indicate the moisture content and density of the fill are as specified.
11. Whenever the words "supervision", "inspection", or "control" are used, they shall mean observation of the work and/or testing of the compacted fill by GE to assess whether substantial compliance with plans, specifications and design concepts has been achieved.

APPENDIX E

SITE-SPECIFIC LIQUEFACTION EVALUATION

## **LIQUEFACTION CALCULATIONS**

Liquefaction analyses were performed on Boring B-9 and both CPT sounding data. The symbols, method and N values used in the liquefaction analyses including detail computations for typical CPT are presented in this Appendix. The general liquefaction analyses including computations for both CPT data are also presented in this Appendix.

## **CONCLUSIONS**

The subsurface soils are anticipated to locally liquefy under the design seismic event. The estimated total seismic settlement is 5.2 inches with maximum differential settlements on the order of 3.5 inches ( $\frac{2}{3} \times 5.2$ ) in a horizontal distance of approximately 30 feet. The potential seismically induced settlement in surface soils can be mitigate with proper foundation design and ground modification or ground improvement as recommended herein.

# LIQUEFACTION ANALYSIS

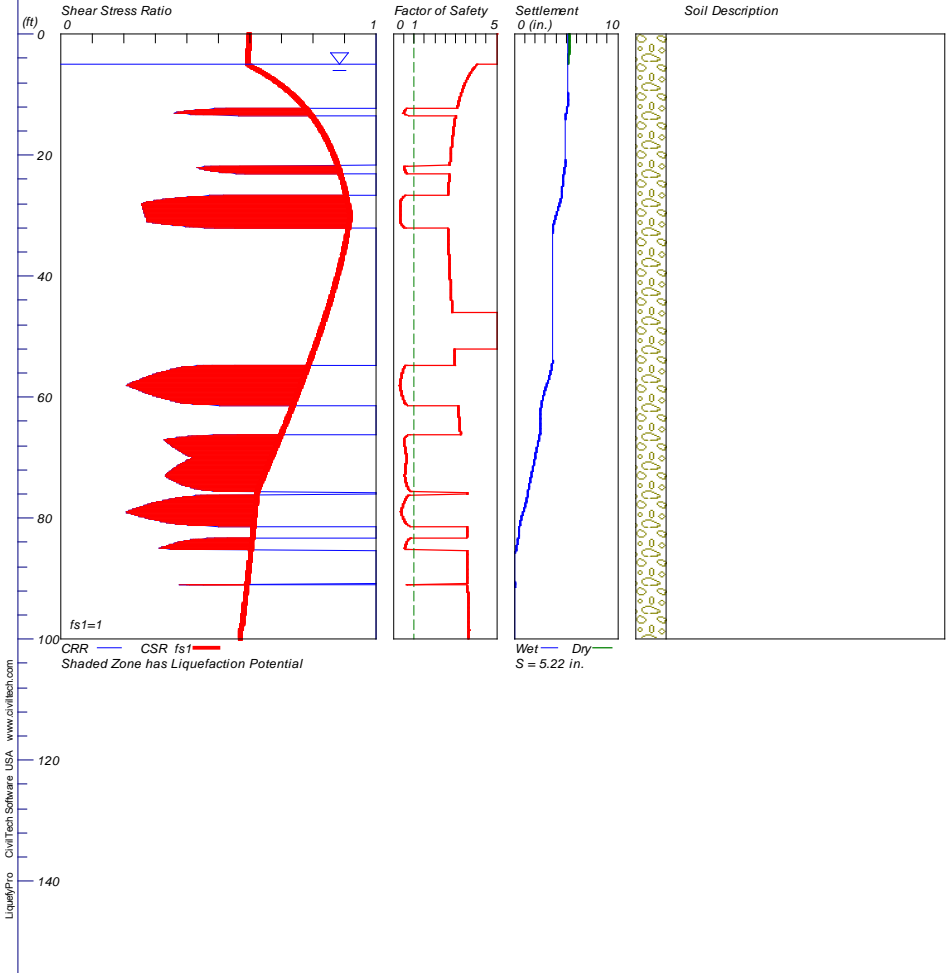
Lemonwood Elementary School

Hole No.=SPT-9 Water Depth=5 ft Surface Elev.=43

Ground Improvement of Fill=2 ft

Magnitude=7

Acceleration=0.921g



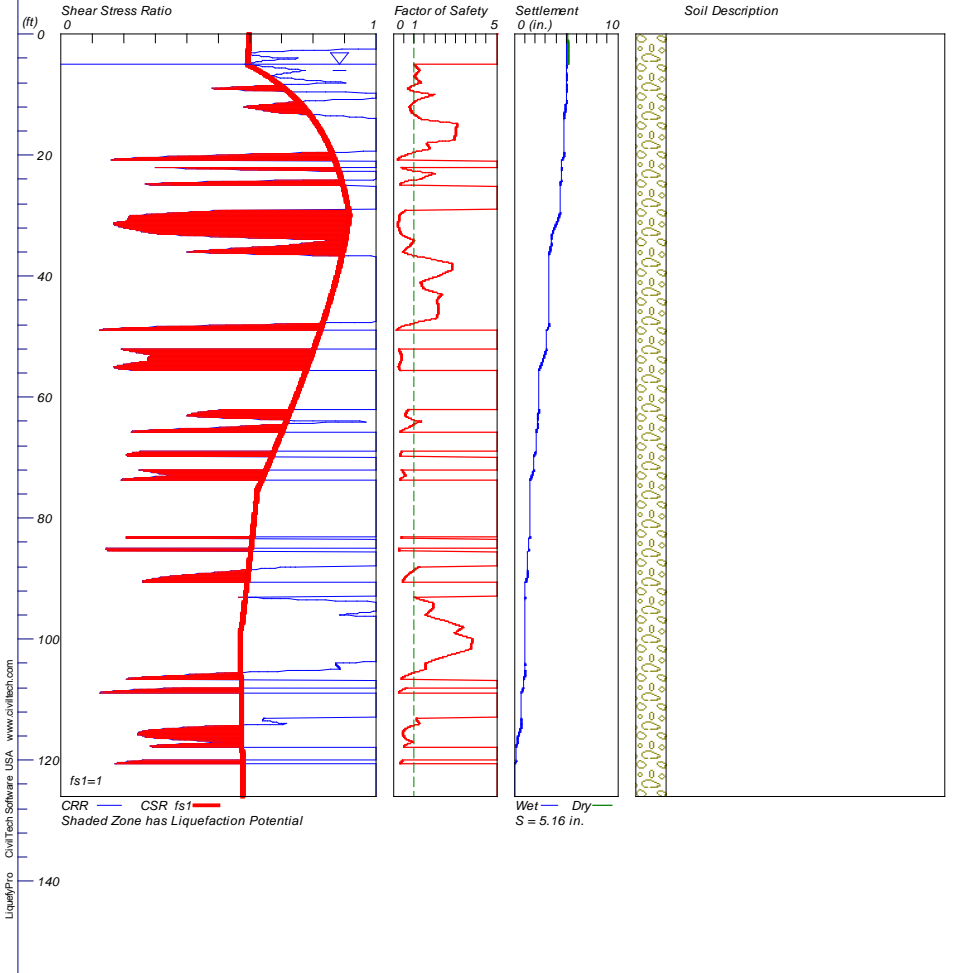
LiquifyPro CivilTech Software USA www.civiltech.com

# LIQUEFACTION ANALYSIS

Lemonwood Elementary School

Hole No.=CPT-1 (Autofine Water Depth=5 ft Surface Elev.=43  
Ground Improvement of Fill=2 ft

Magnitude=7  
Acceleration=0.921g

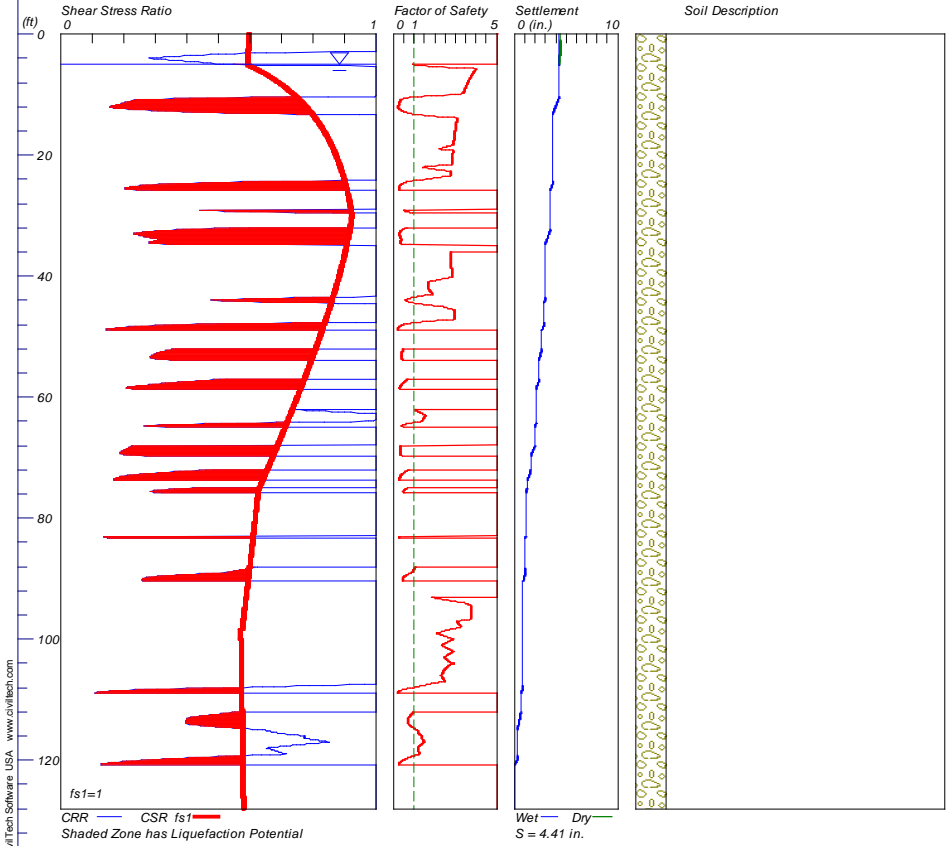


# LIQUEFACTION ANALYSIS

Lemonwood Elementary School

Hole No.=CPT-2 (Autofine Water Depth=5 ft Surface Elev.=43  
Ground Improvement of Fill=2 ft

Magnitude=7  
Acceleration=0.921g



LiquifyPro CivilTech Software USA www.civiltech.com



## **Appendix D**

### *Noise Measurement Results*



Peak Meas Site	Uwpk Excd Location	Excd Number	Over Date	Time	Duration	Leq	SEL	Lmax	Lmin	Peak	Uwpk	L(10)	
	0		0	15May 15	14:38:41	1213.8	67.2	98.1	84	53.4	108	118.7	70.6

L(33)	L(50)	L(90)	Count	Count	loads
65.7	63.7	58.3	255	255	0

**BOARD AGENDA ITEM**

Name of Contributor(s): **DR. JESUS VACA**

Date of Meeting: **OCTOBER 21, 2015**

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

**Approval of Amendment #1 to Agreement #15-116 between the Ventura County Office of Education (VCOE) and the Oxnard School District (District) (Vaca)**

---

**DESCRIPTION OF AGENDA ITEM:**

At the Board meeting of October 7, 2015, the Board of Trustees ratified Agreement #15-116 with the Ventura County Office of Education to provide a two-year Administrative Services Guidelines-based Credential program to District administrators to prepare them to earn the Administrative Clear Credential according to VCOE’s program, approved by the California Commission on Teacher Credentialing.

Amendment #1 is hereby presented for the Board’s consideration and approval in the amount of \$10,000 to cover an increase in cost for the addition of two District administrators to the above-mentioned program, for an ending total cost of \$65,000.

**FISCAL IMPACT:**

\$10,000 to be paid from the Educator Effectiveness Grant in the General Fund.

**RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent of Human Resources that the Board of Trustees approve Amendment #1 to Agreement #15-116 between the District and VCOE, as presented.

**ADDITIONAL MATERIAL(S):**

- Amendment #1 re: Ventura County Office of Education (1 page)
- Letter from Claudia Frandsen dated 10/1/15, including a revised Agreement in the amount of \$65,000 (2 pages)
- Original Agreement #15-116, Ventura County Office of Education in the amount of \$55,000 (1 page)

**AMENDMENT #1 TO AGREEMENT #15-116  
WITH VENTURA COUNTY OFFICE EDUCATION**

At the Board meeting of October 7, 2015, the Board of Trustees ratified Agreement #15-116 with the Ventura County Office of Education to provide a two-year Administrative Services Guidelines-based Credential program to District administrators to prepare them to earn the Administrative Clear Credential according to VCOE's program, approved by the California Commission on Teacher Credentialing.

Amendment #1 is hereby presented for the Board's consideration and approval in the amount of \$10,000 to cover an increase in cost for the addition of two District administrators to the above-mentioned program, for an ending total cost of \$65,000.

**VENTURA COUNTY OFFICE OF EDUCATION**

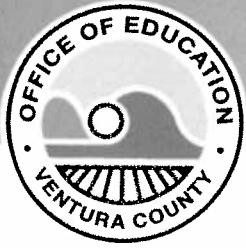
By: \_\_\_\_\_ Dated: \_\_\_\_\_

Valerie Chrisman, Ed.D.  
Associate Superintendent, Educational Services

**OXNARD SCHOOL DISTRICT**

By: \_\_\_\_\_ Dated: \_\_\_\_\_

Dr. Jesus Vaca  
Assistant Superintendent, Human Resources & Support Services



## VENTURA COUNTY OFFICE OF EDUCATION

Stanley C. Mantooth, County Superintendent of Schools

October 1, 2015

Oxnard Elementary School District  
Attention: Human Resources  
1051 South A Street  
Oxnard, CA 93030

To Whom It May Concern:

Enclosed are two copies of the MOU agreement with the Ventura County Office of Education for the participation of the following candidate(s) in the Administrative Services Credential program provided by the Leadership Support Services Department.

Gabriel Covarrubias, Elena Garcia, Susan Grajeda, Greta Culty, Rosaura Castellanos,  
Bethany Connick, Gilberto Elizarraraz, Sarah Lepe, Derek Olson, Erica Ultreras,  
Paola Vargas, Nadia Villapudua, Kristin Haidet

Please sign both of the attached agreements, keep one for your records and return the other to our office at Ventura County Office of Education, Leadership Support Services, 5100 Adolfo Road, Camarillo, CA 93012.

Sincerely,

A handwritten signature in cursive script that reads "Claudia Frandsen".

Claudia Frandsen | Director  
Leadership Support Services  
(805) 437-1301  
[cfrandsen@vcoe.org](mailto:cfrandsen@vcoe.org)

Enclosures (2)

**AGREEMENT BETWEEN  
VENTURA COUNTY OFFICE OF EDUCATION AND OXNARD ELEMENTARY SCHOOL DISTRICT  
#15-116**

The scope of this document is to define the roles and responsibilities of Ventura County Office of Education Leadership Support Services Department in providing the Administrative Services Guidelines-based Credential program to administrators in the Oxnard Elementary School District.

This serves as a Memorandum of Understanding and Responsibility Agreement that the **Oxnard Elementary School District** and the **Ventura County Office of Education** will work together toward preparing administrators to earn the Administrative Clear Credential according to the Ventura County Office of Education's program approved by the California Commission on Teacher Credentialing.

- a. **Ventura County Office of Education agrees to:** Provide six training sessions in Year 1 and six training sessions Year 2 and aligned job-embedded activities to develop candidate competency in the California Professional Standards for Educational Leaders (CPSELs).
  - b. Provide six training sessions in Year 1 and six training sessions in Year 2 for district-identified coaches. The coaches will use training materials and job-embedded program activities to guide and support their district candidates during monthly coaching sessions.
  - c. Provide a system for data collection and state reporting.
  - d. Provide support and monitor the candidate's completion of the on-line portfolio.
  - e. Provide coaches with support and direction for the monthly coaching sessions.
  - f. Maintain ownership of all proprietary training documents, materials and data developed for the candidate and coach training sessions.
- 1. Oxnard Elementary School District agrees to:**
- a. Pay, or make arrangements for each candidate to pay, Ventura County Office of Education Teacher Support Services Department \$225 for application fees and state reporting services.
  - b. Pay, or make arrangements for each candidate to pay, Ventura County Office of Education Leadership Support Services Department \$2,500 in 2015-16 and \$2,500 in 2016-17 for all training sessions, materials and books. Invoices will be sent in September 2015 and September 2016.
  - c. Identify a district contact person and district-provided coach to work collaboratively with the Ventura County Office of Education to ensure candidate success in his/her current work context. If the district is unable to provide a coach, VCOE will provide one for the candidate at an additional cost.

**District Contact** \_\_\_\_\_ **Coach(es)** \_\_\_\_\_  
Name and Title (Supt., Asst. Supt., HR Director) Name and Title

**2. Candidate(s):**

Gabriel Covarrubias: \$5,000    Elena Garcia: \$5,000    Susan Grajeda: \$5,000    Greta Cuiilty: \$5,000  
Rosaura Castellanos: \$5,000    Bethany Connick: \$5,000    Gilberto Elizarraraz: \$5,000  
Sarah Lepe: \$5,000    Derek Olson: \$5,000    Erica Ultreras: \$5,000    Paola Vargas: \$5,000  
Nadia Villapudua: \$5,000    Kristin Haidet: \$5,000    **Total: \$65,000**

The Ventura County Office of Education shall monitor this Agreement to oversee implementation of project activities. This Memorandum of Understanding and Responsibility Agreement shall be effective upon signature and implemented from September 2015 through June 2017.

**For the Oxnard Elementary School District**

\_\_\_\_\_  
Name and Title:

\_\_\_\_\_  
Date

**For the Ventura County Office of Education**

Valerie Chrisman  
Valerie Chrisman, Ed.D.  
Associate Superintendent Educational Services

10-1-15  
Date

AGREEMENT # 15-116

AGREEMENT BETWEEN  
VENTURA COUNTY OFFICE OF EDUCATION AND OXNARD ELEMENTARY SCHOOL DISTRICT

The scope of this document is to define the roles and responsibilities of Ventura County Office of Education Leadership Support Services Department in providing the Administrative Services Guidelines-based Credential program to administrators in the Oxnard Elementary School District.

This serves as a Memorandum of Understanding and Responsibility Agreement that the **Oxnard Elementary School District** and the **Ventura County Office of Education** will work together toward preparing administrators to earn the Administrative Clear Credential according to the Ventura County Office of Education's program approved by the California Commission on Teacher Credentialing.

- a. **Ventura County Office of Education agrees to:** Provide six training sessions in Year 1 and six training sessions Year 2 and aligned job-embedded activities to develop candidate competency in the California Professional Standards for Educational Leaders (CPSELs).
- b. Provide six training sessions in Year 1 and six training sessions in Year 2 for district-identified coaches. The coaches will use training materials and job-embedded program activities to guide and support their district candidates during monthly coaching sessions.
- c. Provide a system for data collection and state reporting.
- d. Provide support and monitor the candidate's completion of the on-line portfolio.
- e. Provide coaches with support and direction for the monthly coaching sessions.
- f. Maintain ownership of all proprietary training documents, materials and data developed for the candidate and coach training sessions.

**1. Oxnard Elementary School District agrees to:**

- a. Pay, or make arrangements for each candidate to pay, Ventura County Office of Education Teacher Support Services Department \$225 for application fees and state reporting services.
- b. Pay, or make arrangements for each candidate to pay, Ventura County Office of Education Leadership Support Services Department \$2,500 in 2015-16 and \$2,500 in 2016-17 for all training sessions, materials and books. Invoices will be sent in September 2015 and September 2016.
- c. Identify a district contact person and district-provided coach to work collaboratively with the Ventura County Office of Education to ensure candidate success in his/her current work context. If the district is unable to provide a coach, VCOE will provide one for the candidate at an additional cost.

**District Contact** \_\_\_\_\_ **Coach(es)** \_\_\_\_\_  
 Name and Title (Supt., Asst. Supt., HR Director) Name and Title

**2. Candidate(s):**

Gabriel Covarrubias: \$5,000    Elena Garcia: \$5,000    Susan Grajeda: \$5,000    Greta Cuilty: \$5,000  
 Rosaura Castellanos: \$5,000    Bethany Connick: \$5,000    Gilberto Elizarraraz: \$5,000  
 Sarah Lepe: \$5,000    Derek Olson: \$5,000    Erica Ultreras: \$5,000    Paola Vargas: \$5,000    **Total: \$55,000**

The Ventura County Office of Education shall monitor this Agreement to oversee implementation of project activities. This Memorandum of Understanding and Responsibility Agreement shall be effective upon signature and implemented from September 2015 through June 2017.

**For the Oxnard Elementary School District**

\_\_\_\_\_  
Name and Title:

\_\_\_\_\_  
Date

**For the Ventura County Office of Education**

*Valerie Chrisman*  
\_\_\_\_\_  
Valerie Chrisman, Ed.D.

*9-21-15*  
\_\_\_\_\_  
Date

Associate Superintendent Educational Services

**BOARD AGENDA ITEM**

**Name of Contributor:** Robin Freeman

**Date of Meeting:** 10/21/15

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

**Approval of Agreement #15-117 – Shavonn Swain-KNS Rockstar (Freeman/Bond)**

Shavonn Swain-KNS Rockstar will provide a motivational and positive presentation which will focus on “Stop the Bullying and Conquer Your Dreams” to the students of Haydock Middle School.

**FISCAL IMPACT:**

Not to exceed \$2,000.00 – Discretionary

**RECOMMENDATION:**

It is the recommendation of the Principal, Haydock Middle School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-117 with Shavonn Swain-KNS Rockstar.

**ADDITIONAL MATERIALS:**

**Attached:** Agreement #15-117, Shavonn Swain-KNS Rockstar (3 Pages)



**Speaker Agreement  
between  
The Motivational Assembly Program and Oxnard Elementary School District**

Event / Course Title:	The Motivational Assembly/ Stop the Bullying and Conquer Your Dreams School Tour
Date:	October 29, 2015
Location:	Haydock Intermediate School
Format:	Assembly
Sessions:	(2) 1 hour sessions / 1 day Total: 2 hours/ 1 day
Days:	Full-day assembly schedule Arrival - 3 hours prior setup Departure - 1 ½ hour breakdown 30-40 minutes for lunch
Speaker Name:	Shavonn Swain (Co-Speaker Keyi Turner)
Address:	100 Sarita Dr.
City, State, Zip:	Oxnard, Ca. 93030
Telephone:	805-330-1351
Contact Name:	Shavonn Swain
<b>TERMS &amp; CONDITIONS</b>	
Speaking Fee (Honorarium):	Total: \$2,000  \$1,000 per assembly; includes motivational speaking, incentives/ giveaways, the famous KNS speech off contest, and a live music concert.  \$1,000 in the form of a check will be sent to the speaker by mail no later than Oct. 23, 2015. The remaining balance of \$1,000 will be paid via a check, on site upon completion of presentations.
Release / Disclosure:	Assembly format may NOT be disclosed.
Expenses - Travel:	N/A

Expenses - Per Diem:	Meal/ Lunch will be provided to speaker(s) by the School Site or District. <ul style="list-style-type: none"> <li>Please contact speaker for hospitality/ lunch details</li> </ul>
Expenses - Hotel:	N/A
Audiovisual Equipment:	<ul style="list-style-type: none"> <li>Speaker will provide laptop, sound equipment, microphones, and lighting. If Speaker requires any other AV equipment they will notify the school site in advance.</li> <li>School Site or District will provide LCD projector and screen.</li> </ul>
Items for Display:	Speaker may display signage/ banners that include sponsor logos.
Speaker's Personal Belongings:	Speaker will be responsible for his/her personal belongings during the event.
Materials and Printing:	Speaker may provide inspirational handouts; posters, cd's, and etc.
Copyright Clause:	<p>The materials are intended for the sole purpose of giving to the students who attend the assemblies. It may not be copied, sold or given away for any other purpose without expressed written permission of the Speaker.</p> <p>Additionally, the assembly format provided may not be disclosed, copied and/ or distributed in any way.</p>
Mentorship:	Speaker has the right to provide students with website and social media contact information to continue to inspire, motivate, and uplift the up coming generations in our community.
ADA Clause:	The Speaker agrees to work with the school site in order to meet the needs of any students indicating a requirement for special seating, lighting, and/or materials due to visual, auditory or other impairments in accordance with provisions outlined within the Americans With Disabilities Act.
Assembly Program	Includes: Motivational Speaking, Speech Off Contest (Giving Your Students A Voice) / Creative Therapeutic Session, Giveaways/ Incentives, Music Arts/ Live Performance

Cancellation Clause:	<p>If School Site or District cancels the event:</p> <ul style="list-style-type: none"> <li>• Cancellation between one to three weeks prior to class – 50% of speaker fee.</li> <li>• Cancellation in last week prior to class – 75% of speaker fee.</li> <li>• If Chapter cancels the event and does not use the services of Speaker once the contract has been executed, Chapter may remain fully responsible to Speaker for the cost of any prepaid expenses.</li> </ul> <p>If Speaker postpones:</p> <ul style="list-style-type: none"> <li>• A new date will immediately be rescheduled within 24 hours for assembly to be held within a 5-10 days period following the 24 hours.</li> </ul>
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ACCEPTANCE		
x	805-385-1501	
<i>Signature</i> <b>Lisa A. Franz, D.P., Oxnard School District</b>	<b>Phone #</b>	<b>Date</b>
x	805-330-1351	
<i>Signature</i> <b>Shavonn Swain, Motivational Speaker</b>	<b>Phone #</b>	<b>Date</b>

**BOARD AGENDA ITEM**

**Name of Contributor(s):** Robin Freeman

**Date of Meeting:** 10/21/15

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

**Approval of Agreement #15-153 – Anti-Defamation League (Freeman/West)**

The Anti-Defamation League will provide each of the three middle schools with a day of A WORLD OF DIFFERENCE Institute Step UP! assemblies. The assemblies are intended to include all students and all grade levels. The program is designed to give a voice to the targets of bullying and prejudice, build empathy in the aggressors, and inspire bystanders to become allies.

**FISCAL IMPACT:**

\$3,500.00 – MSAP Funds

**RECOMMENDATION:**

It is recommended by the Project Director, MSAP, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-153 with the Anti-Defamation League.

**ADDITIONAL MATERIAL(S):**

**Attached:** Agreement #15-153, Anti-Defamation League (13 Pages)  
Proposal, Anti-Defamation League (1 Page)

## OXNARD SCHOOL DISTRICT

### Agreement #15-153

#### AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 21st day of October, 2015 by and between the Oxnard School District (“District”) and the Anti-Defamation League (“Consultant”). District and Consultant are sometimes hereinafter individually referred to as “Party” and hereinafter collectively referred to as the “Parties.”

#### RECITALS

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

#### OPERATIVE PROVISIONS

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

- Incorporation of Recitals and Exhibits.** The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.
- Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from **October 22, 2015** through **December 18, 2015** (the “Term”). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.
- Time for Performance.** The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.
- Compensation and Method of Payment.** Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** “Compensation”. The total compensation, including reimbursement for actual expenses, shall not exceed Three Thousand Five Hundred Dollars (\$3,500.00), 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: Robin Freeman  
                                      Phone: 805.385.1501 x2301  
                                      Fax: 805.486.7358

To Consultant:                Anti-Defamation League  
                                      1528 Chapala Street, Suite 301  
                                      Santa Barbara, CA 93101  
                                      Attention: Cyndi Silverman  
                                      Phone: 805.564.6670  
                                      Fax: 805.564.6680

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.** **DEBRA WEST** shall be in charge of administering this Agreement on behalf of the District. The Administrator 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:**

**ANTI-DEFAMATION LEAGUE:**

\_\_\_\_\_  
*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 #15-153

**EXHIBIT A**  
**TO AGREEMENT FOR CONSULTANT SERVICES #15-153**

**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:

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

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 #15-153

**EXHIBIT B**  
**TO AGREEMENT FOR CONSULTANT SERVICES #15-153**

**COMPENSATION**

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

**\*SEE ATTACHED PROPOSAL**

**II. Consultant may utilize subcontractors as indicated in this Agreement. The hourly rate for any subcontractor is not to exceed \$0.00 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 \$3,500.00, as provided in Section 4 of this Agreement.**

- Not Project Related
- Project #15-153

**EXHIBIT C**  
**TO AGREEMENT FOR CONSULTANT SERVICES #15-153**

**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) one hundred thousand (\$100,000)/three hundred thousand dollars (\$300,000).

(3) Insurance coverage should include:

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

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

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

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

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

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

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

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

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

Not Project Related

Project #15-153

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 #15-153

**EXHIBIT D**  
**TO AGREEMENT FOR CONSULTANT SERVICES #15-153**

**CONFLICT OF INTEREST CHECK**

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

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

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

Date: \_\_\_\_\_

By: \_\_\_\_\_  
*Lisa A. Franz*  
*Director, Purchasing*



## Anti-Defamation League's Santa Barbara/Tri-Counties Region Anti-Bias Training

### TRAINING PROGRAMS:

**A WORLD OF DIFFERENCE® Institute Step UP! Assemblies**

### PROGRAM GOALS:

A program for middle schools students designed to give a voice to the targets of bullying and prejudice, build empathy in the aggressors and inspire bystanders to become allies. **Support an inclusive and respectful school environment. Diminish name-calling and bullying. Encourage students to take responsibility.**

### PROGRAM COSTS:

**A WORLD OF DIFFERENCE® Institute Step UP! Assembly**

- 6-8 Assemblies for 3 Oxnard School District Middle Schools
  - **Training Cost:** \$750 per Day (trainers fees~ 2 trainers)
  - **Applicable Travel Expenses** for two ADL Trainer
  - **Training Materials**

**Total Cost: \$3500**

### PROGRAM LOGISTICS:

#### Participants

- Up to 400 students per assembly (negotiable)

#### Required Program Materials

- Large meeting room
- Scrap Paper
- Screen & projector
- Hand-held microphones

### PROGRAM TIMING:

#### Proposed Dates:

**10/29/15, 11/2/15, 11/3/15, 11/4/15, 11/5/15**

### FOR ADDITIONAL INFORMATION:

Cyndi Silverman, Regional Director  
Anti-Defamation League  
1528 Chapala Street, Suite 301  
Office: 805-564-6670  
Fax: 805-564-6680  
[csilverman@adl.org](mailto:csilverman@adl.org)

**BOARD AGENDA ITEM**

**Name of Contributor(s):** Robin Freeman

**Date of Meeting:** 10/21/15

**STUDY SESSION** \_\_\_\_\_

**CLOSED SESSION** \_\_\_\_\_

**SECTION B: HEARINGS** \_\_\_\_\_

**SECTION C: CONSENT**   **X**  

**SECTION D: ACTION** \_\_\_\_\_

**SECTION E: REPORTS/DISCUSSION** \_\_\_\_\_

**SECTION F: BOARD POLICIES**      1<sup>st</sup> Reading \_\_\_\_\_      2<sup>nd</sup> Reading \_\_\_\_\_

**Approval of Agreement #15-154 – MARE-Lawrence Hall of Science (Freeman/West)**

MARE-Lawrence Hall of Science, University of California, Berkeley will deliver a full-day teacher workshop on the Ocean Science Sequence program for up to 32 Oxnard School District Middle School teachers.

**FISCAL IMPACT:**

\$6,192.75 (includes accommodations & incidentals up to \$750.00) – MSAP Funds

**RECOMMENDATION:**

It is recommended by the Project Director, MSAP, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-154 with MARE-Lawrence Hall of Science.

**ADDITIONAL MATERIAL(S):**

**Attached:**      Agreement #15-154, MARE-Lawrence Hall of Science (3 Pages)



**THE LAWRENCE  
HALL OF SCIENCE**

**This order will be cancelled if  
this signed contract is not received by 10/26/2015**

CONTRACT FOR IN-SERVICE  
CONTRACT NO. **MR16-1003**

Institution ("Client"): **Oxnard Elementary School District**  
Contact Person: **Debra West, Project Director, Magnet Schools Assistance Program**  
Address: **1051 South A Street**  
City/State/Zip: **Oxnard, CA 93030-7442**  
Telephone: **805-385-1501 x1501**  
Email: [dwest@oxnardsd.org](mailto:dwest@oxnardsd.org)

Title of Service: **Ocean Science Sequence for Grades 6-8 Workshop**  
LHS Performance Dates: **October 28, 2015**  
Description of Services: **(See attached Exhibit A)**  
Cost: **\$5,442.75 plus accommodation & incidental expenses up to \$750**

Client payment (by Purchase Order, check, money order, or credit card) and one signed copy of this contract are due to LHS by the due date shown in the box at the top of this Contract.

Please make checks payable to "UC Regents - Lawrence Hall of Science", Federal Tax I.D. # 94-6002123.

Return a signed contract and payment to:

**MARE**  
**Lawrence Hall of Science, University of California, Berkeley, CA 94720-5200**  
**Attn: MARE/Business Office Rm 208**

For questions regarding this contract please contact: Jo Ann Schneider Phone: 510-642-0233  
or Email: [jschneider@berkeley.edu](mailto:jschneider@berkeley.edu)

For questions regarding MARE programs and services, please contact: Emily Weiss or Sarah Pedemonte  
Phone: 510-642-5008 Email: [spedemonte@berkeley.edu](mailto:spedemonte@berkeley.edu), [weisse@berkeley.edu](mailto:weisse@berkeley.edu)

**This contract must be signed in order to be processed. Please sign and return.**

This Agreement, effective as of the last date of signing below, sets forth the terms and conditions for The Regents of the University on behalf of its LAWRENCE HALL OF SCIENCE ("LHS" or "University") to provide Client certain services during the LHS Performance Dates as set forth herein. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original and all of which will constitute one and the same Agreement. A faxed or scanned signature will be treated as an original.

**1. INDEPENDENT CONTRACTOR STATUS.** This Agreement is by and between two independent contractors and is not intended to and will not be construed to create the relationship of agent, employee, partnership, joint venture, or association.

**2. DISCLAIMER OF WARRANTY.** UNIVERSITY MAKES NO REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. University will not be liable for any costs, damages, fees or other liability, nor for any direct, indirect, special, incidental or consequential damages (including lost profits) with respect to any claims by Client or any third party on account of or arising from the performance of this Agreement. Client acknowledges and accepts that University services are provided on an as-is basis.

**3. INDEMNIFICATION.** Each party will defend, indemnify and hold the other party, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents.

**4. INSURANCE.** Each party will maintain a program of general liability insurance or self-insurance, including automobile coverage, in such amount as may be reasonably necessary to assure compliance with the indemnification provision above. If requested, each party agrees to provide the other with a certificate of insurance or self-insurance, documenting such insurance coverage, upon signing of this contract.

**5. INTELLECTUAL PROPERTY.** The Regents of the University of California will retain all rights, title, and interest in and to any and all intellectual property delivered or generated in the course of providing services to Client, and no transfer of such intellectual property will be made by such performance or generation.

**6. USE OF UNIVERSITY NAME.** (a) Client may not use the name of the University of California, or any abbreviation thereof, or any name of which "University of California" is a part, or any trademarks of the University, in any commercial context, such as may appear on products, in media (including web sites) and print advertisements in cases when such use may imply an endorsement or sponsorship of Client or Client's program, products or services. All uses of the University's name, trademarks and logos, therefore, must first receive prior written consent of the University through its office of Business Contracts and Brand Protection. This provision is in compliance with the State of California Education Code Section 92000. (b) Client may use factual information such as the name and location of the Lawrence Hall of Science and factual information about University participants to describe their roles in providing the services under this Agreement.

**7. ENTIRE AGREEMENT.** This Agreement contains the entire agreement and understanding between the parties and supercedes all prior written or oral agreements with respect to the subject matter herein, and any additional purchase orders or requirements documents. Any modification to this Agreement must be made in writing and signed by the authorized representatives of the parties.

**8. GOVERNING LAW.** This Agreement will be governed by the laws of the State of California.

**9. CANCELLATION.** A cancellation fee will apply to cancellations that are made by Client before the scheduled service. The cancellation fee is: 10% of total program cost for cancellations made less than 8 weeks before the service date, 20% of total program costs for cancellations made less than 4 weeks before the service date, or 50% of total program costs for cancellations made less than 2 weeks before the service date. Client will be responsible for any non-cancelable obligations incurred by the Lawrence Hall of Science before cancellation.

**10. REPRESENTATIONS AND WARRANTIES.** The individual signing this agreement on behalf of Client represents and warrants that s/he is duly authorized to execute and deliver this Agreement and, if applicable, that Client is duly authorized to represent third parties receiving LHS services hereunder.

CLIENT

THE REGENTS OF THE  
UNIVERSITY OF CALIFORNIA

Signature

Date

Lisa A. Franz, Director

Name/Title

Purchasing

Signature

Date

Susan Gregory

Deputy Director, Lawrence Hall of Science

**Scope of Work/Description of Services/Budget**

**Description of Services:**

Two LHS professional learning specialists will provide one full-day workshop with potential for four break-out sessions.

**Cost:**

Full-day workshop with two staff	\$3,000.00
Travel days for two staff	\$2,000.00
Mileage, 770 miles roundtrip @ \$0.575/mile	<u>\$442.75</u>
<b>Subtotal</b>	<b>\$5,442.75</b>
Hotel & Incidentals, up to \$750 (expense will be invoiced based on receipts)	<u>\$750.00</u>
<b>Total</b>	<b>\$6,192.75</b>

**Payment Details:**

We will be providing payment by: (check one)

- Check
- Credit card
- Purchase Order No. \_\_\_\_\_

**Payment will be due upon receipt of invoice, payable to UC Regents,  
Federal Tax I.D. # 94-6002123**

**BOARD AGENDA ITEM**

**Name of Contributor:** Robin Freeman

**Date of Meeting:** 10/21/15

**STUDY SESSION** \_\_\_\_\_

**CLOSED SESSION** \_\_\_\_\_

**SECTION B: HEARINGS** \_\_\_\_\_

**SECTION C: CONSENT**     **X**    

**SECTION D: ACTION** \_\_\_\_\_

**SECTION E: REPORTS/DISCUSSION** \_\_\_\_\_

**SECTION F: BOARD POLICIES** 1<sup>st</sup> Reading \_\_\_\_\_ 2<sup>nd</sup> Reading \_\_\_\_\_

**Approval of Agreement #15-155 – Oxnard Performing Arts Center (Freeman/Thomas)**

This agreement is for the Magic Show with Garry Carson which will be held at the Oxnard Performing Arts Center (OPAC) on Thursday, October 29, 2015.

**FISCAL IMPACT:**

Not to Exceed \$1,682.25 – ASES Grant

**RECOMMENDATION:**

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #15-155 with the Oxnard Performing Arts Center.

**ADDITIONAL MATERIALS:**

**Attached:** Agreement #15-155, Oxnard Performing Arts Center (12 Pages)

PERFORMING ARTS AND CONVENTION CENTER  
LICENSE AGREEMENT - THEATER

This Performing Arts and Convention Center License Agreement (“Agreement”) is made and entered into in the County of Ventura, State of California, this 21st day of Oct, 2015, by and between the Oxnard Performing Arts and Convention Center Corporation, a nonprofit corporation, (“PAC”), and Oxnard School District (“Licensee”).

WHEREAS, PAC operates and maintains the Oxnard Performing Arts and Convention Center Theater for use by various organizations, entities and persons for conventions, trade shows, exhibitions, theatrical performances, meetings, concerts, and similar activities; and

WHEREAS, PAC hereby desires to make the Oxnard Performing Arts and Convention Center Theater available to Licensee for a license fee.

NOW, THEREFORE, PAC and Licensee agree as follows:

1. Facilities Provided

a. PAC hereby authorizes Licensee to use the Oxnard Performing Arts and Convention Center Theater (“Theater”) as more particularly located at 800 Hobson Way, Oxnard, California 93030.

b. PAC agrees to provide Licensee with standard furnishings and equipment including heating, air conditioning, general lighting use of stage, dressing rooms and orchestra pit.

c. PAC agrees to provide Theater for Licensee’s use including the following services: necessary custodial services, utilities, general supervision by Stage Manager, one public address set-up with three microphones, and one lighting set-up.

d. PAC agrees to provide Licensee with the following special equipment/ supplies and personnel:

- (1) Equipment/Supplies
  - (a) Special Lighting NC
  - (b) Risers \_\_\_\_\_
  - (c) Electric/Gas (excess) \_\_\_\_\_
  - (d) Orchestra Shell \_\_\_\_\_
  - (e) Stage Extension \_\_\_\_\_
  - (f) Stage Monitors \_\_\_\_\_
  - (g) Colour Media \_\_\_\_\_

(2) Personnel



(a) House Manager	<u>\$ 300.00</u>
(b) Ushers (2) 2 shows	<u>240.00</u>
(c) Stage Technicians	<u>1417.25</u>

2. Coordination of Use

All uses of Theater are to be coordinated with the PAC Executive Director or designee (“Executive Director”) and shall be under the general direction of Executive Director.

3. License Period

PAC agrees that Licensee may use the Theater on the following dates, during the hours specified below:

Moving In: Oct 29, 2015, 11:00 a. m. to \_\_\_\_\_ m.  
 Moving Out: Oct 29, 2015, 9:00 p. m to 9:30 p. m.

Performance/Event Oct 29, 2015, 4:00 p. m. to 9:00 p. m. (2 shows)

4. Reservation Fee

Licensee agrees to pay PAC a non-refundable reservation fee in the amount of \$ \_\_\_\_\_ to Executive Director. The PAC shall credit the reservation fee toward payment of other fees and charges owed by Licensee.

5. License Fee

a. Licensee agrees to pay PAC the following fees for the use of Theater and the use of any special equipment/supplies and personnel:

(1) License Fee	<u>          </u>
(2) Equipment/Tickets	<u>N/C</u>
(3) Personnel	<u>1,657.25</u>
(4) Non-refundable process fee	<u>25.00</u>
TOTAL	<u>\$ 1,682.25</u>

b. Licensee agrees to pay any addendum charges for additional services or equipment related to Licensee’s use of the Theater. An estimate of any addendum charges is

attached hereto as Exhibit A and incorporated herein by this reference. The actual addendum charges will be determined after the PAC has actually provided the services or equipment.

6. Gross Receipts Fees

If the license fee is based on gross receipts, gross receipts shall mean the total sums, exclusive of taxes, collected from patrons by Licensee.

7. No Free Passes

Licensee may not issue free passes or admissions to Licensee's event without the written consent of Executive Director.

8. Maintenance of Records

Licensee shall maintain true and accurate records of receipts of admissions and concessions sales, if any, and shall satisfactorily and thoroughly account for the receipt thereof. Executive Director shall have the right to inspect such records.

9. Proposed Event

The event to be presented by Licensee shall consist of: "Benefit Magic Show ". Licensee's use of the Theater shall be limited to the event as described herein.

10. Fee for Admission

a. PAC agrees that Licensee may charge admission during the proposed use of Theater by Licensee.

b. (1) Licensee agrees to include in the price of admission to the Theater a "Facility Restoration Fee" of \$ .50 per ticket for tickets priced less than \$15.00 and \$1.00 per ticket for tickets priced at \$15.00 or more. The Facility Restoration Fee is for the exclusive benefit of the PAC Facility Restoration Fund.

(2) All advertising for Licensee's event at the Theater shall include the following statement: "A Facility Restoration Fee shall be added to each ticket."

(3) Licensee agrees, that for general admission events without tickets for sale, Licensee shall pay a \$ .50 per admission Facility Restoration Fee as an addendum charge.

11. Removal of Property

a. Licensee agrees to remove from Theater, on or before 8:00 a.m. on the 30th day of October, 2015, all property, goods, equipment, supplies and effects belonging to Licensee or caused by Licensee to be brought to Theater.

b. If any such property is not removed by the above stated time, Licensee authorizes Executive Director to sell the property in any manner Executive Director deems appropriate and to hold the proceeds from the sale for Licensee, less any costs incurred by PAC.

c. Executive Director may, in his or her sole discretion, store, or cause to be stored, any such property not removed by the above stated time. Licensee agrees to pay PAC all costs associated with such storage.

#### 12. PAC Not Liable For Licensee's Property

In the receipt, handling, care or custody of property of any kind shipped or otherwise delivered to Theater either prior to, during, or subsequent to the use of Theater by Licensee, PAC and its officers, agents and employees shall act solely for the accommodation of Licensee; and neither PAC nor its officers, agents or employees shall be liable for any loss, damage or injury to such property.

#### 13. Handling Funds

a. In the handling, control, custody and keeping of funds whether the funds are received through the PAC box office or otherwise, Licensee agrees that PAC is acting for the accommodation of Licensee, and as to such funds PAC shall not be liable to Licensee or to any other person for any loss, theft or defalcation thereof, whether such loss, theft, or defalcation is caused or done by officers, employees or agents of the PAC.

b. No PAC officer, employee or agent shall be liable for any loss, theft or defalcation of such funds unless PAC willfully causes or permits the same or unless the loss, theft or defalcation was caused by the gross negligence of an officer, employee or agent of PAC.

#### 14. Prop Entrance

Licensee shall bring all prop articles, fixtures, materials, displays into or out of Theater only at such entrances as may be designated by Executive Director.

#### 15. Care of Theater

Licensee will not drive any nails, screws, tacks, pins, or other objects into the floors, walls, ceilings, partitions, doors, door or window casings, or woodwork of Theater and will not in any manner change or move any of the fixtures of Theater except as may be authorized by Executive Director.

#### 16. Electrical Work and Plans

Licensee shall file with Executive Director a description of all electrical work and a plan or description of any structures, or decorations to be erected for the event. Licensee will not construct or erect such electrical work, structures, or decorations without prior written approval by Executive Director.

17. Animals Prohibited

Licensee agrees that no domestic or wild animals or birds shall be taken into, or kept in or about Theater, or any part thereof, without the written consent of Executive Director.

18. Signs Require Permission

Licensee agrees that no signs or advertisements shall be placed in, on, or about Theater without the consent of Executive Director.

19. Televising Requires Permission

No event presented in Theater shall be broadcast, televised, or in any manner recorded for reproduction without the written consent of Executive Director.

20. Conduct of Persons

a. Licensee agrees to comply with all ordinances, statutes, rules and regulations applicable to the conduct or operation of the activities of Licensee herein permitted, Licensee shall provide adequate security protection to maintain order in and about Theater.

b. Licensee shall be solely responsible for the orderly conduct of all persons using Theater by invitation, either expressed or implied, during all times covered by this Agreement.

c. Licensee shall not permit intoxicated persons or alcoholic beverages at Theater during all times covered by this Agreement.

d. PAC reserves the right to eject or cause to be ejected from Theater any person making loud, personal, impertinent, profane or slanderous remarks so as to disrupt an event at Theater.

21. Control of Theater

a. The keys to Theater shall at all times be in the possession and control of Executive Director. PAC shall lock and unlock the entrance and exits of Theater at such times as may be required for Licensee's use. Licensee, at its own expense, must at all times place proper security at all entrances and exits when the same are unlocked.

b. PAC and all duly authorized representatives of PAC shall have the right to enter Theater and all parts thereof at all times.

22. Lost Articles

PAC or its representatives shall have the sole right to collect and have the custody of articles left in Theater by persons attending any event. Licensee or any person in Licensee's

employ shall not collect nor interfere with the collection or custody of such articles.

23. Flammable Materials

Licensee may not use flammable materials such as bunting, tissue paper, crepe paper, for decorations. All materials used for decorative purposes must be treated with flameproofing and approved by the Fire Marshall.

24. Entertainment Standards

Licensee shall not conduct any event in Theater that is illegal or obscene.

25. Concession Sales by PAC

PAC reserves the sole right:

a. To contract for the sale of programs, librettos, periodicals, books, magazines, newspapers, soft drinks, flowers, tobacco, candies, food, novelties or any related merchandise commonly sold or dispensed in theaters; opera glasses, cushions, and other articles; and photographs.

b. To operate the parking lots, and check rooms; provided, however, that Executive Director may, in writing, authorize Licensee to do any of the aforesaid upon such terms as Executive Director deems proper under the circumstances, subject to the provisions of any existing contracts.

26. Sales by Licensee

a. Licensee may sell from the Theater only those items approved in writing by Executive Director. Licensee shall provide Executive Director with an accounting of such sales and shall pay PAC fifteen percent (15%) of the gross amount of such sales, exclusive of sales tax.

b. Licensee shall not serve food or beverages for the event except by agreement with caterers approved by Executive Director.

27. Use of PAC Box Office

Licensee agrees that PAC shall be responsible for ordering and selling tickets sold at the PAC Box Office at fees so designated on the Box Office Agreement attached hereto as Exhibit B. If a computerized ticket system is used, Licensee agrees to use PAC's designated ticket agency.

28. Complimentary Tickets

a. Licensee agrees not to issue more than fifty (50) complimentary tickets to the Licensee's event without the written consent of Executive Director.

b. Licensee agrees that seats 2, 4, 6, 8, 10, and 12 in row AA shall be provided to PAC at no charge for use at the discretion of Executive Director.

29. Copyright

Licensee agrees to assume all costs and obligations arising from the use of patented and/or copyrighted materials, equipment, devices, processes or dramatic rights furnished or used or incorporated in the event. Licensee agrees to obtain and pay for all appropriate BMI, ASCAP, and SESAC licenses for the event.

30. Assignment

Licensee shall not assign this Agreement in whole or in part, nor may any right hereunder granted to Licensee be granted in turn to any other person without the written consent of Executive Director.

31. Occupancy Interruption

a. In case Theater or any part thereof shall be destroyed or damaged by fire or any other cause, or if any other casualty or unforeseen occurrence, including strikes, labor disputes, war, or acts of military authorities, shall render the fulfillment of this Agreement difficult or impossible of performance, this Agreement shall be immediately terminated.

b. PAC shall not in any such case be held liable or responsible to Licensee for any damage caused by termination of this Agreement. PAC shall be relieved from any further liability by reason of this Agreement, and no claims or compensation or damage shall be made against the PAC by Licensee. Any fee for the unused portion of the Agreement shall under such circumstances be refunded to Licensee.

32. Indemnity

Licensee agrees to indemnify and hold harmless PAC, the City of Oxnard, its City Council and their respective officers, directors, employees, and agents, against any and all claims, demands, causes of action, damage (including damages to PAC's property), costs, and liabilities (including cost and liabilities of PAC with respect to its employees), in law or in equity of every kind and nature whatsoever, directly or proximately resulting from or caused by the use and occupation of Theater, whether such use is authorized or not, or from any act or omission of Licensee or any of its officers, agents, employees, guests, patrons, or invitees. Licensee shall, at its sole risk and expense, defend any and all suits, actions, or other legal proceedings that may be brought or instituted against PAC, the City of Oxnard and their respective officers, directors, agents and employees on any such claim, demand or cause of action, and Licensee shall pay and satisfy any judgment or decree which may be rendered against PAC, the City of Oxnard and their respective officers, directors, employees, and agents in any such suit, action or other legal proceedings. Licensee shall pay for any and all damages to property of PAC, for loss or theft of such property, done or caused by Licensee, its officers, agents, employees, guests, patrons and invitees.

### 33. Insurance

a. Licensee shall obtain and maintain in full force and effect during the use and occupation of Theater under this Agreement the insurance coverages as specified in Exhibit C, attached hereto and incorporated in full herein by this reference, issued by a company satisfactory to Executive Director, unless Executive Director, waives, in writing, the requirement that Licensee obtain and maintain such insurance coverages.

b. Licensee shall, prior to the use and occupation of Theater, file with Executive Director evidence of insurance coverage as specified in Exhibit E. Evidence of insurance coverage shall be forwarded to Executive Director, addressed as specified in Exhibit D.

c. Maintenance of proper insurance coverages by Licensee is a material element of this Agreement. Licensee's failure to maintain or renew insurance coverages or to provide evidence of renewal may be considered as a material breach of this Agreement.

### 34. Maintenance and Repair

Licensee agrees to maintain Theater and other portions of the premises of PAC to which Licensee, its employees, agents, licensees or any member of the public has access to by reason of this Agreement in good condition, reasonable wear and tear, damage by the elements, act of God, or casualties beyond the control of Licensee only excepted. Licensee agrees to return Theater in the same condition as before use of the same was permitted, ordinary wear and tear, damage by the elements, acts of God, or casualties beyond the control of Licensee excepted.

### 35. Default

a. Should Licensee default in the performance of any of the terms and conditions of this Agreement, PAC, at its option, may terminate the Agreement. Licensee shall be liable for the full amount of the fee provided for herein less fees received from others for use of Theater at the time, or times, specified in this Agreement.

b. Any deposit made by Licensee to PAC shall be retained by PAC.

### 36. Cancellation by PAC

a. In addition to the right to terminate this Agreement upon Licensee's default, PAC shall have the right:

(1) To terminate this Agreement at any time when Theater is required by public necessity or emergency use.

(2) To terminate this Agreement at any time, without liability to PAC, upon ten days written notice when Licensee proposes a special service event for which no fee is to be charged.

(3) To terminate this Agreement at any time without liability to PAC, upon 21 days written notice, in all other instances.

b. Upon termination by PAC, any deposit made by Licensee shall be refunded.

c. Licensee hereby waives any claim Licensee may have against PAC stemming from any cancellation of this Agreement by PAC prior to the date of the event.

37. Cancellation by Licensee

No cancellation by Licensee shall be accepted by Executive director if less than 21 days prior to the date of the event. Failure to cancel prior to this time will subject Licensee to payment of all fees.

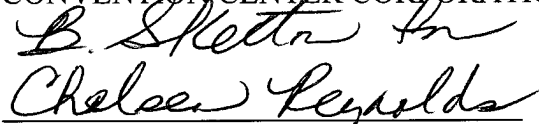
38. Attorneys' Fees

Licensee and PAC agree that the prevailing party's reasonable costs, attorneys' fees and expenses, including investigation fees and expert witness fees, shall be paid by the non-prevailing party in any dispute involving the terms and conditions of this Agreement.

39. Entire Agreement

Licensee and PAC agree that this Agreement constitutes the entire agreement of the parties regarding the subject matter described herein and supersedes all prior communications, agreements, and promises, either oral or written.

OXNARD PERFORMING ARTS AND  
CONVENTION CENTER CORPORATION

  
\_\_\_\_\_  
Performing Arts Center Manager

LICENSEE

OXNARD SCHOOL DISTRICT

\_\_\_\_\_  
Lisa A. Franz  
Director, Purchasing

NOTE: This License Agreement is a standard agreement previously approved as to form by the City Attorney and the General Counsel.





# EXHIBIT A

## Addendum to Estimate Sheet

Name of Event: Oxnard School District

Date: 29-Oct-15

Time: 4:00 PM

Equipment Rental Fees: N/C

### Recap of Personnel Fees:

Stage Technicians \$1,417.25

House Manager 300

2 ushers \$240.00

Box Office Fee N/A

**Total Personnel Fees: \$1,657.25**

### Contract Total Fees:

Rental Fee Waived per agreement

Equipment/Supplies Fee \_\_\_\_\_

Personnel Charges \$1,657.25

Insurance own

Ticket Printing N/A

Non-Refundable Processing Fee \$25.00

Security Guards Fees N/A

Oxnard Police Dept. Fees \_\_\_\_\_

**Total Contract Fees: \$1,682.25**

Less Deposit Paid \_\_\_\_\_

**Total Due PACC: \$1,682.25**

Prepared by: Brad McElmurry / Technical Requirements / Phone: (805)385-8162

Prepared by: Bevera Skelton / Rental Information / Phone: (805)385-8149



# ESTIMATE ONLY

Date Proce...	Estimate #
9/25/2015	235

<b>Bill To</b>
Oxnard School District Ginger Shea

<b>Event Name</b>
Garry Carson Magic Show FundRaiser for O.S.D. 2 Performances

Time Of Event	Date Of Event	Tech Info
4pm & 7pm	10/29/2015	YES

Description	Time	Qty / Hrs.	Rate	OT H...	Amount
General Lighting, no colour, no specials, white light only.			0.00		0.00
House Sound System			0.00		0.00
Video Recording Permit			120.00		120.00
<b>EQUIPMENT RENTAL          SUBTOTAL</b>					120.00
Thu. 10/29/2015 Loadin, Setup, Perf's & Strike					
Stage Technical Director	11a - 9:30p	10	28.00	.5	280.00
Electrician	11a - 9:30p	8	19.00	2.5	152.00
Lighting Technician	11a - 9:30p	8	19.00	2.5	152.00
Stagehand / Spot op	11a - 9:30p	8	19.00	2.5	152.00
Stage Desk / Curtain Op	11a - 9:30p	8	19.00	2.5	152.00
Sound Technician	11a - 9:30p	8	19.00	2.5	152.00
OT/ Stage 1.5 Rate		12.5	28.50		356.25
OT / Tech Dir		0.5	42.00		21.00
<b>STAGE TECHNICAL LABOR          SUBTOTAL</b>					1,417.25

Brad McElmurry Technical Director	PACC Does Not Provide Ladders/ Please Do Not Affix Signs To Painted Surfaces:	<b>Total</b>
--------------------------------------	--	--------------

# Oxnard School District

1051 So. A Street  
Oxnard, CA 93030  
Attn: Ginger Shea

# RENTAL INVOICE

**SERVICE FOR:**  
Theater rental for Magic Show

**INVOICE NO.**  
**ORDER NO.**  
**TAX NO.**  
**JOB DESCRIPTION** | Rental of Facility  
**DATE** | Sept 25, 2015

**BILL TO:**  
same

DATE	SERVICE DESCRIPTION	HOURS	AMOUNT
10/29/15	Rental of Theater, Oct 29,, 2015 Magic Show with Garry Carson		\$1,682.25
	Total Due:		\$1,682.25
			<b>\$1,682.25</b>
			<b>TOTAL DUE</b>

**MAKE CHECKS PAYABLE TO:**

Performing Arts & Convention Center  
**PACE**  
Oxnard, CA  
Oxnard Performing Arts Center  
800 Hobson Way  
Oxnard CA 93030  
*B. Shelton*

**BOARD AGENDA ITEM**

Name of Contributor: Robin Freeman

Date of Meeting: 10/21/15

STUDY SESSION \_\_\_\_\_

CLOSED SESSION \_\_\_\_\_

SECTION B: HEARINGS \_\_\_\_\_

SECTION C: CONSENT   X  

SECTION D: ACTION \_\_\_\_\_

SECTION E: REPORTS/DISCUSSION \_\_\_\_\_

SECTION F: BOARD POLICIES

1<sup>st</sup> Reading \_\_\_\_\_ 2<sup>nd</sup> Reading \_\_\_\_\_

**Ratification of Amendment #1 to Agreement #15-79 - Ventura County Office of Education/SELPA (Freeman/Sugden)**

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At the Board meeting of August 26, 2015, the Board of Trustees approved Agreement #15-79 with the Ventura County Office of Education, SELPA, for Occupational Therapist (OT) services, or Certified Occupational Therapist Assistant (COTA) services for 32 hours per week for 48 weeks, in the amount not to exceed \$107,520.00.

The actual cost for services has exceeded the previously approved amount and it is necessary to increase the amount of Agreement #15-79 by \$13,440.00 for a total cost of \$120,960.00 for 2015-2016. The increase is due to the addition of 4 hours of OT/COTA services for a total of 36 hours per week.

**FISCAL IMPACT:**

Not to exceed \$13,440.00 - Special Education Funds.

**RECOMMENDATION:**

It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #15-79 with the Ventura County Office of Education/SELPA.

**ADDITIONAL MATERIAL(S):**

**Attached:** Amendment #1, Ventura County Office of Education (1 Page)  
Agreement #15-79, Ventura County Office of Education/SELPA (1 Page)

VENTURA COUNTY SELPA  
**AGREEMENT**  
FOR OCCUPATIONAL THERAPY SERVICES  
2015-2016

This will serve as evidence of Oxnard Elementary School District commitment to cover hourly costs for services provided by Ventura County SELPA staff as follows:

**Occupational Therapy (Includes services by Occupational Therapist (OT) –or- Certified Occupational Therapy Assistant (COTA)**

Hours/Days per week: \_\_\_\_\_ 36 Hours per week \_\_\_\_\_

Cost per hour: \$70.00 -OTR; \$60.00 –COTA

= $\$2,520.00 \times 48 \text{ weeks} = \$120,960.00$

This is an eleven-month program, from September 1<sup>st</sup>-July 31<sup>st</sup> each year. SELPA OTs and COTAs and are classified employees of the Ventura County Superintendent Office of Education (VCOE) and will be paid for any regularly scheduled work day of the VCOE, regardless of District calendar, including paid vacations. Some staff are ten-month employees, in which case district would be billed for September 1<sup>st</sup> to June 30<sup>th</sup> only.

SELPA OTs and COTAs and District Administrator will work together to develop a schedule of duties to best meet the District’s needs. The SELPA director will assign staff to districts according to scheduling requirements, which may change during the term of this agreement. SELPA OTs and COTAs will be accountable to the District for carrying out these duties, and will keep a log of all **direct services** to students, with teacher/paraeducator signature as verification. Other duties such as assessments, reports, phone calls, and meetings will not be logged.

The District will be responsible for costs for OTs and COTAs for **all regularly scheduled times**, regardless of whether or not direct services are provided. *Prior authorization by District Administrator must be obtained* if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 ½ hours per hour, to be used September 1- July 31. If additional time is necessary beyond regular schedule to complete assessments, the district will be billed accordingly.

Acceptable reasons for not providing regularly scheduled direct services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or inservice.

SELPA Director will work with staff to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the OT or COTA’s schedule. SELPA Director will provide supervision to staff.

SELPA Director will forward quarterly invoices for services to District for payment. Questions or concerns should be forwarded to the SELPA Director or Secretary, Juanita Delgadillo.

This agreement may be modified or voided within 60 days notice to SELPA Director.

**This agreement is in effect from September 1, 2015 thru July 31, 2016.**

District Administrator \_\_\_\_\_  
Lisa A. Franz

Title Director, Purchasing Date \_\_\_\_\_

SELPA Director \_\_\_\_\_ Date \_\_\_\_\_

VENTURA COUNTY SELPA  
**AGREEMENT**  
FOR OCCUPATIONAL THERAPY SERVICES  
2015-2016

This will serve as evidence of Oxnard Elementary School District commitment to cover hourly costs for services provided by Ventura County SELPA staff as follows:

**Occupational Therapy (Includes services by Occupational Therapist (OT) –or- Certified Occupational Therapy Assistant (COTA)**

Hours/Days per week: \_\_\_\_\_ 32 Hours per week \_\_\_\_\_

Cost per hour: \$70.00 -OTR; \$60.00 –COTA \_\_\_\_\_

= \$2,240.00 x 48 weeks = \$107,520.00

This is an eleven-month program, from September 1<sup>st</sup>-July 31<sup>st</sup> each year. SELPA OTs and COTAs and are classified employees of the Ventura County Superintendent Office of Education (VCOE) and will be paid for any regularly scheduled work day of the VCOE, regardless of District calendar, including paid vacations. Some staff are ten-month employees, in which case district would be billed for September 1<sup>st</sup> to June 30<sup>th</sup> only.

SELPA OTs and COTAs and District Administrator will work together to develop a schedule of duties to best meet the District's needs. The SELPA director will assign staff to districts according to scheduling requirements, which may change during the term of this agreement. SELPA OTs and COTAs will be accountable to the District for carrying out these duties, and will keep a log of all **direct services** to students, with teacher/paraeducator signature as verification. Other duties such as assessments, reports, phone calls, and meetings will not be logged.

The District will be responsible for costs for OTs and COTAs for **all regularly scheduled times**, regardless of whether or not direct services are provided. *Prior authorization by District Administrator must be obtained* if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 ½ hours per hour, to be used September 1- July 31. If additional time is necessary beyond regular schedule to complete assessments, the district will be billed accordingly.

Acceptable reasons for not providing regularly scheduled direct services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or inservice.

SELPA Director will work with staff to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the OT or COTA's schedule. SELPA Director will provide supervision to staff.

SELPA Director will forward quarterly invoices for services to District for payment. Questions or concerns should be forwarded to the SELPA Director or Secretary, Juanita Delgadillo.

This agreement may be modified or voided within 60 days notice to SELPA Director.

*This agreement is in effect from September 1, 2015 thru July 31, 2016.*

District Administrator *Lisa A. Franz*  
Lisa A. Franz

Title Director, Purchasing Date 8-27-15

SELPA Director *[Signature]* Date 7/10/15

**BOARD AGENDA ITEM**

**Name of Contributor:** Robin Freeman

**Date of Meeting:** 10/21/15

**STUDY SESSION** \_\_\_\_\_

**CLOSED SESSION** \_\_\_\_\_

**SECTION B: HEARINGS** \_\_\_\_\_

**SECTION C: CONSENT**   X  

**SECTION D: ACTION** \_\_\_\_\_

**SECTION E: REPORTS/DISCUSSION** \_\_\_\_\_

**SECTION F: BOARD POLICIES** 1<sup>st</sup> Reading \_\_\_\_\_ 2<sup>nd</sup> Reading \_\_\_\_\_

**Ratification of Agreement #15-118 – Briggs Elementary School District for Oxnard School District to provide DHH Services (Freeman/Sugden)**

Oxnard School District will provide services for Briggs Elementary School District student #VH121010 for the 2015-2016 school year, including Extended School Year (ESY). Oxnard School District will provide a program of instruction which is consistent with the pupil's individual educational plan as specified in the Individual Service Agreement.

Student: VH121010

**FISCAL IMPACT:**

Oxnard School District will receive the following reimbursement:

(Tuition Base Rate for 180 days: \$29,810.00 - \$9,043.00 (ADA) = \$20,767.00)

Services for 172 days: \$20,767.00 divided by 180 = \$115.37 x 172 days = \$19,844.00

Extended School Year. (ESY): \$106.00 per diem x 20 days = \$2,120.00

Transportation: Responsibility of District of Residence

\*Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in OSD and receiving exceptional services.

Grand Total: **\$21,964.00**

**RECOMMENDATION:**

It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #15-118 with Briggs Elementary School District.

**ADDITIONAL MATERIAL(S):**

**Attached:** Agreement #15-118, Briggs Elementary School District (3 pages)



# INDIVIDUAL SERVICE AGREEMENT

This Individual Service Agreement ("Agreement"), effective 10-21-15 is made by and between the Oxnard School District and the Briggs Elementary School District ("District of Residence").

1. Under this Agreement Oxnard School District shall provide or arrange to provide exceptional service(s) for, **VH121010**, a Special Education pupil ("Student") who is a resident of Briggs Elementary School District.
2. Oxnard School District agrees to provide for the exceptional service(s) of such Student as authorized by district of residence or its designee and in agreement with the Oxnard School District consistent with Student's individualized education program ("IEP").
3. BRIGGS ELEMENTARY SCHOOL DISTRICT shall reimburse OXNARD SCHOOL DISTRICT the actual cost of providing the exceptional service(s) through direct bill back invoiced on a monthly basis.

Authorized exceptional service(s) shall consist of:

2015-2016 Base Rate for Deaf and Hard of Hearing Classroom for 180 days = **\$29,810.00** (\*Includes a one-time **\$1,700.00 per student cost for Personal Equipment Setup**).

\*Students who remain with the District from year to year will receive a \$1,700.00 discount in subsequent years for the one-time Personal Equip Setup fee.

Included in the Base Rate is: classroom teacher, paraprofessional, Psych evaluation, speech services (based on an average of 3 times a week, 30 minutes) and indirect costs.

Any additional Designated Instruction Services required that exceed the Base Rate of Service will be billed directly to the district of residence at a rate of:

- Speech 60 minutes per week: \$82 per hour
- Counseling Services: \$80 per hour
- Occupational Therapy (Nonpublic Agency provided): \$70 per hour
- 1:1 Paraprofessional will be charged at rate of assigned Para
- Psychologist services: \$101 per hour
- ESY Rate: \$106 per diem
- Equipment Upgrades – charged at cost of specialized equipment
- Other \$ \_\_\_\_\_

**Student: VH121010**

## Services:

Oxnard School District will receive the following reimbursement:

(Tuition Base Rate for 180 days: \$29,810.00 – \$9,043.00 (ADA) = \$20,767.00)

Services for 172 days: \$20,767.00 divided by 180 = \$115.37 x 172 days = \$19,844.00

Extended School Yr. (ESY): \$106.00 per diem x 20 days = \$2,120.00

\*Oxnard School District shall calculate and claim the Average Daily Attendance (ADA) due for educating Student while placed in the Oxnard School District while receiving exceptional service(s).

FISCAL YEAR-*based on IEP date*: CURRENT: 2015-2016

UPCOMING: 2016-2017

Total: **\$21,964.00**

All transportation costs and services are the responsibility of the district of residence.

Audiology Services will continue to be provided by the VCOE and will be billed to the district of residence by the SELPA.

Oxnard School District shall calculate and claim Medi-Cal reimbursement, if any, for educating Student while placed in the Oxnard School District program.



The costs of the exceptional service(s) may be unilaterally adjusted upwards by Oxnard School District at the start of each school year, but only provided that: (a) the amount of the increase does not exceed 5% of the fee for the previous year; and (b) Oxnard School District notifies Briggs Elementary School District on or before June 30<sup>th</sup> of the fiscal year prior to the fee increase.

The annual fee may be adjusted upwards or downwards at any time and in any amount as may be mutually agreed upon, in writing, by the parties.

Payment for the exceptional service(s) is due within 30 days of receipt of the monthly invoice.

4. The term of this Agreement shall begin 2015-2016 (*IEP or placement date*), and continue thereafter on a continuing basis until the IEP of said Student is modified changing the placement of Student or until Student's district of residence changes. Either party may terminate this Agreement, for any reason and without cause, at any time, by providing 45 calendar days' advance written notice to the other party. However, each party agrees to comply with any "stay put" order issued by the Office of Administrative Hearings ("OAH") or stipulated to between the parties of a fair hearing.

Regardless of the forgoing, either party may terminate this Agreement for breach by the other party after 45-days' written notice affording an opportunity to cure the breach.

5. The parties agree that Oxnard School District, in performing the services specified in this Agreement, shall act as an independent contractor. Except as specified in this Agreement or Student's IEP, Oxnard School District shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law and the terms of the IEP. Oxnard School District shall be free to contract for similar services to be performed while under contract with other educational entities, provided that Oxnard School District will not accept such engagements which interfere with performance under this Agreement. Oxnard School District personnel are not entitled to participate in any pension plan, insurance, bonus or similar benefits the District of Residence provides for its employees.

Any employees, assistants or independent contractors retained by Oxnard School District to perform the services required by this Agreement shall be the responsibility of the Oxnard School District. The Oxnard School District shall determine the hours during which the service shall be performed and the sequence of tasks, subject to the reasonable business needs of the District of Residence and the IEP requirements.

6. Pupil suspension may be implemented by the administrator of the site at which Student is placed. All suspensions must conform to the requirements of California Education Code section 48900, et seq., and Title 20, United States Code, section 1415(k).

A 45-school day interim alternative educational setting may be initiated by either the site administrator or the District of Residence. All 45-day removals must comply with Title 20, United States Code, Section 1415(k).

A manifestation determination IEP meeting may be initiated by the administrator of the site at which Student is placed or by the District of Residence.

Pupil expulsions may only be initiated by the District of Residence. The Oxnard School District will comply with any interim alternative placement setting decision made by the District of Residence.

Both parties will comply with the "stay put" provisions of Title 20, United States Code, section 1415(j).

7. It shall be the responsibility of DISTRICT OF RESIDENCE to notify Oxnard School District of any change in district of residence or change in the IEP that would affect this contract.
8. Each party agrees to defend, hold harmless, and indemnify the other party (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorneys' fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death at any time, and property damage) arising out of or made necessary by (a) the indemnifying party's breach of the terms of this Agreement; and (b) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with the performance of this Agreement.

In the event any action or proceeding is brought against either party by reason of any claim or demand discussed in this section, upon notice from the other party, the indemnifying party shall defend the action or proceeding, at the indemnifying party's expense, through counsel reasonably satisfactory to the other party. The obligation to indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other

reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

- 9. The legal defense of any special education due process case/complaint against the Oxnard School District regarding Student is the responsibility of and shall be funded by the District of Residence. Any subsequent award or settlement including, but not limited to, compensatory education, prospective placement, and/or reimbursement shall be the primary responsibility of and funded by the District of Residence.

This provision does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court.

The defense of any California Department of Education complaint or United States Department of Education, and/or Office for Civil Rights complaint against the Oxnard School District in regard to Student is the responsibility of and shall be funded by the District of Residence. Any corrective action required in response to such a complaint is the responsibility of the District of Residence.

This provision also does not preclude the District of Residence from proceeding against the Oxnard School District under contract or tort law in another venue, such as before the California Department of Education, an arbitration panel, the California Superior Court or the Federal District Court

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

**BRIGGS ELEMENTARY SCHOOL DISTRICT:**

**OXNARD SCHOOL DISTRICT:**

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Typed Name/Title*

Lisa A. Franz, Director, Purchasing  
\_\_\_\_\_  
*Typed Name/Title*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

**Total Cost: \$21,964.00**

**SCOPE OF SERVICES**

The scope of services provided also includes, but is not limited to: (A) scheduling and participation in IEP meetings for the **Briggs Elementary School District** pupils being served in the Oxnard program; (B) assessment plans and assessment of the **Briggs Elementary School District** children being served in the Oxnard program; (C) drafting appropriate goals and objectives, as applicable; (D) implementing and monitoring goals and objectives; (E) preparing all customary documentation and reports, including assessment reports and behavioral emergency reports, as may be required by either party or by law; (F) collaborating with teachers, administrators, and other persons providing services to the children being served; (G) administering all assessments as may be required by law or which may be necessary to provide FAPE to **Briggs Elementary School District** pupils being served in the Oxnard program; (L) providing to **Briggs Elementary School District** pupils related services required by his or her IEP, including S&L, OT, APE, PT, RSP, DIS counseling, AT as may be required by a **Briggs Elementary School District** pupil's IEP; and (M) classroom Instructional aides or behavioral aides (other than one-on-one aides), as may be necessary;

The scope of services does not include: (A) daily transportation to and from the Oxnard program; (B) independent assessments requested by parents or guardians; (C) providing the legal defense of due process claims, including the cost of outside experts for the purpose of advising and testifying; (d) providing the legal defense of California Department of Education or Office for Civil Rights complaints; and (E) one-on-one behavioral, instructional or health aides; and (F) NCLB supplemental education services.

**BOARD AGENDA ITEM**

**Name of Contributor(s):** Robin Freeman

**Date of Meeting:** 10/21/15

**STUDY SESSION** \_\_\_\_\_

**CLOSED SESSION** \_\_\_\_\_

**SECTION B: HEARINGS** \_\_\_\_\_

**SECTION C: CONSENT**   X  

**SECTION D: ACTION** \_\_\_\_\_

**SECTION E: REPORTS/DISCUSSION** \_\_\_\_\_

**SECTION F: BOARD POLICIES**      1<sup>st</sup> Reading \_\_\_\_\_      2<sup>nd</sup> Reading \_\_\_\_\_

**Ratification of Agreement #15-119 – Sunbelt Staffing LLC (Freeman/Sugden)**

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Sunbelt Staffing LLC will provide supplemental staffing to the Oxnard School District on an “as needed” basis. Sunbelt Staffing LLC will be responsible for payment of each of their service provider’s wages and insurance, including worker’s compensation and general liability. The Oxnard School District will provide all orientation, support, facilities, and training for service providers.

**FISCAL IMPACT:**      Not to exceed \$90.00/hour – Special Education Funds

**RECOMMENDATION:**

It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #15-119 with Sunbelt Staffing LLC.

**ADDITIONAL MATERIAL(S):**

**Attached:**      Agreement #15-119, Sunbelt Staffing LLC (12 Pages)  
                    Certificate of Insurance (3 Pages)

## Cover Sheet

Please return signed Client Services Agreement to:

Account Executive: Rita DeLisa

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Sunbelt Staffing, LLC  
3687 Tampa Road, Suite 200  
Oldsmar, Florida 34677

Direct Telephone: 813-261-2261

---

Secure Fax: 877-831-8511

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Account Executive Email: Rita.DeLisa@SunbeltStaffing.com

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Executed Client Services Agreement to be returned to:

Client Facility: Oxnard School District - OSD AGREEMENT #15-119

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Client Contract Contact: Jonathan Koch/Lisa Franz

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Phone Number: 805-385-1501

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Email Address or Fax Number: jkoch@oxnardsd.org

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**Client Services Agreement**  
**School Division**

Sunbelt Staffing, LLC, a Florida corporation (hereafter referred to as "Sunbelt") and

Oxnard School District - OSD AGREEMENT #15-119

whose location is

*(Client Name)*

1051 South A Street

Oxnard, CA 93030

*(Street Address)*

*(City, State, Zip)*

(hereafter referred to as "Client")

enter into this non-exclusive Client Services Agreement for the purpose of referring and placing Healthcare Professionals ("HCPs") with Client. This Agreement shall govern the overall terms of the relationship, while a separate Assignment Confirmation (Addendum A) for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

1. **Scope of Services.** Sunbelt, a licensed staffing agency in the business of providing supplemental staffing to the public and private education sector and not a healthcare provider, will use its commercially reasonable efforts to provide HCPs for assignment with Client. Sunbelt will be responsible for payment of each HCP's wages and applicable payroll taxes, deductions, and insurance, including workers compensation, general liability and professional liability coverage for the benefit of the HCPs. If a HCP is unable to complete the specified assignment, Sunbelt will use its commercially reasonable efforts to find a replacement in a timely manner.
2. **Independent Contractor.** The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor that each HCP shall be an employee of Sunbelt and that no qualified HCP shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. Sunbelt agrees to provide and maintain all payroll services for any qualified HCP placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. Sunbelt does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, Sunbelt will notify Client in advance of the assignment in order to receive approval of this arrangement.
3. **Insurance.** Sunbelt will maintain Worker's Compensation and Employer Liability insurance in accordance with state regulations. General Liability insurance will be maintained at a minimum level of two million dollars (\$2,000,000) per occurrence and four million dollars (\$4,000,000) aggregate. Excess liability insurance will be maintained at a minimum level of five million dollars (\$5,000,000) per occurrence/aggregate. Professional Liability insurance will be maintained at a minimum level of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate.
4. **Competency and Licensing.** Sunbelt will conduct comprehensive pre-employment screening to provide licensed HCPs who meet applicable professional standards. Sunbelt will endeavor to present only HCPs who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While Sunbelt will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, Sunbelt will make available to Client all appropriate HCP records that Sunbelt may permissibly disclose and will facilitate an interview between Client and HCP in order to assist Client in the hiring decision. Sunbelt will do its due diligence to ascertain the professional and applicable Department of Education licensing and certification requirements for the HCP discipline placed with Client, however, it is ultimately the responsibility of the Client to approve the HCP's licensure and certifications as acceptable.
5. **On-Site Responsibility.** Client is responsible for providing all orientation, support, facilities, training, direction, and means for the HCP to complete the assignment. Client acknowledges that Sunbelt is not providing nursing or healthcare services, but rather is providing candidate identification and placement services. As such, Client is responsible for the HCP's adherence to the applicable standard of practice and acknowledges that Sunbelt is not responsible for the HCP's on-site performance given that Sunbelt does not have the capacity to provide direct, on-site supervision of daily activity. Client acknowledges that any deviation of the Client's policies and procedures as orientated to Sunbelt's HCP should be reported in writing and directly to Sunbelt immediately so that Sunbelt may be provided an opportunity to offer correction and/or counseling of unacceptable practices by HCP. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each HCP's compliance with health and safety requirements, including those instituted by Client.
6. **Employment of HCPs.** Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any HCP introduced or referred by Sunbelt for a period of one year after the latest date of introduction, referral, or placement. If Client or its affiliate enters into such a relationship or refers HCP to a third party for employment, Client agrees to pay an amount equal to \$18,500 or thirty-five (35) percent (whichever is greater) of the HCP's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to Sunbelt upon start date.

7. **Equal Opportunity.** It is the policy of Sunbelt to provide equal opportunity to all HCPs for employment. Sunbelt and Client will screen based on merit only. All HCPs will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.

8. **Professional Fees.** Client will pay Sunbelt based on the service charges specified in the Assignment Confirmation included as an addendum to this Agreement. All hours worked over forty (40) hours in a one-week work period will be billed at one and one-half times the regular bill rate. It is Client's responsibility to notify Sunbelt if pre-approval is required for any or all overtime hours prior to any such hours being worked. Client contract with an HCP requiring relocation, Client will pay a one-time fee of four hundred dollars (\$400.00) to cover travel and relocation expenses for each HCP assigned to Client facility(ies).

9. **Payment Terms.** Client will be billed on a weekly basis for all services provided during the previous week. Payment is due upon receipt of invoice and shall be considered in default fifteen (15) days from issuance of Sunbelt invoice, after which time a default charge will be imposed at one and one-half percent (1<sup>1/2</sup>%) per month on unpaid balances (annual percentage rate of eighteen percent (18%) or the maximum legal interest rate, whichever is lower. Client agrees to pay all necessary collection costs of amounts past due, including reasonable attorney's fees and costs. Sunbelt reserves the right, at its option, to discontinue any extension of credit. Should billing disputes arise, Client shall notify Sunbelt in writing within thirty (30) days of the receipt of the disputed invoice. Once the dispute has been addressed and all required corrections/adjustments have been made the original payment terms of DUR and default after 30 days will be in place. Disputes should be reported to:

Sunbelt Staffing Schools Division: Fax Number: 877-831-8511

Email: [annemarie.stinehelfer@sunbeltstaffing.com](mailto:annemarie.stinehelfer@sunbeltstaffing.com)

Please provide billing address below:

<i>Client to complete billing information</i>	Client Name:	<u>Oxnard School District</u>
	Billing Address:	<u>1051 South A Street</u>
	City, State, Zip:	<u>Oxnard, CA 93030</u>
	Attention:	<u>Accounts Payable</u>
	Telephone:	<u>(805) 385-1501</u>
<i>Preferred Invoicing Format</i>	<input type="radio"/> Email	<u>_____</u>
	<input checked="" type="radio"/> Mail	<u>_____</u>

10. **Limitation of Liability.** NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.

11. **Incident and Error Tracking.** Client will report to Sunbelt any performance issues, incidents, errors and other events related to the care and services provided by Sunbelt employees. Sunbelt will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. Client will report to Sunbelt any performance issues, incidents, errors and other events related to the care and services provided by Sunbelt employees. Sunbelt will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy two (72) hours of the occurrence.

12. **Reporting of Work-Related Injuries.** Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate by the Client and suitable to the setting to which Sunbelt Staffing's HCP has been assigned. Client ensures compliance with all applicable OSHA obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to Sunbelt Staffing within guidelines set forth by governing entities. In the event of work-place injury, incident or exposure, each affected HCP will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. HCP shall also report work-place injury, incident or exposure to Sunbelt Staffing concurrently with Client. If Sunbelt Staffing's HCPs are not

eligible for treatment of work-place injury, incident or exposure by Client or if reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both Sunbelt Staffing and Sunbelt Staffing's HCP.

**13. Termination with Cause.** Immediately upon occurrence, Client has the obligation to report each deviation from the accepted standard of practice, policies and procedures as orientated to HCP, behavior, and or any incident that would be considered adverse to the overall operation of Client. Client may request that Sunbelt facilitate the immediate removal of HCP due to any of the issues preceding with written and/or verbal notice. The Client, however, may not immediately terminate an HCP unless Sunbelt has been notified prior to final incident or unless a single incident warrants immediate dismissal prior to Sunbelt's notification. All supporting documentation specifying the reasons and facts of the termination is required within forty-eight (48) hours of termination. If the Client does not report such deviation(s) and subsequently terminates HCP or if Client does not provide required documentation following a termination within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that Sunbelt's HCPs are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by Sunbelt in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 11 of this agreement. Sunbelt shall have five (5) business days to refill the position in the event of termination with cause. Should Sunbelt identify a suitable HCP, Client agrees to original terms or extended terms of the terminated HCPs assignment.

**14. Termination without Cause.** Client may cancel an assignment with sixty (60) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 60-day period of notice. In the event Client is unable to provide sixty (60) days notice of termination, Client will be billed for sixty (60) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by Sunbelt as a result of such cancellation.

**15. Guaranteed Minimum Hours.** Client agrees to provide HCP the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled workdays or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours. Minimum work hours shall be reduced to reflect scheduled school closings for holidays and planning days.

**16. Unscheduled Facility Closure Policy.** Sunbelt will incur fixed expenses over the entire course of an HCP's contract assignment with Client related to the HCP's housing and per diem costs. The parties agree that in the event of an unforeseen or unexpected interruption in an HCP's assignment resulting from an unscheduled closure, complete or partial, of Client's facilities due to natural or manmade disasters, such as, and without limiting the generality of the foregoing, fire, storms, flooding, earthquake, labor unrest, riots, and/or acts of terrorism or war (each an "Unscheduled Closure"), Client will be invoiced and shall pay for each such affected HCP's services at the reduced rate of \$100 per day for each day that the HCP(s) is unable to work by virtue of such Unscheduled Closure.

**17. Multiple Locations.** If client requires HCP to travel to and perform services at more than one location, Client will compensate Sunbelt for travel time between facilities at the regular hourly bill rate and for mileage up to the current acceptable IRS reimbursement rate.

**18. Issue Resolution.** In the event Client encounters an issue that is not satisfactorily resolved by its Sunbelt representative, Client should escalate the issue to the appropriate Sunbelt manager. The Sunbelt manager contact is:

**Sunbelt Division Director, Telephone:** Kim Western, 813-792-3433

**19. Indemnification.** Each party will be responsible for damages associated with third party claims to the extent of their respective negligence, willful misconduct or breach of this agreement.

**20. Confidentiality.** Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement and includes bill rates, fees for permanent placements and terms and conditions of this Agreement. It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information. The only exceptions will be: (a) Information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement, (b) disclosures as required by law. Confidential Information of Sunbelt Staffing shall include, but is not limited to, any and all unpublished information owned or controlled by Sunbelt Staffing and/or its employees, that relates to the clinical, technical, marketing, business or financial operations of Sunbelt Staffing and which is not generally disclosed to the public including but not limited to employee information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.

**21. Family Education Rights and Privacy Act.** Sunbelt shall comply with all laws, rules and regulations pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and acknowledges that certain information about the Client's students is

# Sunbelt Staffing

contained in records maintained by Sunbelt and the HCP and that this information can be confidential by reason of FERPA and related Client policies. Both parties agree to protect these records in accordance with FERPA and Client policy. To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities. As it applies, HCPs assigned to Client will execute a FERPA Statement of Understanding outlining appropriate guidelines.

22. **Survival.** The parties' obligations under this Agreement which by their nature continue beyond termination, cancellation or expiration of this Agreement, shall survive termination, cancellation or expiration of this Agreement.

23. **Governing Law.** This Agreement shall be governed by the laws of the state of Florida.

24. **Entire Agreement.** This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and shall be subject to reformation to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

**National Account Executive:** Rita DeLisa

**Direct Phone Number:** 813-261-2261

This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties. *(Please return all pages of this Client Services Agreement).*

Oxnard School District

Client Name

Client Representative Signature

Lisa A. Franz

Print Name

Director, Purchasing

Title

SUNBELT STAFFING, LLC



Kim Western (Oct 5, 2015)

Sunbelt Representative Signature

Kim Western

Print Name

Division Director

Title



Client agrees to pay Sunbelt for hours worked by HCP on the following terms:

Client Name: \_\_\_\_\_  
 Sunbelt Healthcare Professional (HCP): \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Assignment Start Date: \_\_\_\_\_ Assignment End Date: \_\_\_\_\_  
 Bill Rate per Hour: \$ \_\_\_\_\_ Over Time Rate per Hour: \_\_\_\_\_  
 Minimum Weekly Hours: \_\_\_\_\_ Weekly Hours based on \_\_\_\_\_ service days according to published school calendar  
 Expenses: \_\_\_\_\_  
 Miscellaneous: \_\_\_\_\_

- a. Sales tax will be added to professional services as required by state law and client is not a tax-exempt entity.
- b. Client agrees not to hire, directly or indirectly, personally or through an agent or agency, contact with or employ HCP for a period of one year after the latest date of introduction, referral, or completion of the assignment.
- c. If Sunbelt HCP should be required to travel to other locations outside of the Client's facility, the Client will be responsible for all expenses incurred.

***Terms and conditions outlined in this Client Assignment Confirmation will be considered agreed upon by all parties unless the following Notice of Change(s) is received by Sunbelt Staffing within forty eight (48) hours of Client's receipt of this Client Assignment Confirmation.***

***If no changes are needed, a signature response is not required.***

**Notice of Change(s)**

Client Name: \_\_\_\_\_  
Sunbelt Healthcare Professional (HCP): \_\_\_\_\_  
Position: \_\_\_\_\_  
Assignment Start Date: \_\_\_\_\_ Assignment End Date: \_\_\_\_\_  
Bill Rate per Hour: \$ \_\_\_\_\_ Variable Rate per Hour: \$ \_\_\_\_\_  
Minimum Weekly Hours: \_\_\_\_\_ (by hour) based on \_\_\_\_\_ days according to published school calendar  
Expenses: \_\_\_\_\_  
Miscellaneous: \_\_\_\_\_

**SAMPLE ONLY**

*The above changes are to be applied to the travel assignment outlined in the Client Assignment Confirmation.*

\_\_\_\_\_  
Client Signature

Client: Oxnard School District - OSD AGREEMENT #15-119 City, State: Oxnard, CA 93030

In an effort to provide all necessary documentation for travel healthcare professionals assigned to your facility, we ask that you complete this form to be used as a reference for all personnel placed in your facility.

**Standard Credentialing Package**

As part of our Standard Credentialing Package, Sunbelt will provide the following prior to the start of a contracted assignment.

**PROFESSIONAL:**

- Current CV / Resume
- Current Skills Checklist
- References

**LICENSURE**

- Professional License
- Professional License Verification

**EDUCATION:**

- CDC Guidelines for School Professionals
- FERPA Guidelines
- HIPAA Regulations

**BACKGROUND:**

- Criminal Background Check
- EPLS/GSA Exclusion Search
- HHS/OIG Search
- Sexual Offender Search
- OFAC Search

**MEDICAL:**

- Hepatitis B Vaccination / Declination Form
- MMR Vaccination / Declination Form
- Physical Examination Waiver
- 10-Panel Drug Screen

**Optional Credentialing**

If your district requires any of the following in addition to our Standard Credentialing Package, please indicate below.

Required		Credentialing Item
Yes	No	
<input type="radio"/>	<input checked="" type="radio"/>	Teaching Certificate
<input type="radio"/>	<input checked="" type="radio"/>	Current CPR
<input type="radio"/>	<input checked="" type="radio"/>	Education Verification
<input checked="" type="radio"/>	<input type="radio"/>	Fingerprinting (other than for licensure)
		Conducted by School? <input type="radio"/> YES <input type="radio"/> NO
<input type="radio"/>	<input checked="" type="radio"/>	Motor Vehicle Search
<input type="radio"/>	<input checked="" type="radio"/>	Hepatitis B Titer
<input checked="" type="radio"/>	<input type="radio"/>	TB Screening
<input type="radio"/>	<input checked="" type="radio"/>	Mumps Vaccination
<input type="radio"/>	<input checked="" type="radio"/>	Rubella Vaccination
<input type="radio"/>	<input checked="" type="radio"/>	Rubeola Vaccination

**OTHER** – Please list and provide and detail necessary

- Credentialing Documents should be:**
- a. sent to District prior to assignment start
  - b. documented in an Attestation that will be provided to District prior to assignment starts
  - c. held on file by Sunbelt and provided should District request

**Licensing Details**

- Will the contracted professional be permitted to attend Orientation while license is in process?  YES  NO
- Will the contracted professional be permitted to start their assignment while license is in process?  YES  NO

**SCHOOL CALENDAR REQUEST**

Sunbelt Staffing is committed to ensuring that your school district is billed as accurately and efficiently as possible. In an effort to achieve this, please fax a copy of the school calendar or a take a moment to complete the following calendar indicating all normally scheduled holidays or closings of the school(s) in which our healthcare professionals will be working.

School District Name: Oxnard School District - OSD AGREEMENT #15-119

**Recognized School Holiday/Planning Dates:**

School Year:

*In lieu of completing the information requested below, a copy of the school calendar has been attached.*

**Holidays**

**Specific Dates**

Independence Day (July):

Labor Day (September):

Thanksgiving (November):

Winter Break (December-January):

Martin Luther King, Jr. Day (January):

President's Day (February):

Spring Break (March-April):

Memorial Day (May):

_____
_____
_____
_____
_____
_____
_____
_____

**Planning Days**

Please list dates that Contracted

Employees are *not* required to work.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# Oxnard School District 2015-2016 School Calendar

July 2015							January 2016						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31		24	25	26	27	28	29	30
							31						
<b>July</b> 4 Independence Day Holiday							<b>January</b> 1 New Year's Day Holiday 1-8 Winter Break 18 MLK Holiday						
August 2015							February 2016						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29					
30	31												
<b>August</b> 17 SIP Day (No Students) 18 Preparation Day (No Students) 19 First Day of School							<b>February</b> 4-5 Conference Days (Min. Days for Students) 12 Lincoln's Day Holiday 15 Washington's Day Holiday						
September 2015							March 2016						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
6	7	8	9	10	11	12	6	7	8	9	10	11	12
13	14	15	16	17	18	19	13	14	15	16	17	18	19
20	21	22	23	24	25	26	20	21	22	23	24	25	26
27	28	29	30				27	28	29	30	31		
<b>September</b> 7 Labor Day Holiday							<b>March</b> 25 Spring Holiday 25-31 Spring Break						
October 2015							April 2016						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29	30	31	24	25	26	27	28	29	30
<b>October</b> 30 SIP Day (No Students)							<b>April</b> 1-8 Spring Break						
November 2015							May 2016						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30						29	30	31				
<b>November</b> 11 Veterans Day Holiday 17-20 Conference Days (Min. Days for Students) 23-27 Thanksgiving Holiday							<b>May</b> 30 Memorial Day Holiday						
December 2015							June 2016						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
6	7	8	9	10	11	12	5	6	7	8	9	10	11
13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30	31			26	27	28	29	30		
<b>December</b> 18 Minimum Day Teachers and Students 21-31 Winter Break							<b>June</b> 17 Last School Day (Min. Day Teachers & Students)						

**Client Name:** Oxnard School District - OSD AGREEMENT #15-119

**1. Hourly Rates**

Category	Bill Rate per Regular Hour	
Speech Language Pathologist	\$ 70.00-85.00	per hour
Physical and/or Occupational Therapist	\$ 70.00-85.00	per hour
SLPA, PTA and/or COTA	\$ 50.00-65.00	per hour
CFY	\$ 65.00-80.00	per hour
School Nurse – RN/LPN	\$ _____	per hour
Psychologist	\$ _____	per hour
Behavior Specialist	\$ _____	per hour
Guidance Counselor	\$ _____	per hour
Social Worker	\$ _____	per hour
Special Education Teacher	\$ _____	per hour
Life Skills Teacher	\$ _____	per hour
Sign Language Interpreter	\$ _____	per hour
Visually Impaired Teacher	\$ _____	per hour
Adaptive Physical Education Teacher	\$ _____	per hour
Orientation and Mobility Specialist	\$ _____	per hour
Music Therapist	\$ _____	per hour
Other: _____	\$ _____	per hour
Other: _____	\$ _____	per hour
<b>Substitute for any discipline provided</b>	<b>\$ 15.00 per hour additional to rate quoted</b>	

2. Rates will increase by a minimum of \$4.00/hour for each consecutive assignment.

3. **Overtime** All hours worked over forty (40) hours in a one-week work period will be billed at one and one-half times the regular bill rate. Work week is defined as Sunday thru Saturday.

No Overtime Hours are authorized under this Agreement  
 Pre-approval of Overtime Hours Required.  
 Approval may be given in writing or verbally.  
 Approval may be given in writing only

4. **Mileage** If assignment involves providing services at more than one facility, travel time between facilities will be billed at the regular hourly rate. Mileage between facilities will be billed at the currently acceptable IRS reimbursement rate.

Client initial

  
KW Sunbelt initial

**Signature:** Kelsey White  
Kelsey White (Oct 5, 2015)

**Email:** [kelsey.white@sunbeltstaffing.com](mailto:kelsey.white@sunbeltstaffing.com)



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
03/20/2015

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).

<b>PRODUCER</b> Marsh USA, Inc. 1166 Avenue of the Americas New York, NY 10036 Attn: Adecco.certs@Marsh.com Fax: 212-948-0018		<b>CONTACT NAME:</b> <b>PHONE (A/C, No. Ext):</b> <b>E-MAIL ADDRESS:</b> <b>FAX (A/C, No):</b>	
370044-ALL-GAUWC-15-16      BOTH    YES		<b>INSURER(S) AFFORDING COVERAGE</b> <b>NAIC #</b>	
<b>INSURED</b> Sunbelt Staffing, LLC 10151 Deerwood Park Blvd. Building 200, Suite 400 Jacksonville, FL 32256		<b>INSURER A :</b> AXA Insurance Company      33022 <b>INSURER B :</b> National Union Fire Insurance Co Of Pittsburgh      19445 <b>INSURER C :</b> Insurance Company Of The State Of PA      19429 <b>INSURER D :</b> National Union Fire Ins. Co.      19445 <b>INSURER E :</b> <b>INSURER F :</b>	

**COVERAGES**      **CERTIFICATE NUMBER:** NYC-006678231-07      **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 INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input checked="" type="checkbox"/> LOC			PCS002071(15)	01/01/2015	01/01/2016	EACH OCCURRENCE \$ 2,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 2,000,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 2,000,000 GENERAL AGGREGATE \$ 4,000,000 PRODUCTS - COMP/OP AGG \$ 4,000,000
B	<b>AUTOMOBILE LIABILITY</b> <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS			5874044 (AOS) 5874046 (MA)	01/01/2015 01/01/2015	01/01/2016 01/01/2016	COMBINED SINGLE LIMIT (Ea accident) \$ 2,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			XS002072(15)	01/01/2015	01/01/2016	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000
C	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y / N	024508528 (AOS) 024508532 (CA) 024508533 (FL)	01/01/2015 01/01/2015 01/01/2015	01/01/2016 01/01/2016 01/01/2016	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 2,000,000 E.L. DISEASE - EA EMPLOYEE \$ 2,000,000 E.L. DISEASE - POLICY LIMIT \$ 2,000,000
D	<b>CRIME</b> WITH THIRD PARTY COVERAGE			01-841-80-05	01/01/2014	05/01/2015	LIMIT \$ 5,000,000

**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)**

Branch Location: Sunbelt Staffing, LLC, 3687 Tampa Road, Suite 200, Oldsmar, FL 34677. Oxnard School District shall be included as an Additional Insured on the General Liability and Umbrella Liability policies with respect to the provision of services under agreement, excluding the negligence of such Additional Insured(s). Oxnard School District shall be included as an Additional Insured on the Automobile Liability policy with respect to the provision of services under agreement, excluding any owned or leased vehicles. The General Liability insurance afforded under this policy for the Oxnard School District is Primary insurance and any other insurance maintained by or available to the Oxnard School District is Non-Contributory provided that a written contract requiring such provision of

**CERTIFICATE HOLDER**

Oxnard School District  
 Attn: Lisa Franz  
 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  
 of Marsh USA Inc.

Jason Clarke

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**ADDITIONAL REMARKS SCHEDULE**

<b>AGENCY</b> Marsh USA, Inc.		<b>NAMED INSURED</b> Sunbelt Staffing, LLC 10151 Deerwood Park Blvd. Building 200, Suite 400 Jacksonville, FL 32256	
<b>POLICY NUMBER</b>		<b>EFFECTIVE DATE:</b>	
<b>CARRIER</b>	<b>NAIC CODE</b>		

**ADDITIONAL REMARKS**

**THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,**  
**FORM NUMBER: 25 FORM TITLE: Certificate of Liability Insurance**

WORKERS COMP CONTINUED:

POLICY NUMBER: 024508531  
 STATE: AK,AZ,VA  
 EFFECTIVE: 1/1/2015- 1/1/2016  
 PAPER: INSURANCE COMPANY OF THE STATE OF PA  
 CARRIER: AIG

POLICY NUMBER: 024508529  
 STATE: IL,KY,NC,NH,UT,VT  
 EFFECTIVE: 1/1/2015- 1/1/2016  
 PAPER: INSURANCE COMPANY OF THE STATE OF PA  
 CARRIER: AIG

POLICY NUMBER: 024508534  
 STATE: ME  
 EFFECTIVE: 1/1/2015- 1/1/2016  
 PAPER: INSURANCE COMPANY OF THE STATE OF PA  
 CARRIER: AIG

POLICY NUMBER: 024508536  
 STATE: MA, ND, WA, WI, WY  
 EFFECTIVE: 1/1/2015- 1/1/2016  
 PAPER: INSURANCE COMPANY OF THE STATE OF PA  
 CARRIER: AIG

POLICY NUMBER: 024508530  
 STATE: NJ, PA  
 EFFECTIVE: 1/1/2015- 1/1/2016  
 PAPER: INSURANCE COMPANY OF THE STATE OF PA  
 CARRIER: AIG

POLICY NUMBER: 024508535  
 STATE: MN  
 EFFECTIVE: 1/1/2015- 1/1/2016  
 PAPER: THE INSURANCE COMPANY OF THE STATE OF PA  
 CARRIER: AIG

EXCESS WORKERS COMP-OHIO ONLY:  
 INSURER: NATIONAL INSURANCE COMPANY OF THE STATE OF PA  
 POLICY NUMBER: 9883942  
 EFFECTIVE: 1/1/2015- 1/1/2016  
 LIMITS: SIR: \$3,000,000  
 EL EACH ACCIDENT / EL DISEASE / EL DISEASE - EACH EMPLOYEE : \$1,000,000 / \$1,000,000 / \$1,000,000

coverage exists between the Insured and the Certificate Holder.

0003922 SP 0099 -C01-P03923-I

Oxnard School District  
Attn: Lisa Franz  
1051 South A Street  
Oxnard, CA 93030



## **BOARD AGENDA ITEM**

Name of Contributor: Lisa Cline

Date of Meeting: 10/21/15

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

### **REQUEST FOR APPROVAL OF OUT OF STATE CONFERENCE ATTENDANCE – ORIENTATION TO SCHOOL NUTRITION MANAGEMENT CONFERENCE (Cline)**

---

The Board’s approval is requested for Julie Chessen, Assistant Director, Child Nutrition Services, to attend the Institute of Child Nutrition’s Orientation to School Nutrition Management Conference, in Oxford, MS, January 11-15, 2016.

The Institute of Child Nutrition is credentialed by the Commission on Dietetic Registration and the School Nutrition Association. The Orientation to School Nutrition Management Conference is not available in California.

The conference will provide valuable information relevant to school nutrition including Meal Pattern/Healthier US School Challenge, Food Production and Operation Management, Program Accountability and the Role of the School Nutrition Director, Procurement and Inventory Management, Special Needs, Work Place Safety and Emergency Preparedness, Human Resource Management, Marketing and Communication, and Financial Management.

### **FISCAL IMPACT**

There is no cost for the conference. The district would be responsible for reimbursing the employee for the cost of travel and meals, to be paid out of Child Nutrition Services Funds.

### **RECOMMENDATION**

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees approve out of state conference attendance as outlined above.

### **ADDITIONAL MATERIAL**

Attached: Description (1 page)



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IFQ #UDIQHUVDR JIQ VWDWH#JHQ FHVDR J OIQ VXEVFUIEH#R XUHZ VOHWWHUV FRQWDFW#V KHOS#HVN GRFXPHQW#LEUDU\  
 DERXW# IFQ# RQOIQH# FKIDG#XWUIWRQ# VFKRRO#XWUIWRQ# FKIDG#DGXOW#FDUH# FHQWHU#RU# IDPH#R#DFH# UHVHDFK  
 IFQ UHVRXUFHV FRXUVHV DUFKIXHV SURJUDPV IRRG#SURJUDP WUDIQUHV WUDIQUJ

**Event Detail**

Title	• Orientation to School Nutrition Management Seminar: January 11-15, 2016 – Oxford, MS
Code	
Type	Seminar
Start Date	Monday, January 11, 2016 8:00 AM
End Date	Friday, January 15, 2016 12:00 PM
Location	ICN - Oxford, MS
Comments	<p>The Institute of Child Nutrition will be offering Orientation to School Nutrition Management Service on January 11-15, 2016. This training will provide an overview of the management components of school nutrition programs. The target audience includes school nutrition program staff, specialists, and trainers. Materials and lunch will be provided each day. Participants are responsible for travel expenses.</p> <p>*30.5 hours of CEU credits in SNA Key Areas, #1—Operations, #2—Nutrition, and #3—Administration*</p> <p>If you would like to attend this training, please click <a href="#">here</a>.</p>
Duration	4.5 days
Abstract	
Credit Hours	30.5 CEUs
Who Should Attend	
Has Lunch	Yes
Has Refreshments	Yes
Has Speaker	No
Event Document	None

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## **BOARD AGENDA ITEM**

**Name of Contributor:** Lisa Cline

**Date of Meeting:** 10/21/15

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

### **Disposal of Surplus Personal Property (Cline/Franz)**

---

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

### **FISCAL IMPACT**

None

### **RECOMMENDATION**

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

### **ADDITIONAL MATERIAL**

**Attached:** List of Personal Property – September 2015 (20 Pages)



# OXNARD SCHOOL DISTRICT

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

**To:** Lisa Franz  
Purchasing Director

**From:** David Hornback  
Warehouse Manager

**Date:** September 23, 2015

**Subject:** Disposal of surplus personal property

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

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

Thank You

WAREHOUSE FURNITURE SURPLUS - OUTSIDE LIST

Surplus	Asset	Tag	Item Description	Serial	Site	Qty
Number	Number	Number		Number		EA
			BOARDS		WAREHOUSE	6
			CABINETS		WAREHOUSE	43
			CARTS		WAREHOUSE	37
			CHAIRS		WAREHOUSE	432
			STUDENT DESKS		WAREHOUSE	387
			OFFICE DESKS		WAREHOUSE	14
			MAPS		WAREHOUSE	9
			SCREENS		WAREHOUSE	6
			SHELVES		WAREHOUSE	7
			TABLES		WAREHOUSE	87

**Oxnard School District**  
**Surplus Disposal Request**

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
1	N/A	N/A	PRINTER	N/A	SUR	EQUIPMENT	1
2	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
3	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
4	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
5	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
6	N/A	N/A	BROTHER FAX	N/A	SUR	COMPUTER	1
7	N/A	N/A	SHREDDER	N/A	SUR	EQUIPMENT	1
8	N/A	N/A	TV	N/A	SUR	COMPUTER	1
9	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
10	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
11	N/A	N/A	TYPEWRITER	N/A	SUR	EQUIPMENT	1
12	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
13	N/A	N/A	BOOMBOX	N/A	SUR	EQUIPMENT	1
14	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
15	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
16	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
17	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
18	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
19	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
20	N/A	N/A	O/H PROJECTOR	N/A	SUR	EQUIPMENT	1
21	N/A	N/A	CALCULATOR	N/A	SUR	EQUIPMENT	1
22	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
23	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
24	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
25	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
26	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
27	N/A	N/A	BOX OF MISC CABLES	N/A	SUR	COMPUTER	1
28	N/A	N/A	TAPE RECORDER	N/A	SUR	EQUIPMENT	1
29	N/A	N/A	TAPE RECORDER	N/A	SUR	EQUIPMENT	1
30	N/A	N/A	TAPE RECORDER	N/A	SUR	EQUIPMENT	1
31	N/A	N/A	TAPE RECORDER	N/A	SUR	EQUIPMENT	1
32	N/A	N/A	BOX OF HEADPHONES	N/A	SUR	COMPUTER	1
33	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
34	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
35	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
36	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
37	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
38	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
39	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
40	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1



**Oxnard School District**  
**Surplus Disposal Request**

Number	Asset	Tag #	MONITOR	Serial #	Site	Code	Qty
41	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
42	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
43	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
44	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
45	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
46	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
47	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
48	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
49	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
50	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
51	N/A	N/A	DOCKING STATION STAND	N/A	SUR	COMPUTER	1
52	N/A	N/A	DOCKING STATION STAND	N/A	SUR	COMPUTER	1
53	N/A	N/A	DOCKING STATION STAND	N/A	SUR	COMPUTER	1
54	N/A	N/A	DOCKING STATION STAND	N/A	SUR	COMPUTER	1
55	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
56	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
57	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
58	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
59	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
60	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
61	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
62	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
63	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
64	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
65	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
66	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
67	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
68	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
69	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
70	N/A	N/A	BOX OF PHONES	N/A	SUR	EQUIPMENT	1
71	N/A	N/A	BOX OF TELEPHONES	N/A	SUR	EQUIPMENT	1
72	N/A	N/A	BOX OF CABLES	N/A	SUR	EQUIPMENT	1
73	N/A	N/A	BOX OF CABLES	N/A	SUR	COMPUTER	1
74	N/A	N/A	SMALL PIANO	N/A	SUR	EQUIPMENT	1
75	N/A	N/A	BOXES OF KEYBOARDS	N/A	SUR	COMPUTER	1
76	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
77	N/A	N/A	TYPEWRITER	N/A	SUR	EQUIPMENT	1
78	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
79	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
80	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1

**Oxnard School District**  
**Surplus Disposal Request**

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
81	N/A	N/A	SPEAKER SYSTEM	N/A	SUR	EQUIPMENT	1
82	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
83	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
84	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
85	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
86	N/A	N/A	PROMETHEAN WALLBOX	N/A	SUR	COMPUTER	4
87	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
88	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
89	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
90	N/A	N/A	KEYBOARD	N/A	SUR	COMPUTER	1
91	N/A	N/A	MONITOR STAND	N/A	SUR	COMPUTER	1
92	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
93	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
94	N/A	N/A	BOXES OF CABLES	N/A	SUR	COMPUTER	1
95	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
96	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
97	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
98	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
99	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
100	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
101	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
102	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
103	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
104	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
105	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
106	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
107	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
108	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
109	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
110	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
111	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
112	N/A	N/A	LAPTOP	N/A	SUR	COMPUTER	1
113	N/A	N/A	O/H PROJECTOR	N/A	SUR	COMPUTER	1
114	N/A	N/A	O/H PROJECTOR	N/A	SUR	COMPUTER	1
115	N/A	N/A	SHREDDER	N/A	SUR	EQUIPMENT	1
116	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
117	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
118	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
119	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
120	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1

**Oxnard School District**  
**Surplus Disposal Request**

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
121	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
122	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
123	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
124	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
125	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
126	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
127	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
128	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
129	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
130	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
131	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
132	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
133	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
134	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
135	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
136	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
137	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
138	N/A	N/A	CASSETTE PLAYER	N/A	SUR	COMPUTER	1
139	N/A	N/A	CASSETTE PLAYER	N/A	SUR	COMPUTER	1
140	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
141	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
142	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
143	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
144	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
145	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
146	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
147	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
148	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
149	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
150	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
151	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
152	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
153	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
154	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
155	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
156	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
157	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
158	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
159	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
160	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1

**Oxnard School District**  
**Surplus Disposal Request**

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
161	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
162	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
163	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
164	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
165	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
166	N/A	N/A	APC SMART	N/A	SUR	COMPUTER	1
167	N/A	N/A	SINK	N/A	SUR	EQUIPMENT	1
168	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
169	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
170	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
171	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
172	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
173	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
174	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
175	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
176	N/A	N/A	BOX OF KEYBOARDS	N/A	SUR	COMPUTER	1
177	N/A	N/A	BOX OF KEYBOARDS	N/A	SUR	COMPUTER	1
178	N/A	N/A	BOX OF KEYBOARDS	N/A	SUR	COMPUTER	1
179	N/A	N/A	LAPTOP	N/A	SUR	COMPUTER	1
180	N/A	N/A	LAPTOP	N/A	SUR	COMPUTER	1
181	N/A	N/A	LAPTOP	N/A	SUR	COMPUTER	1
182	N/A	N/A	LAPTOP	N/A	SUR	COMPUTER	1
183	N/A	N/A	LAPTOP	N/A	SUR	COMPUTER	1
184	N/A	N/A	LAPTOP	N/A	SUR	COMPUTER	1
185	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
186	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
187	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
188	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
189	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
190	N/A	N/A	1 BOX OF CABLES	N/A	SUR	COMPUTER	1
191	N/A	N/A	MICROWAVE	N/A	SUR	EQUIPMENT	1
192	N/A	N/A	REFRIGERATOR	N/A	SUR	EQUIPMENT	1
193	N/A	N/A	RADIO	N/A	SUR	EQUIPMENT	1
194	N/A	N/A	RADIO	N/A	SUR	EQUIPMENT	1
195	N/A	N/A	RADIO	N/A	SUR	EQUIPMENT	1
196	N/A	N/A	RADIO	N/A	SUR	EQUIPMENT	1
197	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
198	N/A	N/A	O/H PROJECTOR	N/A	SUR	EQUIPMENT	1
199	N/A	N/A	O/H PROJECTOR	N/A	SUR	EQUIPMENT	1
200	N/A	N/A	O/H PROJECTOR	N/A	SUR	EQUIPMENT	1

**Oxnard School District  
Surplus Disposal Request**

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
201	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
202	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
203	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
204	N/A	N/A	MONITOR	N/A	SUR	EQUIPMENT	1
205	N/A	N/A	MONITOR	N/A	SUR	EQUIPMENT	1
206	N/A	N/A	VACUUM	N/A	SUR	EQUIPMENT	1
207	N/A	N/A	FLOOR BURNISHER	N/A	SUR	EQUIPMENT	1
208	N/A	N/A	WET VACUUM	N/A	SUR	EQUIPMENT	1
209	N/A	N/A	BIN	N/A	SUR	EQUIPMENT	1
210	N/A	N/A	CART	N/A	SUR	EQUIPMENT	1
211	N/A	N/A	CART	N/A	SUR	EQUIPMENT	1
212	N/A	N/A	CART	N/A	SUR	EQUIPMENT	1
213	N/A	N/A	CART	N/A	SUR	EQUIPMENT	1
214	N/A	N/A	CART	N/A	SUR	EQUIPMENT	1
215	N/A	N/A	VACUUM	N/A	SUR	EQUIPMENT	1
216	N/A	N/A	DESK	N/A	SUR	EQUIPMENT	1
217	N/A	N/A	DESK	N/A	SUR	EQUIPMENT	1
218	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
219	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
220	N/A	N/A	RECEIVER	N/A	SUR	EQUIPMENT	1
221	N/A	N/A	BOOM BOX	N/A	SUR	EQUIPMENT	1
222	N/A	N/A	BOOM BOX	N/A	SUR	EQUIPMENT	1
223	N/A	N/A	SWITCH	N/A	SUR	COMPUTER	1
224	N/A	N/A	SWITCH	N/A	SUR	COMPUTER	1
225	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
226	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
227	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
228	N/A	N/A	VHS RECORDER	N/A	SUR	EQUIPMENT	1
229	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
230	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
231	N/A	N/A	VHS RECORDER	N/A	SUR	EQUIPMENT	1
232	N/A	N/A	VHS RECORDER	N/A	SUR	EQUIPMENT	1
233	N/A	N/A	VHS RECORDER	N/A	SUR	EQUIPMENT	1
234	N/A	N/A	VHS RECORDER	N/A	SUR	EQUIPMENT	1
235	N/A	N/A	VHS RECORDER	N/A	SUR	COMPUTER	1
236	N/A	N/A	VHS RECORDER	N/A	SUR	EQUIPMENT	1
237	N/A	N/A	VHS RECORDER	N/A	SUR	EQUIPMENT	1
238	N/A	N/A	VHS RECORDER	N/A	SUR	EQUIPMENT	1
239	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
240	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1

**Oxnard School District**  
**Surplus Disposal Request**

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
241	N/A	N/A	DVD PLAYER	N/A	SUR	EQUIPMENT	1
242	N/A	N/A	RECEIVER	N/A	SUR	EQUIPMENT	1
243	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
244	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
245	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
246	N/A	N/A	DVD PLAYER	N/A	SUR	EQUIPMENT	1
247	N/A	N/A	DVD PLAYER	N/A	SUR	EQUIPMENT	1
248	N/A	N/A	VHS RECORDER	N/A	SUR	EQUIPMENT	1
249	N/A	N/A	VHS RECORDER	N/A	SUR	EQUIPMENT	1
250	N/A	N/A	VHS RECORDER	N/A	SUR	EQUIPMENT	1
251	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
252	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
253	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
254	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
255	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
256	N/A	N/A	GEN JX-T88	N/A	SUR	EQUIPMENT	1
257	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
258	N/A	N/A	TYPEWRITER	N/A	SUR	EQUIPMENT	1
259	N/A	N/A	REFRIGERATOR	N/A	SUR	EQUIPMENT	1
260	N/A	N/A	REFRIGERATOR	N/A	SUR	EQUIPMENT	1
261	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
262	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
263	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
264	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
265	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
266	N/A	N/A	DVD PLAYER	N/A	SUR	EQUIPMENT	1
267	N/A	N/A	SMART BOARD	N/A	SUR	EQUIPMENT	1
268	N/A	N/A	CASSETTE PLAYER	N/A	SUR	EQUIPMENT	1
269	N/A	N/A	CASE OF HEADPHONES	N/A	SUR	EQUIPMENT	1
270	N/A	N/A	CASE OF HEADPHONES	N/A	SUR	EQUIPMENT	1
271	N/A	N/A	CASE OF HEADPHONES	N/A	SUR	EQUIPMENT	1
272	N/A	N/A	PHONE	N/A	SUR	EQUIPMENT	1
273	N/A	N/A	PHONE	N/A	SUR	EQUIPMENT	1
274	N/A	N/A	PHONE	N/A	SUR	EQUIPMENT	1
275	N/A	N/A	PAGER	N/A	SUR	EQUIPMENT	1
276	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1
277	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1
278	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1
279	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1
280	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1

**Oxnard School District**  
**Surplus Disposal Request**

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
281	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1
282	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1
283	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1
284	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1
285	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1
286	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1
287	N/A	N/A	CHARGERS	N/A	SUR	EQUIPMENT	1
288	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
289	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
290	N/A	N/A	ELMO	N/A	SUR	EQUIPMENT	1
291	N/A	N/A	ELMO	N/A	SUR	EQUIPMENT	1
292	N/A	N/A	ELMO	N/A	SUR	EQUIPMENT	1
293	N/A	N/A	ELMO	N/A	SUR	EQUIPMENT	1
294	N/A	N/A	ELMO	N/A	SUR	EQUIPMENT	1
295	N/A	N/A	ELMO	N/A	SUR	EQUIPMENT	1
296	N/A	N/A	ELMO	N/A	SUR	EQUIPMENT	1
297	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
298	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
299	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
300	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
301	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
302	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
303	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
304	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
305	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
306	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
307	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
308	N/A	N/A	BOX OF KEYBOARDS	N/A	SUR	COMPUTER	1
309	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
310	N/A	N/A	BOX OF HEADPHONES	N/A	SUR	COMPUTER	1
311	N/A	N/A	BOX OF CABLES	N/A	SUR	COMPUTER	1
312	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
313	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
314	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
315	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
316	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
317	N/A	N/A	SCANNER	N/A	SUR	COMPUTER	1
318	N/A	N/A	CASSETTE RECORDER	N/A	SUR	EQUIPMENT	1
319	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
320	N/A	N/A	CPU	N/A	SUR	COMPUTER	1

**Oxnard School District**  
**Surplus Disposal Request**

<b>Number</b>	<b>Asset</b>	<b>Tag #</b>	<b>Description</b>	<b>Serial #</b>	<b>Site</b>	<b>Code</b>	<b>Qty</b>
321	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
322	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
323	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
324	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
325	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
326	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
327	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
328	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
329	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
330	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
331	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
332	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
333	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
334	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
335	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
336	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
337	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
338	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
339	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
340	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
341	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
342	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
343	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
344	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
345	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
346	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
347	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
348	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
349	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
350	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
351	N/A	N/A	LAPTOPS	N/A	SUR	COMPUTER	1
352	N/A	N/A	LAPTOPS	N/A	SUR	COMPUTER	1
353	N/A	N/A	LAPTOPS	N/A	SUR	COMPUTER	1
354	N/A	N/A	LAPTOPS	N/A	SUR	COMPUTER	1
355	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
356	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
357	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
358	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
359	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
360	N/A	N/A	CPU	N/A	SUR	COMPUTER	1



**Oxnard School District**  
**Surplus Disposal Request**

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
361	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
362	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
363	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
364	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
365	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
366	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
367	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
368	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
369	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
370	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
371	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
372	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
373	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
374	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
375	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
376	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
377	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
378	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
379	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
380	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
381	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
382	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
383	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
384	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
385	N/A	N/A	FREEZER	N/A	SUR	EQUIPMENT	1
386	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
387	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
388	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
389	N/A	N/A	PRINTER	N/A	SUR	EQUIPMENT	1
390	N/A	N/A	PRINTER	N/A	SUR	EQUIPMENT	1
391	N/A	N/A	PRINTER	N/A	SUR	EQUIPMENT	1
392	N/A	N/A	PRINTER	N/A	SUR	EQUIPMENT	1
393	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
394	N/A	N/A	VCR	N/A	SUR	COMPUTER	1
395	N/A	N/A	VCR	N/A	SUR	COMPUTER	1
396	N/A	N/A	VCR	N/A	SUR	COMPUTER	1
397	N/A	N/A	ALPH SMART	N/A	SUR	COMPUTER	1
398	N/A	N/A	ALPH SMART	N/A	SUR	COMPUTER	1
399	N/A	N/A	ALPH SMART	N/A	SUR	COMPUTER	1
400	N/A	N/A	ALPH SMART	N/A	SUR	COMPUTER	1

**Oxnard School District  
Surplus Disposal Request**

<b>Number</b>	<b>Asset</b>	<b>Tag #</b>	<b>Description</b>	<b>Serial #</b>	<b>Site</b>	<b>Code</b>	<b>Qty</b>
401	N/A	N/A	ALPHA SMART	N/A	SUR	COMPUTER	1
402	N/A	N/A	ALPHA SMART	N/A	SUR	COMPUTER	1
403	N/A	N/A	ALPHA SMART	N/A	SUR	COMPUTER	1
404	N/A	N/A	ALPHA SMART	N/A	SUR	COMPUTER	1
405	N/A	N/A	ALPHA SMART	N/A	SUR	COMPUTER	1
406	N/A	N/A	ALPHA SMART	N/A	SUR	COMPUTER	1
407	N/A	N/A	ALPHA SMART	N/A	SUR	COMPUTER	1
408	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
409	N/A	N/A	ALPHA SMART	N/A	SUR	COMPUTER	1
410	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
411	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
412	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
413	N/A	N/A	BOX OF KEYBOARDS	N/A	SUR	COMPUTER	1
414	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
415	N/A	N/A	CASSETTE RECORDER	N/A	SUR	EQUIPMENT	1
416	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
417	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
418	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
419	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
420	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
421	N/A	N/A	MICROWAVE	N/A	SUR	EQUIPMENT	1
422	N/A	N/A	BOXES OF HEADPHONES	N/A	SUR	COMPUTER	1
423	N/A	N/A	BOX OF CABLES	N/A	SUR	EQUIPMENT	1
424	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
425	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
426	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
427	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
428	N/A	N/A	VCR	N/A	SUR	EQUIPMENT	1
429	N/A	N/A	TYPEWRITER	N/A	SUR	COMPUTER	1
430	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
431	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
432	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
433	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
434	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
435	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
436	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
437	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
438	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
439	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
440	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1

**Oxnard School District**  
**Surplus Disposal Request**

<b>Number</b>	<b>Asset</b>	<b>Tag #</b>	<b>Description</b>	<b>Serial #</b>	<b>Site</b>	<b>Code</b>	<b>Qty</b>
441	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
442	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
443	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
444	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
445	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
446	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
447	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
448	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
449	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
450	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
451	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
452	N/A	N/A	LAPTOP	N/A	SUR	COMPUTER	1
453	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
454	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
455	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
456	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
457	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
458	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
459	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
460	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
461	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
462	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
463	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
464	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
465	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
466	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
467	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
468	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
469	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
470	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
471	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
472	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
473	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
474	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
475	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
476	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
477	N/A	N/A	O/H PROJECTOR	N/A	SUR	EQUIPMENT	1
478	N/A	N/A	O/H PROJECTOR	N/A	SUR	EQUIPMENT	1
479	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
480	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1

**Oxnard School District**  
**Surplus Disposal Request**

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
481	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
482	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
483	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
484	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
485	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
486	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
487	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
488	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
489	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
490	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
491	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
492	N/A	N/A	DVD PLAYER	N/A	SUR	EQUIPMENT	1
493	N/A	N/A	DVD PLAYER	N/A	SUR	EQUIPMENT	1
494	N/A	N/A	CASSETTE RECORDER	N/A	SUR	EQUIPMENT	1
495	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
496	N/A	N/A	SCALE	N/A	SUR	EQUIPMENT	1
497	N/A	N/A	CAMERA	N/A	SUR	EQUIPMENT	1
498	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
499	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
500	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
501	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
502	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
503	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
504	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
505	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
506	N/A	N/A	T.V.	N/A	SUR	EQUIPMENT	1
507	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
508	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
509	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
510	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
511	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
512	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
513	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
514	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
515	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
516	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
517	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
518	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
519	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
520	N/A	N/A	CPU	N/A	SUR	COMPUTER	1

**Oxnard School District**  
**Surplus Disposal Request**

<b>Number</b>	<b>Asset</b>	<b>Tag #</b>	<b>Description</b>	<b>Serial #</b>	<b>Site</b>	<b>Code</b>	<b>Qty</b>
521	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
522	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
523	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
524	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
525	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
526	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
527	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
528	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
529	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
530	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
531	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
532	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
533	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
534	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
535	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
536	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
537	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
538	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
539	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
540	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
541	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
542	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
543	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
544	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
545	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
546	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
547	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
548	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
549	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
550	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
551	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
552	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
553	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
554	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
555	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
556	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
557	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
558	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
559	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
560	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1

**Oxnard School District**  
**Surplus Disposal Request**

<b>Number</b>	<b>Asset</b>	<b>Tag #</b>	<b>Description</b>	<b>Serial #</b>	<b>Site</b>	<b>Code</b>	<b>Qty</b>
561	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
562	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
563	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
564	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
565	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
566	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
567	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
568	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
569	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
570	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
571	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
572	N/A	N/A	O/H PROJECTOR	N/A	SUR	EQUIPMENT	1
573	N/A	N/A	O/H PROJECTOR	N/A	SUR	EQUIPMENT	1
574	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
575	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
576	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
577	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
578	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
579	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
580	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
581	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
582	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
583	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
584	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
585	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
586	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
587	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
588	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
589	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
590	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
591	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
592	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
593	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
594	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
595	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
596	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
597	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
598	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
599	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
600	N/A	N/A	CPU	N/A	SUR	COMPUTER	1

**Oxnard School District  
Surplus Disposal Request**

<b>Number</b>	<b>Asset</b>	<b>Tag #</b>	<b>Description</b>	<b>Serial #</b>	<b>Site</b>	<b>Code</b>	<b>Qty</b>
601	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
602	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
603	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
604	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
605	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
606	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
607	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
608	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
609	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
610	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
611	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
612	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
613	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
614	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
615	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
616	N/A	N/A	VCR	N/A	SUR	COMPUTER	1
617	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
618	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
619	N/A	N/A	O/H PROJECTOR	N/A	SUR	EQUIPMENT	1
620	N/A	N/A	TV	N/A	SUR	COMPUTER	1
621	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
622	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
623	N/A	N/A	DOCUMENT CAMERA	N/A	SUR	COMPUTER	1
624	N/A	N/A	O/H PROJECTOR	N/A	SUR	EQUIPMENT	1
625	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	23
626	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
627	N/A	N/A	MONITOR	N/A	SUR	COMPUTER	1
628	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
629	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
630	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
631	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
632	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
633	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
634	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
635	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
636	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
637	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
638	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
639	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
640	N/A	N/A	CPU	N/A	SUR	COMPUTER	1

**Oxnard School District**  
**Surplus Disposal Request**

Number	Asset	Tag #	Description	Serial #	Site	Code	Qty
641	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
642	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
643	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
644	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
645	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
646	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
647	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
648	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
649	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
650	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
651	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
652	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
653	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
654	N/A	N/A	CPU	N/A	SUR	COMPUTER	1
655	N/A	N/A	PRINTER	N/A	SUR	COMPUTER	1
656	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
657	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
659	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
660	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
661	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
662	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
663	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
664	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
665	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
666	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
667	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
668	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
669	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
670	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
671	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
672	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
673	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
674	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
675	N/A	N/A	PROJECTOR	N/A	SUR	EQUIPMENT	1
676	N/A	N/A	SCRUBBER	N/A	SUR	EQUIPMENT	1
677	N/A	N/A	SCRUBBER	N/A	SUR	EQUIPMENT	1
678	N/A	N/A	3 WHEELER	N/A	SUR	EQUIPMENT	1
679	N/A	N/A	LINE MARKER	N/A	SUR	EQUIPMENT	1
680	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1



**Oxnard School District**  
**Surplus Disposal Request**

<b>Number</b>	<b>Asset</b>	<b>Tag #</b>	<b>Description</b>	<b>Serial #</b>	<b>Site</b>	<b>Code</b>	<b>Qty</b>
681	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
682	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
683	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
684	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
685	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
686	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
687	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
688	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
689	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
690	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
691	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
692	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
693	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
694	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
695	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
696	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
697	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1
698	N/A	N/A	TV	N/A	SUR	EQUIPMENT	1

**BOARD AGENDA ITEM**

Name of Contributor(s): Lisa Cline

Date of Meeting: 10/21/15

**STUDY SESSION** \_\_\_\_\_  
**CLOSED SESSION** \_\_\_\_\_  
**SECTION B: HEARINGS** \_\_\_\_\_  
**SECTION C: CONSENT AGENDA**   X    
**SECTION D: ACTION** \_\_\_\_\_  
**SECTION E: REPORTS/DISCUSSION** \_\_\_\_\_  
**SECTION F: BOARD POLICIES** 1<sup>st</sup> Reading \_\_\_\_\_ 2<sup>nd</sup> Reading \_\_\_\_\_

**Ratification of Work Authorization Letter #004 for the performance of certain testing and inspection services to support the District’s Mitigated Negative Declaration for the Lemonwood Elementary School Reconstruction project pursuant to Master Agreement #13-135 with Cardno ATC (Cline/CFW)**

On November 13, 2013, pursuant to a competitive prequalification process for construction professionals, the Board of Trustees approved a Master Agreement # 13-135 with Cardno ATC to perform Hazardous Materials Survey & Testing services related to the design and construction of new school projects and modernizations. The District established a fair, impartial rotation for the assignment of work to each of the companies that were prequalified to perform professional construction services of this nature.

The District has concurrently retained the services of Cardno ATC to perform a Preliminary Environmental Assessment (“PEA”) and prepare a Mitigated Negative Declaration (“MND”) consistent with the requirements of the California Environmental Quality Act. Because trace contaminants have been identified on the property during previous studies, the California Department of Toxic Substances Control (“DTSC”) has required that a Phase 1 Environmental Site Assessment (“ESA”) be performed in conjunction with the PEA being prepared by Cardno ATC. DTSC must review and approve the Phase 1 ESA in order to proceed with the Project.

The District, in consultation with CFW, recommends ratification of Work Authorization Letter (“WAL”) #004 to Cardno ATC for their completed performance of the Phase I ESA.

The Work Authorization Letter is related to and consists of:

Master Agreement #13-135  
WAL #004  
Consultant: Cardno ATC  
Date Issued: 10/21/15  
Amount: \$4,635.00

The WAL is attached describing the scope of services requested from Cardno ATC. Cardno ATC’s proposal for the services is also attached for the Board’s reference.

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**FISCAL IMPACT:**

This WAL for Cardno ATC is for a fixed fee of: Four Thousand Six Hundred Thirty Five Dollars and Zero Cents [\$4,635.00] to be funded from Measure "R" cost code of 6171 – Environmental Studies.

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**RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, in consultation with Caldwell Flores Winters that the Board of Trustees ratify Work Authorization Letter #004 for the Completed Performance of a Phase I Environmental Site Assessment for the Lemonwood Elementary School Reconstruction project pursuant to Master Agreement #13-135 with Cardno ATC.

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**ADDITIONAL MATERIAL(S):**

- WAL #004, Cardno ATC (1 page)
- Proposal, Cardno ATC (10 pages)
- Master Agreement #13-135, Cardno ATC (32 pages)



**WORK AUTHORIZATION LETTER**

**GENERAL INFORMATION**

<b>PROJECT #:</b> Lemonwood E.S. Reconstruction	<b>DATE:</b> 8.25.2015
<b>SITE NAME:</b> Lemonwood Elementary School	<b>DSA #</b> N/A
<b>MASTER AGREEMENT #:</b> 13-135	<b>OPSC #</b> N/A
<b>WAL #:</b> 004	<b>VENDOR ID:</b>

**PURSUANT TO MASTER AGREEMENT BETWEEN:**

DISTRICT	CONSULTANT
<b>OXNARD SCHOOL DISTRICT</b> 1051 South A Street Oxnard, CA 93030 (805) 385-1501	Firm Name: Cardno ATC Street: 25 Cupania Circle City, State, Zip: Monterey Park, CA 91755 Phone: (323) 517-9780

**SCOPE OF SERVICES TO BE PERFORMED UNDER THIS WAL**

Phase I Environmental Site Assessment - Per all Pre-Construction criteria identified under Item 1 ( Pre-construction Services) as described in Attachment "F" to Master Agreement #13-135

**SCHEDULE OF SERVICES TO BE PERFORMED UNDER THIS WAL**

<b>START DATE:</b> 25-Aug-15	<b>COMPLETION DATE:</b> 9-Oct-15
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**FIXED FEE AMOUNT: Four Thousand Six Hundred Thirty Five Dollars (\$4,635.00)**

*This fee amount is based upon Consultant's proposal dated 21-Aug-15 and subsequent negotiations mutually agreed to by all parties*

*This WAL is inherently a part of the Master Agreement referenced above. It is bound by the general terms and conditions of the Master Agreement. This WAL describes in detail the Consultants specific Scope of Services, agreed upon lump sum fixed fee, agreed upon schedule for completion of Services, and other provisions required to clearly indicate the required Services, and terms of this WAL.*

*This WAL and associated Master Agreement hereby supercede any and all terms, conditions, and other provisions of the Consultant's Proposal; and such terms, conditions, and other provisions are null and void, and are not incorporated to any extent as part of this WAL and associated Master Agreement whether or not they are directly superceded by this WAL and/or the associated Master Agreement.*

**IN WITNESS THEREOF, THE PARTIES HAVE AGREED TO AND EXECUTED THIS WAL AS SET FORTH BELOW:**

DISTRICT	CONSULTANT
OXNARD SCHOOL DISTRICT	CONSULTANT
(SIGNATURE) (DATE)	(SIGNATURE) (DATE)

**FOR DISTRICT USE ONLY**

PROJECT MANAGER: CFW (Greg Grant)      PREPARED BY: Greg Grant  
 P.O. #      P.O. AMOUNT:  
 SOURCE OF FUNDS:     MEASURE "R"     DEF. MAINT.     DEV. FEES     OTHER \_\_\_\_\_  
 COST ID: 6160    Other Costs - Site

(PM APPROVAL SIGNATURE) (DATE)

**SPECIAL INSTRUCTIONS:**



August 21, 2015

Trevor Goller  
Program Manager

Sent via email: [tgoller@cfwinc.com](mailto:tgoller@cfwinc.com)

Oxnard Unified School District  
c/o Caldwell Flores Winters, Inc.  
1901 South Victoria Avenue, Suite 106  
Oxnard, California 93035

Cardno ATC

25 Cupania Circle  
Monterey Park, CA 91755

Phone +1 323 517 9780  
Fax +1 323 517 9781  
[www.cardno.com](http://www.cardno.com)

[www.cardnoatc.com](http://www.cardnoatc.com)

RE: Proposal for Phase I Environmental Site Assessment  
Lemonwood Elementary School  
2200 Carnegie Court  
Oxnard, California 93033  
Cardno ATC Proposal No. 10116-2015-08-0300

Dear Mr. Goller:

Cardno ATC is pleased to provide this proposal in response to your request for a Phase I Environmental Site Assessment (ESA) of the above-referenced location (property) for the Oxnard Unified School District (Client) in care of Caldwell Flores Winters, Inc. (CFW).

## Background

Based on the information available to Cardno ATC, the property is currently improved with an elementary school that consists of various structures, playgrounds (both paved and unpaved) and parking areas.

Cardno ATC understands that the ESA is being requested in connection with a scheduled renovation of the property that will include demolition of some existing buildings, and construction of new buildings.

## Scope of Service & Fee Estimates

Cardno ATC will perform an ESA in general accordance with *ASTM E 1527-05 Standard Practice for Environmental Site Assessments: Phase I Site Assessment Process*. The services are further described in the Attachments to this proposal. The following table summarizes the scope of services and lump sum fees for the project.

The ASTM E 1527-05 Standard Practice specifies that the User conduct a review of title and judicial records for environmental liens and/or Activity and Use Limitations (AUL) and provide the information to the Environmental Professional. However, the Standard does allow for the User to engage the Environmental Professional to complete the lien and AUL research. As an option,



Cardno ATC offers the service and has included the fee in the total cost. Cardno ATC will engage a title professional to perform the service.

Task	Attachment	Fee
Phase I ESA	Phase I ESA Scope of Services	\$4,635
Environmental Lien Search <sup>1</sup>	Phase I ESA Scope of Services	Included
Mold Screening	Supplemental Environmental Services	Included
Radon Document Review	Supplemental Environmental Services	Included
Lead in Drinking Water Data Review	Supplemental Environmental Services	Included
Wetlands Document Review	Supplemental Environmental Services	Included
Flood Plain Document Review	Supplemental Environmental Services	Included
<b>TOTAL<sup>2</sup></b>		<b>\$4,635</b>

<sup>1</sup>Fee for lien & activity and use limitation search assumes one land parcel. If multiple parcels are identified with the same owner, a fee of \$85 per additional parcel will apply; if multiple parcels are identified with different owners, a fee of \$85 per additional parcel will apply.

Note that Cardno ATC conducted a hazardous materials survey of the property in January 2014, which included sampling of suspect asbestos-containing material and lead-based paint; that report will be reviewed and summarized within the Phase I ESA report.

Cardno ATC will not exceed the cost estimates for the scope of work without written authorization from the Client. Should the Client require additional work, such as consultation beyond the number of hours estimated to complete this project, extensive report revisions, additional copies of the reports, consultation with attorneys, etc., the same unit rates listed on Cardno ATC's standard fee schedule (per the agreement in place with Oxnard Unified School District) will apply.

### Project Deliverables and Schedule

Following written authorization to proceed, Cardno ATC intends to conduct the services outlined above and report findings as described in the table below.

Task	Deliverable	Schedule <sup>1, 2</sup>
Site Reconnaissance	N/A	Within five business days
Draft report	Via email	Within 10-15 business days of authorization
Final report	1 electronic copy; Up to 2 hardcopies, upon request <sup>3</sup>	Within two business days of receipt of review comments

<sup>1</sup>This schedule assumes written authorization to proceed by August 28, 2015 and is subject to change.

<sup>2</sup>Monday, September 7, 2015 is a Cardno ATC holiday.

<sup>3</sup>Additional hardcopies of each report can be produced for a fee of \$75 per copy.

### Client Responsibilities

The proposed fee estimate and schedule in this proposal are based on Client responsibilities that include, but are not limited to: providing timely access to the property, accurate property location information, and available documentation and information as described in the Client Questionnaire attachment.



### **Third Party Reliance**

If the report or a letter of reliance is to be addressed to a third party other than Oxnard Unified School District, that party must be identified by Oxnard Unified School District prior to report issuance and accept the terms and limitations in the report and/or Letter of Reliance, unless an alternative written agreement is executed between Cardno ATC and the third party.

### **Authorization**

The terms and conditions and conditions of this project will be based on the *Agreement for Consulting Services #13-135* between Oxnard Unified School District and Cardno ATC. If this proposal is acceptable, please provide a work authorization letter via email to [dawn.merrill@cardno.com](mailto:dawn.merrill@cardno.com) or facsimile to 323-517-9781. Cardno ATC will execute the agreement and return one copy for your files.

Thank you for the opportunity to propose on this project. If you have any questions or require further information, please email the undersigned or call 323-517-9780.

Sincerely,  
**Cardno ATC**

A handwritten signature in black ink that reads "Dawn Merrill".

Dawn Merrill  
Branch Manager  
for Cardno ATC  
Direct Line +1 323 517 9662  
Email: [dawn.merrill@cardno.com](mailto:dawn.merrill@cardno.com)

Attachments:

- Phase I ESA Scope of Services
- Supplemental Environmental Services
- Client Questionnaire



## ATTACHMENT PHASE I ESA SCOPE OF SERVICES

The proposed Phase I ESA will be conducted in general accordance with the ASTM Standard Practice E 1527-05, consistent with a level of care and skill ordinarily practiced by the environmental consulting profession currently providing similar services under similar circumstances. The purpose of the ESA will be to identify *recognized environmental conditions* in connection with the property at the time of the site reconnaissance. The scope of ESA will include an evaluation of the following:

- Physical setting characteristics of the property through a review of referenced sources such as topographic maps and geologic, soils and hydrologic reports.
- Usage of the property, adjoining properties and surrounding area through a review of reasonably ascertainable historical sources such as land title records, fire insurance maps, city directories, aerial photographs, prior reports and interviews.
- Observations and interviews regarding current property usage and conditions including: the use, treatment, storage, disposal or generation of hazardous substances, petroleum products, hazardous wastes, non-hazardous solid wastes and wastewater.
- Observations and interviews regarding usage of adjoining and surrounding area properties and the likely impact of known or suspected releases of hazardous substances or petroleum products from those properties on the property.
- Information in ASTM-specified environmental agency databases and local environmental records, within the ASTM-specified approximate minimum search distance from the property.
- Preparation of a written report that includes findings, opinions, conclusions and supporting documentation.

Client has directed the following significant additions, deletions or deviations to ASTM Standard Practice E 1527-05 for the proposed ESA. Client acceptance of this proposal confirms its awareness that such changes may result in a *data gap* being identified in the report and may impact their ability to use the report to help qualify for *Landowner Liability Protections* under CERCLA. Unless otherwise indicated below, Client will provide Cardno ATC with the results of Client's review of reasonably ascertainable land title and judicial records for *Environmental Liens or Activity and Use Limitations (AULs)* per E 1527-05, Section 6.2.

<b>Client Directed Additions, Deletions or Deviations to ASTM Standard Practice E 1527-05</b> <b>(only checked items apply)</b>	
<input checked="" type="checkbox"/>	Cardno ATC will review reasonably ascertainable land title records for Environmental Liens or AULs
<input type="checkbox"/>	No review of land title or judicial records for Environmental Liens or AULs will be conducted
<input type="checkbox"/>	Include Client or other scope of work guidance document entitled: N/A
<input type="checkbox"/>	Other:





## ATTACHMENT SUPPLEMENTAL ENVIRONMENTAL SERVICES

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The scope of the proposed ESA will include consideration of the following environmental issues or conditions that are beyond the scope of ASTM Standard Practice E 1527-05 when specifically referenced in the proposal:

- **Mold Screening** to report the findings of a baseline survey of readily observable mold and conditions conducive to mold on the property identified by limited interview, document review and physical observation and to provide an opinion on whether an identified condition warrants further action. The scope of work for the Mold Screening is intended to be consistent with ASTM Standard Practice E 2418-06: *Standard Guide for Readily Observable Mold and Conditions Conducive to Mold in Commercial Buildings: Baseline Survey Process*. The scope of work, including potential deviations from the Standard Guide, is described as follows. The interview is limited to at least one knowledgeable person from property management or engineering staff. The document review is limited to only those relevant documents made readily available to Cardno ATC in a timely manner. The physical observations will be limited to certain Heating, Ventilation and Air Conditioning (HVAC) system areas and other readily accessible building areas likely to become subject to water damage, plumbing leaks, and flooding. Unless noted otherwise herein, Cardno ATC will observe the HVAC equipment room(s) and readily accessible mechanical rooms and, in buildings with package units in the ceiling, at least one unit per floor. Also, unless noted otherwise, Cardno ATC will observe readily accessible areas of the basement (or lowest level), the top floor, the roof (including any penthouse areas) and at least one mid-level floor (if applicable). For multi-story buildings, the total number of floors observed (inclusive of those already mentioned) is intended to be up to 10% of the total number of floors (if readily accessible). For hotel and multi-family buildings, Cardno ATC will target the lowest and highest levels and roof as described above and up to 10% of units, including one per floor if readily accessible. The Mold Screening will not include destructive methods of observation. No sampling or laboratory analyses will be conducted. The Mold Screening service as described herein will be limited in scope and by the time and cost considerations typically associated with performing a Phase I ESA. No method can guarantee that a hazard will be discovered if evidence of the hazard is not encountered within the performance of the Mold Screening as authorized and that opinions and conclusions must, out of necessity, be extrapolated from limited information and discrete, non-continuous data points.
- **Limited Asbestos Screening (LAS)** survey consisting of a limited baseline survey to evaluate the presence of asbestos-containing materials (ACMs) in major building systems within the interior of property buildings consistent with ASTM E 2308-05: *Standard Guide for Limited Asbestos Screens of Buildings*. The LAS includes an interview of a designated knowledgeable person and review of ACM reports and operations and maintenance plans made available to Cardno ATC during the ESA. Cardno ATC will conduct a limited walk-through of the building(s) to observe representative major building systems for suspect materials to the extent they are readily accessible and easily observable. Cardno ATC will collect a limited number of samples of observed suspect ACM using non-destructive sampling methods. Bulk samples will be submitted to a qualified laboratory for analysis using polarized light microscopy (PLM) methodology. The report will include a list of the types of observed suspect ACMs and assumed ACMs. The report will include a table that lists each bulk sample and the sample number, description, location, friability and laboratory result. Based on the results of the survey, the report will include a recommendation as to the need for a more thorough survey and/or an Operations and Maintenance (O&M) program. PLM sample test results reported to contain less than or equal to 1% asbestos will be considered non-asbestos containing. PLM results for non-friable organically bound (NOB) materials such as floor tile reported as non-detect for asbestos should be considered inconclusive unless alternative analytical methods such as point-counting or transmission electron microscopy (TEM) that are beyond the scope of the LAS are used. Suspect interior materials not sampled or analyzed such as asbestos cement products or flexible duct connectors will be considered assumed ACM. Common exterior suspect materials, such as stucco, sealants or roofing products are

beyond the scope of the LAS and should be considered assumed ACM. Because of the limitations of the survey, estimating quantities or the cost for removal or replacing ACMs are beyond the scope of the LAS. If requested, the LAS may include estimated quantities or costs based on confirmed and assumed ACMs in the areas observed, but any estimates should not be considered an accurate assessment and are not adequate, and should not be used, for pre-demolition or pre-renovation purposes. The LAS is intended to reduce the risk of the presence of ACM within a building, it is not designed to eliminate that risk. It is not a comprehensive asbestos building survey designed for pre-demolition or pre-renovation purposes.

- **Visual observation of suspect ACM**, consisting of providing an opinion on the condition of suspect ACM on the property based upon visual observation during the site reconnaissance without collection of any bulk samples.
- **Tier 1 Vapor Encroachment Screening (VES)**, consisting of an evaluation of information researched as part of the Phase I ESA process to determine whether a vapor encroachment condition (VEC) exists at the property. The screening process will be consistent with *ASTM E2600-10: Standard Guide for Vapor Encroachment Screening of Property Involved in Real Estate Transactions* and includes consideration of: existing/planned use of the target property; type of structures existing or planned for the target property; surrounding area description; federal, state, local, and tribal government records on the target property and for the Area of Concern (AOC) to identify known or suspect potentially contaminated property sources with chemicals of concern on the target property or within the AOC; review of historical records related to prior use of the target property and surrounding properties within the AOC; general physical setting information; identification of significant natural or man-made conduits that can serve as preferential pathways; User-specialized knowledge, experience, and commonly known or reasonably ascertainable information related to the target property and the area within the AOC; and review of other information as gathered as part of the Phase I ESA that is relevant to the VEC determination. The conclusions of the Tier 1 VES will be limited to: 1) a VEC exists, 2) a VEC likely exists; 3) a VEC cannot be ruled out; or 4) a VEC can ruled out because a VEC does not or is not likely to exist.
- **Radon Screening** survey consisting of the placement of short term testing devices in the lowest occupied level of representative areas. The devices will be placed at breathing air level under normal occupancy conditions. This is a screening survey that is intended to evaluate the potential for elevated levels of radon gas during routine occupancy and the prudence of further action.
- **Radon document review**, consisting of the review of published radon data with regard to the potential for elevated levels of radon gas in the surrounding area of the property, without the collection of any samples.
- **Lead in drinking water Screening** survey consisting of the collection of initial (first draw) samples from representative cold drinking water faucets in occupied areas. This is a screening survey that is intended to evaluate the potential of elevated levels of lead in drinking water and the prudence of further action.
- **Lead in drinking water data review**, consisting of contacting the water supplier for information regarding whether or not the potable water provided to the property meets or exceeds drinking water standards for lead, without the collection of any samples.
- **Lead-based paint (LBP) Screening** survey consisting of a visual assessment of suspect painted surfaces in accessible areas, and x-ray fluorescence (XRF) analysis of representative painted surfaces. Confirmation paint chip samples may be collected for inconclusive XRF readings. The survey will be performed to identify the presence of readily accessible LBP and to develop recommendations as to the need for a more thorough survey and/or an O&M program. The survey will not attempt to sample or fully characterize each painted surface in the areas assessed. Untested

painted surfaces will be considered suspect until tested and proven otherwise. This screening survey is not a comprehensive (i.e., United States Department of Housing and Urban Development (HUD)-style) LBP survey, but is intended to identify the presence and condition of accessible LBP in representative areas.

- **Visual observation of suspect lead-based paint (LBP)**, consisting of providing an opinion on the potential for LBP based on the construction date of buildings on the property and visual observation of the condition of suspect LBP, without the collection of any samples.
- **Wetlands document review**, consisting of a review of a current National Wetlands Inventory map of the surrounding area to note if the property is identified as having a wetland. Field identification or delineation of wetlands will not be conducted.
- **Flood plain document review**, consisting of a review of a reasonably ascertainable flood plain map of the surrounding area to note if the property is identified as being located within a flood plain. Field identification or delineation of flood plains will not be conducted.

Other Supplemental Environmental Services	
•	N/A



## ATTACHMENT CLIENT QUESTIONNAIRE

Per ASTM Standard Practice E 1527-05, Section 6, User Responsibilities, the User of an ESA has specific obligations for performing tasks during the ESA that will help identify the possibility of *recognized environmental conditions* in connection with the property. Failure by the User to fully comply with the requirements may result in a *data gap* being identified in the report and may impact their ability to use the report to help qualify for *Landowner Liability Protections* (LLPs) under Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). If this questionnaire is not returned to Cardno ATC prior to issuance of the draft report, then Cardno ATC assumes that the User does not have any information or actual knowledge pursuant to ASTM Standard Practice E 1527-05, Section 6, User Responsibilities. Cardno ATC makes no representations or warranties regarding a User's qualification for protection under any federal, state or local laws, rules or regulations.

**Please complete the following and return immediately via email or fax to the attention of:**  
Dawn Merrill; Fax: (323) 517-9781; Email: [dawn.merrill@cardno.com](mailto:dawn.merrill@cardno.com)  
**If other parties are intending to be the Users of the ESA report, then please forward a copy of this questionnaire for them to complete and return to Cardno ATC.**

**Site Name:** Lemonwood Elementary School

**Site Address:** 2200 Carnegie Court, Oxnard, CA 93033

**Cardno ATC Project  
Number:** \_\_\_\_\_

*Please provide the following information (if available) per the requirements of ASTM E 1527-05.*

**1. Environmental cleanup liens that are filed or recorded against the site (40 CFR 312.25)**

Are you aware of any environmental cleanup liens against the site that are filed or recorded under federal, tribal, state or local law? Yes  or No

If yes, please provide a description of the lien(s).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Activity and land use limitations (AULs) that are in place on the site or that have been filed or recorded in a registry (40 CFR 312.26)**

Are you aware of any AULs, such as engineering controls, land use restrictions or institutional controls that are in place at the site and/or have been filed or recorded in a registry under federal, tribal, state or local law? Yes  or No  If yes, please provide.

\_\_\_\_\_  
\_\_\_\_\_

**3. Specialized knowledge or experience of the person seeking to qualify for the Landowner Liability Protections (40 CFR 312.28)**

As the user of this ESA do you have any specialized knowledge or experience related to the site or nearby properties? For example, are you involved in the same line of business as the current or former occupants of the site or an adjoining property so that you would have specialized knowledge of the chemicals and processes used by this type of business?

Yes  or No  If yes, please explain.

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**4. Relationship of the purchase price to the fair market value of the site if it were not contaminated (40 CFR 312.29)**

a. Does the purchase price being paid for this site reasonably reflect the fair market value of the site? Yes  or No

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b. If you conclude that there is a difference, have you considered whether the lower purchase price is because contamination is known or believed to be present at the site? Yes  or No  If yes, please explain.

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**5. Commonly known or reasonably ascertainable information about the site (40 CFR 312.30)**

Are you aware of commonly known or reasonably ascertainable information about the site that would help the environmental professional to identify conditions indicative of releases or threatened releases? For example, as user,

a. Do you know the past uses of the site? Yes  or No  If yes, please state.

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b. Do you know of specific chemicals that are present or once were present at the site?

Yes  or No  If yes, please state.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Do you know of spills or other chemical releases that have taken place at the site?  
Yes  or No  If yes, please state.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Do you know of any environmental cleanups that have taken place at the site?  
Yes  or No  If yes, please state.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. The degree of obviousness of the presence or likely presence of contamination at the site, and the ability to detect the contamination by appropriate investigation (40 CFR 312.31)

As the user of this ESA, based on your knowledge and experience related to the site are there any obvious indicators that point to the presence or likely presence of contamination at the site?  
Yes  or No  If yes, please explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This questionnaire was completed by:

Name \_\_\_\_\_  
Title \_\_\_\_\_  
Signature \_\_\_\_\_  
Company of User \_\_\_\_\_  
Address of User \_\_\_\_\_  
Date \_\_\_\_\_

**OXNARD SCHOOL DISTRICT  
AGREEMENT FOR CONSULTANT SERVICES  
(MASTER AGREEMENT – HAZARDOUS MATERIALS SURVEY & TESTING)**

This Agreement for Consultant Services (“Agreement”) is entered into as of this 13<sup>th</sup> day of November, 2013 by and between the **Oxnard School District** (“District”), with offices located at 1051 South A Street, Oxnard, CA 93030, and **Cardno ATC** (“Consultant”) with a business address at 25 Cupania Circle, Monterey Park, CA 91755. 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 Qualifications, the performance of certain services, with the precise scope of work to be specified at the time of assignment of work.
- B. Following submission of a Statement of Qualifications for the performance of services, Consultant was prequalified by District to perform services on behalf of District that may be assigned, or not assigned, at the District’s sole discretion.
- C. The Parties desire to formalize the prequalification of Consultant for performance of 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 herein 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. **Master Agreement.** This Agreement sets forth the basic terms and conditions between District and Consultant. It may be supplemented from time to time with an individual Work Authorization Letter (“WAL”) which shall be considered an amendment to this Agreement, and which shall be subject to all the terms and conditions of this Agreement, and any further terms and conditions as set forth in the WAL.
3. **Scope of Services.** The scope of Services to be assigned to Consultant pursuant to a WAL is further defined in **Exhibit F – Scope of Services**, wherein the general responsibilities of Consultant are described pursuant to the discipline(s) for which the Consultant has been deemed prequalified by District as described in this Agreement.
4. **Agreement, Scope of Work, and Assignment of Projects.** District may, from time to time, and at the sole discretion of District, assign to Consultant specific services to be performed by Consultant (the “Services”) pursuant to a WAL. The WAL assignment procedure and associated forms are set forth in **Exhibit A**, which is attached hereto. This Agreement, together with the WAL, sets forth the terms and conditions pursuant to which Consultant will perform such Services on behalf of District. The WAL

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shall particularize and describe, among other things, such project(s) for which Consultant is to perform Services, such Services to be performed by Consultant at such project(s), the timeline for the performance of such Services, and the compensation to be paid to Consultant for the performance of such Services.

5. **Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from November 13, 2013 through November 12, 2018 (the “Term”). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term. Such agreement for extension shall be based upon the showing of good and sufficient cause by Consultant that such extension(s) shall be granted. District shall not be obligated to compensate Consultant for any additional costs if such an extension has been granted to this Agreement. Any provision for additional compensation shall be accommodated via the WAL process as indicated in **Exhibit A**.
6. **Time for Performance.** The scope of the Services set forth in the WAL shall be completed during the Term pursuant to the schedule specified in the WAL. If Services indicated in the WAL cannot be completed within the schedule set forth in the WAL, or if the schedule exceeds the Term of this Agreement, it is the responsibility of Consultant to notify District at least ninety (90) days prior to the expiration of either, with a request for a time extension clearly identifying the cause(s) for the failure to complete the Services within the schedule and/or the Term. Should Consultant fail to provide such notice, and/or the Services not be completed pursuant to that schedule or within the Term, Consultant shall be deemed to be in Default as provided below. 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.
7. **Additional Services.** Additional Services are services in addition to the Services set forth in the WAL that are provided by Consultant pursuant to a written request by District. Additional Services will require a written request or pre-authorization in writing by District following specific approval of such services by the District Board of Trustees. It is understood and agreed that Consultant shall not perform any Additional Services unless and until Consultant receives specific written approval for such Additional Services from the District Board of Trustees. Any modification of the compensation to be paid to Consultant as a result of Additional Services must be specifically approved in writing by the District Board of Trustees. In the event that the District Board of Trustees approves in writing a modification of the compensation, then Consultant shall be paid for such Additional Services pursuant to Section 8, below. However, it is understood and agreed that if the cause of the Additional Services is the sole or partial responsibility of Consultant, its agents, or any subconsultants or other parties under the charge of Consultant, no additional compensation shall be paid to Consultant. If such conditions exist so as to justify Additional Services as indicated above, which require additional compensation or time in order to be performed, it is the sole responsibility of Consultant to submit a request for Additional Services within ten (10) days of Consultant’s discovery of such conditions which require Additional Services. It is understood and agreed that if Consultant performs any services that it claims are Additional Services without receiving prior written approval from the District Board of Trustees, Consultant shall not be paid for such claimed Additional Services.
8. **Compensation and Method of Payment.** This Agreement does not guarantee that District will issue a WAL to Consultant nor does this Agreement guarantee any compensation to Consultant. This Agreement does not create any obligation on the part of District to compensate Consultant absent a WAL indicating compensation due to Consultant once Services are performed. Specific compensation and payment amounts, including approved reimbursable expenses, shall be set forth in the WAL. However, it is understood and agreed that the compensation to be paid to Consultant shall not be in excess of or exceed the rates set forth in Exhibit **B** “Compensation”.



a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month for Services performed pursuant to a WAL. The invoice shall clearly indicate the assigned project, the approved WAL, and 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 Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement and the WAL. 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 and a WAL shall not be deemed to waive any defects in work performed by Consultant.

**9. Responsibilities of Consultant:**

a. Consultant shall perform all Services as indicated in this Agreement and the WAL to the satisfaction of District.

b. The specific Services of Consultant to be performed shall be indicated in the WAL.

c. Consultant hereby represents and warrants that (a) it is an experienced consultant in the discipline(s) identified in **Exhibit F**, having the skill and the legal and professional ability and the flexibility necessary to perform all of the Services required under this Agreement; (b) it has the capabilities and resources necessary to perform its obligations hereunder; (c) it is familiar with all current laws, rules, regulations and other restrictions which are and may become applicable to the scope of Services under this Agreement, including but not limited to all local ordinances, building codes, and requirements of all Authorities Having Jurisdiction (AHJ) including but not limited to the Division of State Architect (DSA), the Office of Public School Construction (OPSC), the State Facilities Planning Division (SFPD), California Department of Education (CDE), the California Department of General Services (DGS), the Department of Toxic Substances Control (DTSC), the California Environmental Quality Act (CEQA), Title 24 of the California Code of Regulations, the California Education Code, State and Local Fire Authorities, air quality districts, water quality and control boards, and any/all other AHJ; (d) that it will assume full responsibility for all Services performed and all work prepared and furnished to District by its employees, agents, and subconsultants; (e) that it has sufficient financial strength and resources to undertake and complete the Services provided for under this Agreement within the schedule set forth in the WAL; and (f) that it certifies and covenants that all reports, certifications, studies, analyses, and other documents prepared by Consultant shall be prepared in accordance with all applicable laws, rules, regulations, and other requirements in effect at the time of their preparation, or required at their time of submittal to District and or agencies.

d. Consultant shall follow accepted industry standards and practices and comply with all federal, state, and local laws and ordinances applicable to the Services required by this Agreement and the WAL.

**10. Responsibilities of District.**

- a. District will prepare and furnish to Consultant upon Consultant's request, such information as is reasonably necessary to the performance of the Services required under this Agreement and the WAL. Consultant understands that all information provided to Consultant remains the property of District and shall only be removed from District's possession/premises and/or be photocopied, reproduced, distributed, or otherwise made available to others if such activities are expressly approved in writing by District and/or the Program Manager. Failure to comply with the above requirements shall be reasonable cause for termination of this Agreement, and may subject Consultant to liability for damages to District.
  - b. If needed by Consultant, District shall provide information as to the requirements and educational program for each project assigned by a WAL, including approved budget and schedule limitations.
  - c. District shall facilitate and coordinate cooperation amongst and between District consultants, including but not limited to architects, construction managers, surveyors, geotechnical engineers, inspectors, testing laboratories, hazardous materials specialists, CEQA/DTSC compliance specialists, technology experts, and any other professional consultants District deems necessary to execute the Facilities Implementation Program. Such coordination shall include the distribution of documentation prepared by individual consultants which may be of service to Consultant in the course of completing the Services.
  - d. District shall facilitate and coordinate cooperation amongst and between District staff and Consultant, as required to complete the Services.
  - e. District shall provide for the timely approval and execution of the WALs, Additional Services requests, invoices, and any other documentation that requires District action in order for Consultant to complete the Services.
11. **Suspension.** District may, for any reason or no reason, in District's sole discretion, suspend all or a portion of this Agreement, the WAL, or the Services by giving ten (10) calendar days written notice of suspension to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress. If District suspends the Services for a period of ninety (90) consecutive calendar days or more and, in addition, if such suspension is not caused by Consultant or the acts or omissions of Consultant, then if the Services are resumed, Consultant's compensation shall be subject to adjustment to provide for actual direct costs and expenses incurred by Consultant as a direct result of the suspension and resumption by District of the Services.
12. **Termination.** This Agreement, the WAL, or the Services may be terminated at any time by mutual agreement of the Parties or by either Party as follows:
- a. District may terminate all or a portion of this Agreement, the WAL, or the Services without cause at any time by giving ten (10) calendar days written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or
  - b. District may terminate all or a portion of this Agreement, the WAL, or the Services for cause in the event of a Default by giving written notice pursuant to Section 15, below; or
  - c. Consultant may terminate this Agreement or the WAL at any time upon thirty (30) calendar days written notice if District fails to make any undisputed payment to Consultant when due and such failure remains uncured for forty-five (45) calendar days after written notice to District.

13. **Similar or Identical Services.** In the event that this Agreement, the WAL, or any of the Services are terminated in whole or in part as provided herein, District may procure, upon such terms and in such manner as District may determine appropriate, services similar or identical to those terminated to complete any unfinished Services or new services as needed by District.
14. **Inspection and Final Acceptance.** District acceptance of any of work or Services, whether specifically in writing or by virtue of payment, shall not constitute a waiver of any of the provisions of this Agreement or the WAL including, but not limited to, indemnification and insurance provisions.
15. **Default.** Failure of Consultant to perform any Services or comply with any provisions of this Agreement or the WAL constitutes a Default. District may terminate all or any portion of this Agreement, the WAL, or the Services for cause in the event of a Default. The termination shall be effective if Consultant fails to cure such Default within thirty (30) calendar days following issuance of written notice thereof by District, or if the cure by its nature takes longer, fails to commence such cure within thirty (30) calendar days from the date of issuance of the notice and diligently prosecutes such cure to the satisfaction of District. If Consultant has not cured the Default, District may hold all invoices and may choose to proceed with payment on said invoices only after the Default is cured to District's satisfaction. In the alternative, District may, in its sole discretion, during the period before Consultant has cured the Default, elect to pay any portion of outstanding invoices that corresponds to Services satisfactorily rendered. Any failure on the part of District to give notice of Consultant's default shall not be deemed to result in a waiver of District's legal rights or any rights arising out of any provision of this Agreement or the WAL.
  - a. In addition to District's termination rights set forth above, District shall have (i) the right to cure Consultant's Default at Consultant's cost, in which case all amounts expended by District in connection with such cure shall accrue interest from the date incurred until repaid to District by Consultant at the rate of ten percent (10%) per annum; and (ii) all other rights and remedies available to District at law and in equity, including, without limitation, an action for damages. District shall have the right to retain unpaid earned balances to offset damages, and/or charge Consultant for all damages above and beyond unpaid balance of WAL.
16. **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 or the WAL (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 Consultant. Upon completion, expiration or termination of this Agreement or the WAL, Consultant shall turn over to District all such Documents.
17. **Use of Documents by District.** If and to the extent that District utilizes for any purpose not related to this Agreement or the WAL any Documents, Consultant's guarantees and warranties related to Standard of Performance under this Agreement or the WAL shall not extend to such use of the Documents.
18. **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 or the WAL for a minimum of four years after termination or expiration of this Agreement and the WAL, or longer if required by law. Such records shall include at minimum a detailed record of daily performance, staff time records, subconsultants time records, documentation of all costs incurred by Consultant that were billed to District, and detailed records of all Consultant fees, overhead, and profit on earned amounts.

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 or the WAL for a minimum of four 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 or the WAL.

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 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.

19. **Independent Contractor.** Consultant is retained as an independent contractor and is not employed by District. No employee or agent of Consultant shall become, or be considered to be, an employee of District for any purpose. It is agreed that District is interested only in the results obtained from the Services under this Agreement and the WAL and that Consultant shall perform as an independent contractor with sole control of the manner and means of performing the Services required under this Agreement and the WAL. Consultant shall complete this Agreement and the WAL according to its own methods of work which shall be in the exclusive charge and control of Consultant and which shall not be subject to control or supervision by District except as to results of the Services. Consultant shall provide all of its own supplies, equipment, facilities, materials, manpower, and any/all other resources that may become necessary in the course of completing the Services. It is expressly understood and agreed that Consultant and its employees shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's compensation benefits, sick or injury leave or other benefits. Consultant will be responsible for payment of all of 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 payments under this Agreement or the WAL.

a. The personnel performing the Services under this Agreement and the WAL 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.

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.

20. **Standard of Performance.** Consultant represents and warrants that it has the skill, qualifications, experience and facilities necessary to properly perform the Services required under this Agreement and the WAL in a thorough, competent and professional manner. Consultant represents and warrants that its employees and subcontractors have all legally required licenses, permits, qualifications and approvals necessary to perform the Services and that all such licenses and approvals shall be maintained throughout the term of this Agreement and the WAL. Consultant shall at all times faithfully, competently and to the best of its ability, experience and talent, perform all Services

described herein and the WAL. In meeting its obligations under this Agreement and the WAL, Consultant shall employ, at a minimum, the standard of care utilized by persons engaged in providing services similar to those required of Consultant under this Agreement and the WAL for California school districts in or around the same geographic area of District (the “Standard of Performance”).


21. **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 and the WAL shall be considered confidential (“confidential information”). Consultant shall not release or disclose any such confidential information, Documents or work product to persons or entities other than District without prior written authorization from the Superintendent of District and/or Program Manager, except as may be required by law. Confidential information does not include information that: (i) Consultant had in its possession prior to considering entering into this Agreement; (ii) becomes public knowledge through no fault of Consultant; (iii) Consultant lawfully acquires from a third party not under an obligation of confidentiality to the disclosing party; or (iv) is independently developed by Consultant without benefit of the information provided by District. In connection with confidential information:

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 WAL or the Services performed hereunder or the WAL.

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.

22. **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 the Services under this Agreement or the WAL. Consultant further covenants that in the performance of this Agreement and the WAL, no person having any such interest shall be employed by it as an officer, employee, agent or subcontractor without the express written consent of District. 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 and the WAL.


a. Bylaws of the Board 2030(A) E, 2030(B) E and 2030(C) 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 (i) represents that it has received and reviewed a copy of the Bylaws of the Board 2030(A) E, 2030(B) E and 2030(C) E and that it  does  does not qualify as a “designated employee”; and (ii) agrees to notify District, in writing, if Consultant believes that it is a “designate employee” and should be filing financial interest disclosures, but has not been previously required to do so by District.

 (Initials)

23. **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, unless exempted, shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with District's pupils. Consultant must complete District's certification form, attached herein as Exhibit E, prior to any of Consultant's employees coming into contact with any of District's pupils. Consultant also agrees to comply with all other operational requirements of District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.

 (Initials)

24. **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 or the WAL, 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.
25. **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, sexual orientation, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement or the WAL.
26. **Disabled Veteran Business Enterprise Participation.** Pursuant to Education Code section 17076.11, District has a participation goal for disabled veteran business enterprises (DVBES) of at least three (3) percent, per year, of funds expended each year by District on projects that use funds allocated by the State Allocation Board pursuant to the Leroy F. Greene School Facilities Act. Unless waived in writing by District, Consultant shall provide proof of DVBE compliance, in accordance with any applicable policies of District or the State Allocation Board, within thirty (30) days of its execution of this Agreement
27. **Assignment.** The expertise and experience of Consultant are material considerations for this Agreement and the WAL. 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 and the WAL. In recognition of that interest, Consultant shall not assign or transfer this Agreement or any portion of this Agreement or any portion of the WAL or the performance of any of Consultant's duties, Services or obligations under this Agreement or the WAL without the prior written consent of District and approved by District's Board of Trustees. Any attempted assignment shall be ineffective, null and void, and shall constitute a material breach of this Agreement and the WAL entitling District to any and all remedies at law or in equity, including summary termination of this Agreement and the WAL.
28. **Subcontracting.** Notwithstanding the above, Consultant may utilize subcontractors in the performance of its duties pursuant to this Agreement and the WAL, but only with the prior written consent of District. Consultant shall be as fully responsible to District for the acts and omissions of its subcontractors, and of persons either directly or indirectly employed by Consultant's subcontractors, as if the acts and omissions were performed by Consultant directly.


29. **District Administrator.** Lisa Franz shall be in charge of administering this Agreement on behalf of District, (the “Administrator”) provided that any written notice or any consent, waiver or approval of District must be signed by the Superintendent or a designated employee of District to be valid. The Administrator has completed **Exhibit D** “Conflict of Interest Check” attached hereto.

30. **Continuity of Personnel.** Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant’s staff and subcontractors consistent with the staff proposed as part of the Statement of Qualifications, if any, assigned to perform Services under this Agreement and the WAL.

a. Consultant shall provide District and the Administrator a list of all personnel and subcontractors providing Services and shall maintain said list current and up to date at all times during the Term. The list 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; (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 and the WAL.

31. **Indemnification.** To the fullest extent permitted by law, Consultant shall defend and indemnify District and its officials, elected board members, employees and agents (“Indemnified Parties”) from and against all claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Consultant, its officers, employees, consultants, subcontractors, or agents, pursuant to this Agreement and/or the WAL, but not for any loss, injury, death or damage caused by the active negligence or willful misconduct of any of the Indemnified Parties.

a. Consultant agrees to obtain executed indemnity agreements with provisions identical to the above from each and every subcontractor retained or employed by Consultant in the performance of this Agreement and the WAL. Failure of District to monitor compliance with these requirements imposes no additional obligations on District and will in no way act as a waiver of any rights hereunder. Consultant’s obligation to indemnify and defend District as set forth above is binding on the successors, assigns or heirs of Consultant and shall survive the termination of this Agreement and the WAL.

 (Initials)

32. **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.

33. **Notices.** All notices required or permitted to be given under this Agreement or the WAL 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: Lisa Cline  
*Assistant Superintendent, Business & Fiscal Services*  
Re: [Insert Project Name]

**With electronic copy to:** Caldwell Flores Winters, Inc.  
Oxnard School District Program Manager  
6425 Christie Ave., Suite 270  
Emeryville, California 94608  
Attention: Yuri Calderon  
T: 510-596-8170  
Email: ycalderon@cfwinc.com

To Consultant: Cardno ATC  
25 Cupania Circle  
Monterey Park, CA 91755  
ATTN: Carlos A. Galdamez  
T: (323) 517-9780  
Email: carlos.galdamez@cardno.com

All notices, demands, or requests to be given under this Agreement or the WAL shall be given in writing and conclusively shall be deemed received when delivered in any of the following ways: (i) on the date delivered if delivered personally; (ii) on the date sent if sent by facsimile transmission and confirmation of transmission is received; (iii) on the date it is accepted or rejected if sent by certified mail; and (iv) the date it is received if sent by regular United States mail.

34. **Excusable Delays.** Neither Party will be liable to the other for unanticipated delays or failures in performance resulting from causes beyond the reasonable control of that Party, including, but not limited to, acts of God, labor disputes or disturbances, material shortages or rationing, riots, acts of war, governmental regulations, communications or utility failures, or casualties; provided that the delayed Party: (i) gives the other Party prompt written notice of such cause; and (ii) uses its reasonable efforts to correct such failure or delay in its performance. The delayed Party's time for performance or cure under this section will be extended for a period equal to the duration of the cause or sixty (60) days, whichever is less.
35. **Entire Agreement; Binding Effect.** This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. Consultant shall be entitled to no other benefits other than those specified herein. No changes, amendments or alternations shall be effective unless in writing and signed by both Parties and approved by District's Board of Trustees. Consultant specifically acknowledges that in entering into this Agreement, Consultant relied solely upon the provisions contained in this Agreement and no others. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the Parties.
36. **Amendment.** No changes, amendments to or modifications of this Agreement or the WAL shall be valid, effective or binding unless made in writing and signed by both Parties and approved by the District's Board of Trustees. The Parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.
37. **Waiver.** Waiver by any Party of any term, condition, or covenant of this Agreement or the WAL 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 or the WAL shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement or the WAL. None of the provisions of this Agreement or the WAL shall be considered waived by either Party unless such waiver is specifically specified in writing. Neither District's review, approval of, nor payment for, any of the Services required under this Agreement or the WAL shall be construed to operate as a waiver of



any rights under this Agreement or the WAL, and Consultant shall remain liable to District in accordance with this Agreement and the WAL for all damages to District caused by Consultant's failure to perform any of the Services to the Standard of Performance. This provision shall survive the termination of this Agreement and the WAL.

- 38. **Governing Law.** This Agreement and the WAL shall be interpreted, construed and governed according to the laws of the State of California. With respect to litigation involving this Agreement, the WAL or the Services, venue in state trial courts shall lie exclusively in the County of Ventura, California.
- 39. **Severability.** If any term, condition or covenant of this Agreement or the WAL is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement and the WAL shall not be affected thereby and the Agreement and WAL shall be read and construed without the invalid, void or unenforceable provision(s).
- 40. **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.

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

**OXNARD SCHOOL DISTRICT:**

**CARDNO ATC:**

*Lisa A. Franz*  
Signature

*Stephen Drengson*  
Signature

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

Stephen Drengson/Program Manager  
Typed Name/Title

11-20-13  
Date

10/30/13  
Date

Tax Identification Number: 95-6002318

Tax Identification Number: 46-0399408

Not Project Related

Project #13-135

**EXHIBIT A**  
**TO AGREEMENT FOR CONSULTANT SERVICES #13-135**


**WORK AUTHORIZATION PROCEDURES**

**1. Assignment of Work Authorization**

- 1.1. Request For Proposal (RFP): At the sole discretion of District, one or more prequalified professional services consultants shall be solicited with a Request For Proposal (“RFP”) for a specific lump sum fixed fee proposal for defined Services to be complete within a defined timeline. For a proposal to be valid it must clearly acknowledge the complete Services requested by District and must include a lump sum fixed fee amount to complete all defined Services, a clearly defined schedule for completion of Services which meets the required timeline defined by District and shows final completion to occur within the Term of this Agreement.
- 1.2. Evaluation of Proposal: District’s Program Manager, in consultation with District, shall review each proposal for validity, accuracy, competitiveness, and overall quality of the Services proposed to be performed. In the case where more than one firm is solicited for a scope of defined Services, the Program Manager shall evaluate each proposal thoroughly based on predetermined, objective criteria to ensure a just and fair review of all proposals.
- 1.3. Selection of Consultant: Following evaluation of proposals, the consultant whose proposal exhibits the best value for the benefit of District shall be recommended to the Superintendent for approval.
- 1.4. Work Authorization Letter (WAL): With the approval of the District Superintendent, the Program Manager shall issue a Work Authorization Letter (“WAL”) to the selected consultant to perform the defined Services as indicated in the RFP, for the lump sum fixed fee amount reflected in the proposal, with all Services to complete within the timeline indicated in the RFP, and the Term set forth in this Agreement. District retains the right to negotiate all terms of the WAL subsequent to the receipt of proposal(s) in order to clarify the scope of Services, and/or make any adjustments to the fee amount and required schedule prior to issuance of the WAL. The WAL shall be considered a binding agreement, and amendment to this Agreement, once executed by Consultant, approved by the District Board of Trustees, and executed by the Superintendent.
- 1.5. Performance of Services Set Forth in the WAL: Performance of Services set forth in the WAL shall not commence until final approval by the District Superintendent and Board of Trustees, unless expressly authorized by the District Superintendent and Program Manager. During the course of completing the Services, Consultant shall comply will all provisions of this Agreement and the WAL. All Services set forth in the WAL shall be completed within the schedule set forth in the WAL.
- 1.6. Close Out of WAL Services: Upon completion of all Services required by the WAL, Consultant shall submit all required close-out documentation, certifications, records, reports, warranties, and any other information required or requested by District prior to submitting Consultant’s invoice for final payment.
- 1.7. WAL Form: See next page for sample Work Authorization Letter.

Not Project Related

Project #13-135

		<b>WORK AUTHORIZATION LETTER (WAL)</b>	
<b>GENERAL INFORMATION</b>			
PROJECT #:		DATE:	
SITE NAME:		DSA #:	
MASTER AGREEMENT #:		OPSC #:	
WAL #:		VENDOR ID:	
<b>PURSUANT TO MASTER AGREEMENT BETWEEN:</b>			
<b>DISTRICT</b>		<b>CONSULTANT</b>	
OXNARD SCHOOL DISTRICT 1051 South A. St. Oxnard , CA 93030 (805) 385-1501		Firm Name:	
		Street:	
		City, State, Zip:	
		Phone:	
<b>SCOPE OF SERVICES TO BE PERFORMED UNDER THIS WAL</b>			
(ATTACH ADD'L PAGES AS NECESSARY)			
<b>SCHEDULE OF SERVICES TO BE PERFORMED UNDER THIS WAL</b>			
START DATE:		COMPLETION DATE:	
<b>FIXED FEE AMOUNT:</b> _____			
<i>This fee amount is based upon Consultant's proposal dated _____, and subsequent negotiations mutually agreed to by all parties.</i>			
<i>This WAL is inherently a part of the Master Agreement indicated above. It is bound by the general terms and conditions of the Master Agreement. This WAL describes in detail the Consultants specific scope of Services, agreed upon lump sum fixed fee, agreed upon schedule for completion of Services, and other provisions required to clearly indicate the required Services, and terms of this WAL.</i>			
<i>This WAL and associated Master Agreement hereby supersede any and all terms, conditions, and other provisions of the Consultant's proposal, and such terms, conditions, and other provisions are null and void and are not incorporated to any extent as part of this WAL and associated Master Agreement whether or not they are directly superseded by this WAL and/or the associated Master Agreement.</i>			
<b>IN WITNESS THEREOF, THE PARTIES HAVE AGREED TO AND EXECUTED THIS WAL AS SET FORTH BELOW:</b>			
<b>DISTRICT</b>		<b>CONSULTANT</b>	
OXNARD SCHOOL DISTRICT		CONSULTANT:	
(SIGNATURE)	(DATE)	(SIGNATURE)	(DATE)
<b>FOR DISTRICT USE ONLY</b>			
PROJECT MANAGER:		PREPARED BY:	
PO #:		PO AMOUNT:	
SOURCE OF FUNDS:	<input type="checkbox"/> MEASURE "R" <input type="checkbox"/> DEF. MAINT. <input type="checkbox"/> DEV. FEES <input type="checkbox"/> OTHER: _____		
COST ID:			
(PM APPROVAL SIGNATURE)		(DATE)	
<b>SPECIAL INSTRUCTIONS:</b>			

Not Project Related

Project #13-135

**EXHIBIT B**  
**TO AGREEMENT FOR CONSULTANT SERVICES #13-135**

**COMPENSATION & RATE/FEE SCHEDULE**

I. The following rates of pay shall apply in the performance of the Services under this Agreement and the WAL:

**STANDARD PERSONNEL RATES**

<b>Category</b>	<b>Base Hourly Rates</b>
Principal	\$115.00
Certified Safety Professional (CSP)	\$115.00
Certified Industrial Hygienist (CIH)	\$125.00
Geologist (CA Registered)	\$95.00
Engineer (CA Registered)	\$95.00
Program Manager	\$95.00
Senior Project Manager	\$85.00
Senior Engineer	\$85.00
Senior Geologist	\$85.00
Senior Industrial Hygienist	\$90.00
Project Industrial Hygienist	\$75.00
Project Engineer	\$75.00
Project Geologist	\$75.00
Project Scientist	\$75.00
Certified Asbestos Consultant (CA DOSH)	\$75.00
Project Manager	\$75.00
Trainer	\$75.00
Staff Industrial Hygienist	\$65.00
Staff Engineer	\$65.00
Staff Geologist	\$65.00
Certified Lead Project Designer (CA Registered)	\$55.00
Certified Lead Inspector/Assessor (CA Registered)	\$55.00
Certified Lead Project Monitor (CA Registered)	\$55.00
Certified Site Surveillance Technician (CA DOSH)	\$55.00
Technician III	\$65.00
Technician II	\$55.00
Technician I	\$45.00
Draftsperson / CADD	\$45.00
Clerical Staff	\$35.00

Not Project Related

Project #13-135

**ASBESTOS**

PLM Analysis (NVLAP QA/QC) 600/R-93/116		PCM Analysis NIOSH 7400, Revision 3 A Rules		TEM Air Analysis AHERA/EPA Level II	
Immediate	\$20.00	Immediate	\$20.00	Immediate	\$140.00
8 hours	\$15.00	8 hours	\$15.00	8 hours	\$125.00
24 hours	\$12.00	24 hours	\$12.00	24 hours	\$100.00
48 hours	\$9.00	48 hours	\$9.00	48 hours	\$75.00
3-5 days	\$9.00	3-5 days	\$9.00	3-5 days	\$75.00

1000 Point Count Analysis (0.1% Limit of Detection)		Wipes/Microvac by TEM Chatfield Method Semi- Quantitative		Wipes/Microvac by TEM ASTM D- 5755 Quantitative	
Immediate	N/A	Immediate	\$200.00	Immediate	N/A
8 hours	N/A	8 hours	\$175.00	8 hours	N/A
24 hours	N/A	24 hours	\$175.00	24 hours	N/A
48 hours	N/A	48 hours	\$125.00	48 hours	N/A
3-5 days	\$100.00	3-5 days	\$125.00	5 days	\$200

**LEAD**

Paint, Dust, Soil, Wipe, Bulk Sample Analysis EPA 3050/7420 Air, Wipes NIOSH 7082		Drinking Water Analysis EPA 200.9		Waste Analysis Extraction Only			
				STLC Wet-Title 22		TCLP EPA 1311	
Immediate	\$32.00	Immediate	\$40.00	24 hours	N/A	24-hours	\$125.00
8 hours	\$28.00	8 hours	\$35.00	2 days	\$100.00	2 days	\$100.00
24 hours	\$17.00	24 hours	\$30.00	3-5 days	\$84.00	3-5 days	\$84.00
48 hours	\$14.00	48 hours	\$25.00				
3-5 Days	\$10.00	3-5 Days	\$20.00				

Not Project Related

Project #13-135

**II. Consultant may utilize subcontractors as permitted in the Agreement and the WAL. The hourly rate for any subcontractor shall be consistent with the rate and fee schedule indicated in Section I above, unless other direction is provided with written authorization from District Superintendent or his/her designee.**

**III. Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. Consultant may be reimbursed for those reasonable out-of-pocket expenses set forth below that are incurred and paid for by Consultant beyond the typical obligations under this Agreement and the WAL, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by District in writing and do not cause the amounts paid to Consultant to exceed the amounts allowed under this Agreement and the WAL. No mark-up of any expense is permitted. The following is the EXCLUSIVE list of reimbursable expenses:**

**A. Travel and Mileage. Consultant must request the travel in writing and justify why the travel should be reimbursed. Travel expenses must be approved in writing by District, in its sole discretion. Trips from any Consultant's office to District's office or to the subject project site will not be approved for reimbursement.**

**B. Reimbursable Reprographic Services. Print sets or copies requested in writing by District beyond the quantities required under the WAL.**

**C. Fees for Subcontractors. Fees for subcontractors hired and paid by Consultant at the written request of District and are permitted in the Agreement and the WAL.**

**D. Fees advanced for securing approval of public agencies having jurisdiction over any project hereunder.**

**IV. Consultant shall provide to District a complete Schedule of Values (SOV), identifying major work activities required to complete the authorized scope of work. All invoices must reflect the appropriate progress percentage for each SOV item billed, to be verified by District. District will compensate Consultant for the Services performed upon approval by District of a valid and complete invoice, in form and substance acceptable to District. See Exhibit G for required Invoice Approval Form and Billing Cover Sheet. The Billing Cover Sheet shall reflect the approved SOV. In connection with Services that are only partially completed at the time an invoice is paid, notwithstanding any provision of the Agreement, the WAL, or any other document, payment of the invoice does not constitute acceptance of the partially completed work or Service. Each invoice is to include:**

- A. Billing Cover Sheet/SOV with all appropriate progress percentages identified toward completion of the Services.**
- B. Acceptable back-up for billings shall include, but not be limited to:**
  - a. Records for all personnel describing the work performed, the number of hours worked, and the hourly rate, for all time charged to the Services.**
  - b. Records for all supplies, materials and equipment properly charged to the Services.**
  - c. Records for all travel pre-approved by District and properly charged to the Services.**
  - d. Records for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.**

Unless otherwise directed by District, in writing, completed invoices are to be submitted to the attention of the Director of Purchasing and the Assistant Superintendent, Business and Fiscal Services. To be considered complete,

Not Project Related

Project #13-135

the invoice packet shall include all back-up documentation required by District and sign-off from District staff, Program Manager or project manager assigned by District to supervise the Services.

**V. The total compensation for the Services shall be provided for in the WAL(s) issued subsequent to this Agreement.**

**VI. Compensation Upon Termination.** In the event that District suspends or terminates this Agreement, the WAL or any of the Services pursuant to Section 11 or Section 12a of the Agreement, District will pay Consultant as provided herein and the WAL for all Services and authorized Additional Work actually performed, and all authorized reimbursable expenses actually incurred and paid, under and in accordance with this Agreement and the WAL, up to and including the date of suspension or termination; provided that such payments shall not exceed the amounts specified in the Agreement and the WAL as compensation for the Services completed, plus any authorized Additional Work and authorized reimbursable expenses completed prior to suspension or termination. No payment for demobilization shall be paid unless District at its sole discretion determines that demobilization or other compensation is appropriate. After a notice of termination is given, Consultant shall submit to District a final claim for payment, in the form and with certifications prescribed by District. Such claim shall be submitted promptly, but in no event later than forty (40) calendar days after the Termination Date specified on the notice of termination. Such payment shall be Consultant's sole and exclusive compensation and District shall have no liability to Consultant for any other compensation or damages, including without limitation, anticipated profit, prospective losses, legal fees or costs associated with legal representation or consequential damages, of any kind.

- Not Project Related  
 Project #13-135

**EXHIBIT C**  
**TO AGREEMENT FOR CONSULTANT SERVICES #13-135**

**INSURANCE**

I. **Insurance Requirements.** Consultant shall provide and maintain insurance, acceptable to District Superintendent or District Counsel, in full force and effect throughout the Term of this Agreement and the WAL, 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, subcontractors, representatives and/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 the WAL and grounds for immediate termination**

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



Not Project Related

Project #13-135

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 and/or Services 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 Agreement and the WAL, certificates of insurance necessary to satisfy District that the insurance provisions of this Agreement have been complied with. 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 a 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 #13-135

**EXHIBIT D**  
**TO AGREEMENT FOR CONSULTANT SERVICES #13-135**

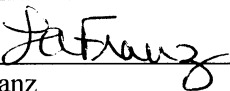
**CONFLICT OF INTEREST CHECK**

Bylaws of the Board 2030(C)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 District's Conflict of Interest Code (commencing with Bylaws of the Board 2030 BB).

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

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

Date: 11-20-13

By:   
Lisa A. Franz  
Director, Purchasing

Not Project Related

Project #13-135

**EXHIBIT "E"**  
**TO AGREEMENT FOR CONSULTANT SERVICES #13-135**

**BACKGROUND CHECK AND FINGERPRINTING PROCEDURES  
FOR CONTRACTORS**

The successful Bidder will be required to assure that its employees, subcontractors of any tier, material suppliers, and consultants do not have direct contact with the District's students during the performance of the Contract in compliance with Education Code §§ 45125.1 and 45125.2. To assure these provisions, the successful Bidder's supervisor shall be fingerprinted, and proof of same shall be provided to the District prior to start of on-site work. The supervisor will monitor the workers' conduct while on school grounds. In addition, the successful Bidder shall barricade the Work area to separate its workers from the students. Costs associated with this process are the responsibility of the successful Bidder.

The Contractors' construction supervisors or their unsupervised employees who will be working outside of fenced areas during the school hours **must** have submitted a fingerprint identification card to the Department of Justice (DOJ) and have a proof of clearance in the form of an affidavit filed in the Oxnard School District's Purchasing Office **prior to** the start of the Work.

California Education Code §§45125.1 and 45125.2 require that criminal checks be completed for contractors (Contracting Firm) who provide architectural, construction, janitorial, administrative, landscape, transportation, food-related, or other similar services to school districts.

The undersigned does hereby certify to the Board of Trustees of the Oxnard School District as follows:

That I am a representative of the Contractor currently under contract ("Contract") with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor certifies that it has taken the following actions with respect to the construction Project that is the subject of the Contract:

1. Pursuant to Education Code §45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, which will limit contact between Contractor's employees and District pupils at all times (mandatory for all Projects); AND
2. The Contractor has complied with the fingerprinting requirements of Education Code §45125.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the California Department of Justice has determined that none of those employees has been convicted of a felony, as that term is defined in Education Code §45122.1. A complete and accurate list of Contractor's employees and of all its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; AND/OR

Not Project Related

Project #13-135

3. Pursuant to Education Code §45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of each employee who will be supervising Contractor's employees and its subcontractors' employees is:

Name: SEE LIST BELOW - ALL CLEARED

Title: \_\_\_\_\_

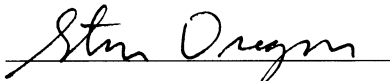
AND/OR

4. The Work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contact with District pupils.

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: 10/30/13

Proper Name of Contractor: ATC GROUP SERVICES INC dba CARONO ATC

Signature: 

By: STEPHEN DRENSON

Its: PROGRAM MANAGER

PRINTS ON FILE & CLEARED:

STEPHEN DRENSON SR PM  
CARLOS GALDAMEZ SA PM  
BARRY HIETT SA PM  
ROBERT de la TORRE TECH  
DAMON CARRIER TECH  
RICHARD GARCIA TECH

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Project #13-135

**EXHIBIT “F”  
TO AGREEMENT FOR CONSULTANT SERVICES #13-135**

**SCOPE OF SERVICES – Lead, Asbestos, & Hazardous Materials Survey & Testing**

**The Lead, Asbestos, & Hazardous Materials Survey & Testing Lab’s Scope of Work includes, but is not limited to, the following:**

Consultant shall ensure that the project sites and existing improvements are free from hazardous materials, and/or to verify the presence of hazardous materials and develop a work plan to remove, contain, or otherwise mitigate the effects of hazardous materials to the school site. All work by this consultant must be performed in accordance with Division of State Architect (DSA), California Department of Education (CDE), California Department of Toxic Substances Control (DTSC), California Environmental Quality Act (CEQA), California Occupational Safety and Health Administration (Cal-OSHA), and all other agencies having jurisdiction.

**1. Pre-Construction Services:**

**a. Asbestos-Related Consulting Services**

- i. Provide State of California, Division of Occupational Safety and Health Association (OSHA), Certified Asbestos Consultant(s) (CAC) or Certified Site Surveillance Technician(s) (CSST), for asbestos-related services.
- ii. Review sites and scope of work and/or specification and plans for proposed construction activities to determine the type of work that will occur on the project. Also, CONSULTANT shall review building records, including architectural and structural plans as provided by the DISTRICT to obtain information regarding building elements and for reference to asbestos used in construction, renovation and/or repair.
- iii. Meet with District Project Manager and where applicable, other consultants, to perform on-site inspections of the locations involved in the project to determine where asbestos containing materials may be present, or are in close proximity to the work and could be impacted, as a result of the project.
- iv. Review of previous asbestos documents provided by the DISTRICT to determine sampling strategy. Sampling to be conducted in accordance with EPA/AHERA established sampling protocols and asbestos analysis shall be performed by an NVLAP Accredited Laboratory.
- v. Inspections shall include accessing and possibly creating destructive entry into walls and enclosed spaces. CONSULTANT shall collect representative bulk samples of suspect materials not identified as positive or negative for asbestos content. Materials assumed to contain asbestos, such as transite pipes and flues, gaskets, etc. will not be sampled or analyzed.
- vi. Take digital photographs of special site conditions, anomalies, and for describing conditions more clearly.
- vii. Review existing Asbestos Management Plan, Survey Reports and supplemental bulk sample and analysis reports and reports prepared by consultants on prior projects.

**b. Lead Based Paint (LBP) and other Lead-Related Consulting Services**

- i. Provide staff with State of California, Department of Health Services Lead Certification to perform lead-related services.

Not Project Related

Project #13-135

- ii. Review sites and scope of work and/or specification and plans for proposed construction activities to determine the type of work that will occur on the project.
- iii. Meet with District Project Manager and where applicable, other consultants, to perform on-site inspections of the locations involved in the project to determine where lead-based paint may be present, or are in close proximity to the work and could be impacted, as a result of the project.
- iv. Areas of deteriorated paint or other lead-containing materials may need to be identified so that loose and flaky paint, or other potential lead-containing materials, can be removed or otherwise properly handled prior to and/or during demolition and construction.
- v. Lead-based paint testing will be performed using a portable X-ray fluorescence (XRF) analyzer.

**c. Hazardous Materials Consulting Services**

- i. Prior to demolition or abatement, a survey of potential hazardous materials (in addition to asbestos and lead based paint (LBP) must be inventoried. CONSULTANT shall perform a visual evaluation of potential hazardous chemicals and/or ballasts to determine the need for additional mitigation efforts required for safe demolition. CONSULTANT is to visit the project site and determine what materials require sampling. CONSULTANT is to take bulk samples of all materials that are suspected to be hazardous including all unmarked containers containing unknown substances. Samples are analyzed for PCBs according to EPA Method 8082 by an accredited laboratory using proper chain-of custody procedures to collect and transport samples.
- ii. The following items require sampling:
  - Polychlorinated Biphenyl (PCB) Ballasts including capacitors
  - Mercury thermostats and light switches and fluorescent light tubes
  - Cooling units, Freon heating, refrigerators, air conditioners and drinking water fountains
  - Hydrocarbon-containing equipment (door closers)
  - Lead (lead-acid batteries)
  - Other suspect items including but not limited to paint, coatings, window film, ceramic tile, ceiling tile, resilient flooring tile, adhesives/mastics, and any other potentially hazardous or suspect materials or items.

**d. Evaluation of Soil Conditions**

- i. Assessing site structures for the potential presence of hazardous materials will occur concurrently with evaluating soils for the same. This requirement may be due to the Site's history and the analytes that may occur in the soils of such properties. The analytes include lead leached from LBP, organochlorine pesticides (OCP) used for termite control, PCBs from pole-mounted transformers, pesticides, fertilizers, heavy metals, hydrocarbons, and all other hazardous materials identified by DTSC as a potential threat to the health and well being of students.
- ii. To assess the potential presence of these analytes at the Site and to characterize them, if present, the CONSULTANT may be required to prepare a workplan. The proposed work for evaluation of the presence of residual lead in soil from LBP or other lead affected materials shall be conducted in a manner consistent with the California Environmental Protection Agency (Cal EPA) and Department of Toxic Substances Control (DTSC) regulations.
- iii. Soils samples may be collected within the buildings' drip lines and exterior areas with known, or the potential for, LBP. CONSULTANT shall collect samples from ground surface to approximately 0.5 feet below ground surface (bgs). Based on analytical results, additional soil samples may be collected from other lateral "step-out" positions to define the extent of soils with

Not Project Related

Project #13-135

lead exceeding current allowable regulatory limits. The exact number of samples collected at each building will be determined by accessibility.

- iv. After sample collection, the CONSULTANT will close each borehole and decontaminate drilling and sampling equipment. To close the borehole, the CONSULTANT shall backfill it with unused sample material and/or hydrated bentonite chips to grade and finish the borehole with material that is compatible with the surrounding surface.

## 2. Construction Phase:

- a. During the course of construction, monitor abatement work to ensure compliance with the contract requirements and completion of the work by the abatement contractor. During construction, perform the following tasks:
  - i. Attend all necessary construction meetings during the course of abatement work
  - ii. Review abatement contractor submittals
  - iii. Provide on-site inspections with daily reports and photos of abatement work. Maintain on-site records and perform monitoring during all abatement work. Perimeter monitoring for fugitive lead and asbestos at or near the entrances and or openings to the containment zone are an essential part of assuring that the containment is operating properly. This perimeter monitoring shall be performed by the CONSULTANT.
  - iv. Monitor abatement contractor's compliance with the plans, specifications and any regulations including but not limited to certification of abatement workers, ensuring proper containments, and confirmation of the removal of all asbestos, lead and hazardous materials.
  - v. Assist the District with problem resolutions associated with abatement work and keep District informed of abatement contractor's performance.
  - vi. Surveys of existing buildings and sample collection, and utilization and compliance with OSHA, AHERA and ASHARA and EPA approved methods.
  - vii. Complete written reports on all activities performed.
  - viii. Consultation on remedial action and contractor selection.
  - ix. Develop, implement and monitor a network of real-time ambient air monitoring stations to screen for potential particulate matter released from construction activities on the Project Site.
  - x. Collect and analyze a subset of daily air monitoring samples for contaminants of potential concern via Transmission electron Microscopy (TEM), Scanning Electron Microscopy (SEM), or other appropriate methodology.
  - xi. An on-site technical staff position may be required to interpret, consult and advise on air monitoring results.
  - xii. Upon completion of the contracted abatement, the CONSULTANT shall inspect the entire surface from which asbestos-containing materials have been abated as well as the entire containment setup, plastic, and/or polyethylene used in the containment setup, the decontamination setup and any other item, equipment or material within the isolated/regulated area.

Not Project Related

Project #13-135

xiii. The CONSULTANT shall verify that all surfaces are free of visible debris before approving the area.

### 3. Close-out Phase:

- a. Verify the Uniform Hazardous Waste Manifest, when required, has been submitted and reviewed by Office of Environmental Health and Safety (OEHS) for completeness a minimum of 48-hours prior to the date the waste is to be removed from the site. Consultant shall provide waste specific information for inclusion on the manifest. No hazardous waste may be transported away from a District site without a manifest. Submit all original paper work required to be maintained by the contract documents, this agreement, and by law to the District.
- b. Upon completion of the abatement work, prepare a Closeout Abatement Report that documents all the activities performed, including copies of all sampling forms with results, daily reports, progress photos, correspondence and any regulatory compliance forms.

### 4. Reports

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

- a. Assessment Reports, Abatement Plan, & Final Close-Out Report
  - i. Prepare an Assessment Report for each project and in the case of projects involving site acquisition, subsections by each property parcel including a description of the site conditions, details of the site inspection/investigations, site drawings indicated sampling locations, site photographs and laboratory results with a summary of all identified asbestos, lead or hazardous materials and soil conditions.
  - ii. Prepare recommendations and an abatement plan with an estimate of costs for abatement of the materials that will impact the project/parcels. The abatement plan shall include an Abatement Scope of Work and Abatement Technical Specifications to be included in the Project Bid Documents. The specifications will stipulate industry standard methods for abatement activities; ACBM, LBP, and HMA abatement methods; removal and disposal methods, regulations, and standards to be followed. Drawings will be included to depict the location and design of containment systems, access to abatement areas, routes for waste removal, locations of waste containers, and other details important to abatement activities. Under otherwise desired by DISTRICT, the specifications will allow for one 8-hour work shift per day of abatement. The Bid Documents will require that bids include a schedule consistent with the DISTRICT'S needs; a work plan based on specifications; a list of recently completed projects; records of any EPA or OSHA citations; and documentation of insurance, licensing, training, medical surveillance and respirator fit-testing.
  - iii. Preparation of a final report describing and quantifying identified friable and non-friable ACMs associated with the property.
  - iv. Upon completion of the abatement work, prepare a Closeout Abatement Report that documents all the activities performed, including copies of all sampling forms with results, daily reports, progress photos, correspondence and any regulatory compliance forms.

### 5. Time

Phase 1 initial survey & sampling report shall be provided to the District within 30 days of receipt of Notice to Proceed (NTP). Phase 2 work detailing all required remediation, abatement, and containment activities to be performed shall be provided within 45 days of receipt of NTP. Phase 3 monitoring &



Not Project Related

Project #13-135

observation reports shall be provided on a weekly basis while work is underway to summarize activities completed that week, and look ahead for upcoming activities over next two weeks. Final Close-out Abatement Report shall be provided within 30 days of completion of all remediation, abatement, and containment activities.

#### **6. Accuracy Standards**

Precision of all required reports and recommendations shall be in accordance with the professional standard of care to be expected of professional hazardous materials consultants licensed to practice in the State of California.

- Not Project Related
- Project #13-135

**EXHIBIT "G"**  
**TO AGREEMENT FOR CONSULTANT SERVICES #13-135**

**INVOICE APPROVAL LETTER & BILLING COVER SHEET**

DATE:

**Project No. \_\_\_:** [INSERT PROJECT NAME]

**Consultant:** Cardno ATC ("ATC")

---

ATC has submitted Invoice No. \_\_\_\_\_ for review by the District's Program Manager, Caldwell Flores Winters, Inc. ("CFW"), and Assistant Superintendent of Business Services, Lisa Cline.

By signing below, a representative of ATC, hereby certifies that the invoice submitted is a true and accurate reflection of the work performed to date, is an accurate representation of the percent work completed for the phase identified in the invoice, and that the invoice submitted does not include any charges for services that have been previously paid, or rejected by the District and/or CFW.

---

Cardno ATC \_\_\_\_\_ Date

The invoice has been reviewed by the following and is recommended for payment:

---

Caldwell Flores Winters, Inc. \_\_\_\_\_ Date

---

Oxnard School District \_\_\_\_\_ Date  
Lisa Cline, Assistant Superintendent,  
Business and Fiscal Services



- Not Project Related  
 Project #13-135

## Consultant/Vendor Billing Instructions

### Invoice Cover Sheet Set-Up.

- 1 See "billing tab" below for spreadsheet, these are the instructions
- 2 Enter Project Site name, DSA project number, Project Type, Invoice #, Date, Your Company Name, fax, phone, etc....
- 3 Enter PO # (Purchase Order #) provided to you when contract issued.
- 4 Feel free to include your company logo if you wish
- 5 Enter approved contract agreements, amendments, re-imbursables, allowances, etc. for which you are billing. Include summary scope of work. Enter "Cost Code" provided to you by Program Manager.
- 6 If you wish to break the contract work items down into portions that you would typically separate for progressive payments, please do that now. If your contract allows re-imbursables in addition to contract fee, please separate these values. If you require more line items to complete this step, please highlight the entire last row by clicking on the grey row # at left, press CTRL+C to copy row, right click grey row # immediately below, select "Insert Copied Cells". This can be repeated as many times as necessary. Multiple rows can be copied/inserted in a single step by highlighting multiple rows prior to copying.

### First Billing.

- 5 **IMPORTANT!** When you are entering costs for your first billing, enter values (dollar amounts) **ONLY** into the green column. The percentages will change automatically. **NOTE: Select the (% Complete) billing tab if you prefer to track your billings based on total project % complete. Once % complete is entered, billable amount will populate automatically. Select the (lump sum) billing tab if you prefer to track your billings as a lump sum billable amount to date. Once lump sum amount is entered, % complete will populate automatically.**
- 6 Send invoice based on the Dollar value at the PRE-RETENTION value, if applicable.

### Subsequent Billings

- 7 Manually input the dollar values from the "cost completed to date" column into the blue "total previous billings" column
- 8 Enter the corresponding dollar values/% complete values into the green column for total work complete to date.
- 9 Submit a conditional release waiver with the billing. Submit signed pay request certification form.
- 10 Email (tmiddlestadt@cfwinc.com), or mail to the CFW Oxnard office at 1901 Victoria Ave, Suite 106 Oxnard, CA 93035. Please allow 4-6 weeks for invoice processing prior to payment.
- 11 Please note that invoice amounts which exceed remaining contract balance will not be processed, and will be returned to Vendor pending additional contract agreement(s). Incorrect contract amounts, cost codes, or other errors & miscalculations can delay/prevent processing of payment.

**NOTE: All Consultant/Vendor invoices must be accompanied by this worksheet to ensure proper payment. Invoices without this worksheet may be rejected and may delay payment until the next billing cycle or until the spreadsheet becomes accurate. Invoices not received by the 25<sup>th</sup> may be delayed until the next billing cycle. Contact the Program Manager with any questions regarding billing values, or any other information required, prior to submitting a billing.**



# CERTIFICATE OF LIABILITY INSURANCE

DATE(MM/DD/YYYY)  
10/31/2013

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).

<b>PRODUCER</b> Aon Risk Services Southwest, Inc. Houston TX Office 5555 San Felipe Suite 1500 Houston TX 77056 USA	<b>CONTACT NAME:</b> <b>PHONE (A/C. No. Ext):</b> (866) 283-7122 <b>FAX (A/C. No.):</b> (800) 363-0105		
	<b>E-MAIL ADDRESS:</b>		
<b>INSURED</b> ATC Group Services, Inc. Cardno ATC ATC Associates, Inc. 221 Rue De Jean Suite 200 Lafayette LA 70508 USA	<b>INSURER(S) AFFORDING COVERAGE</b>		<b>NAIC #</b>
	<b>INSURER A:</b> Insurance Co of the State of PA		19429
	<b>INSURER B:</b> National Union Fire Ins Co of Pittsburgh		19445
	<b>INSURER C:</b> New Hampshire Ins Co		23841
	<b>INSURER D:</b> Chartis Specialty Insurance Company		26883
	<b>INSURER E:</b> <b>INSURER F:</b>		

**COVERAGES**      **CERTIFICATE NUMBER:** 570051838093      **REVISION NUMBER:**

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
D	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Contractual Liability is included <input checked="" type="checkbox"/> General Agg. apply per Project GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC			PROP11781522	09/30/2013	09/30/2014	EACH OCCURRENCE	\$1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$300,000
							MED EXP (Any one person)	\$10,000
							PERSONAL & ADV INJURY	\$1,000,000
							GENERAL AGGREGATE	\$2,000,000
							PRODUCTS - COMP/OP AGG	\$2,000,000
A	<b>AUTOMOBILE LIABILITY</b>			CA 3582949 Auto (AOS)	09/30/2013	09/30/2014	COMBINED SINGLE LIMIT (Ea accident)	\$1,000,000
B	<input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			CA 2714604 Auto (MA)	09/30/2013	09/30/2014	BODILY INJURY (Per person)	
							BODILY INJURY (Per accident)	
							PROPERTY DAMAGE (Per accident)	
D	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$10,000			PROU11781566	09/30/2013	09/30/2014	EACH OCCURRENCE	\$5,000,000
							AGGREGATE	\$5,000,000
C	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR / PARTNER / EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	WC039901297 WC _ AOS SIR applies per policy terms & conditions	09/30/2013	09/30/2014	<input checked="" type="checkbox"/> WC STATU-TORY LIMITS <input type="checkbox"/> OTH-ER	
							E.L. EACH ACCIDENT	\$1,000,000
							E.L. DISEASE-EA EMPLOYEE	\$1,000,000
							E.L. DISEASE-POLICY LIMIT	\$1,000,000
D	Contractor Prof			PROP11781522 Professional Liability	09/30/2013	09/30/2014	Aggregate	\$2,000,000
							Per Incident	\$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)  
RE: Meeting of the Board of Trustees of the Oxnard School District on November 13, 2013.

## CERTIFICATE HOLDER      CANCELLATION

Oxnard School District Program Manager 6425 Christie Ave., Suite 270 Emeryville CA 94608 USA	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	<b>AUTHORIZED REPRESENTATIVE</b>  <i>Aon Risk Services Southwest, Inc.</i>

Holder Identifier :

Certificate No : 570051838093

RECEIVED NOV 01 2013

CFW



# ADDITIONAL REMARKS SCHEDULE

AGENCY Aon Risk Services Southwest, Inc.		NAMED INSURED ATC Group Services, Inc.	
POLICY NUMBER See Certificate Number: 570051838093			
CARRIER See Certificate Number: 570051838093	NAIC CODE	EFFECTIVE DATE:	

**ADDITIONAL REMARKS**

**THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,  
FORM NUMBER: ACORD 25 FORM TITLE: Certificate of Liability Insurance**

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER	
INSURER	
INSURER	
INSURER	

**ADDITIONAL POLICIES** If a policy below does not include limit information, refer to the corresponding policy on the ACORD certificate form for policy limits.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS	
	WORKERS COMPENSATION							
C		N/A		WC039901296 WC - (NJ,PA) SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
C		N/A		WC039901295 WC - (IL,KY,NC,NH,UT,VT) SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
C		N/A		WC039901294 WC - (AK,AZ,GA,VA) SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
C		N/A		WC025842892 WC - FL SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
C		N/A		WC012055045 WC - (MA,ND,OH,WA,WI,WY) SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
A		N/A		WC025842891 WC - CA SIR applies per policy terms & conditions	09/30/2013	09/30/2014		
	OTHER							
D	Contractor Poll			PROP11781522 Pollution Coverage	09/30/2013	09/30/2014	Aggregate	\$2,000,000
							Per Incident	\$1,000,000
							Deductible	\$25,000
							SIR/Deduct	\$25,000

**BOARD AGENDA ITEM**

**Name of Contributor(s): Robin I. Freeman**

**Date of Meeting: 10/21/15**

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

**Approve: Out of State Conference – Washington, DC (Freeman/West)**

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**DESCRIPTION:**

The Board’s approval is requested for the Assistant Superintendent Educational Services, Ms. Robin Freeman; MSAP Project Director, Ms. Debra West; three Middle School Principals, Dr. Liam Joyce, Mr. Greg Brisbine, Dr. Edd Bond and the Administrative Assistant, Virginia Whitt to attend the Technical Conference and MSAP Project Director’s meeting in Washington, D.C. from November 7<sup>th</sup> -10<sup>th</sup>, 2015.

This year’s theme is “Positioning Magnet Schools for the Future.” Through this lens, sessions will generate ideas on the evolution of magnet schools and how magnets can help meet the challenges of our country in the 21st century, as well as on programmatic sustainability. Session topics will include

- Sustaining family and community support;
- Understanding how desegregation efforts impacts students, schools, and communities; and
- Continuously improving STEM programs.

**FISCAL IMPACT:**

Not to exceed \$10,000.00 for registration, airfare and lodging, to be paid from MSAP Funds.

**RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent Educational Services and the Director of MSAP that the Board of Trustees approve the out of state conference attendance as outlined above.

**ADDITIONAL MATERIAL(S):**

Attached: Workshop information

- [Press Releases](#)
- [e-Choice Newsletters](#)
- [Legislative Updates](#)
- [Grassroots Action Center](#)
- [Policy Insider Blog](#)
- [Magnets in the News](#)
- [Success Stories](#)

## Technical Assistance & Training Conference

[Home](#) | [Events](#) | [2015 TATC Overview](#)

### Building Blocks for Successful Magnet School Programs

Embassy Suites Chevy Chase Pavilion  
Washington, District of Columbia

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## Saturday, November 7

CHECK-IN at 7:30 AM (Eastern)

BREAKFAST

WELCOME

GENERAL SESSION

### MSAP Update: Federal Budget and Policy Considerations for 2016

During this session learn about the details of congressional efforts to restructure the Magnet Schools Assistance Program (MSAP) through the legislative process and how ongoing federal budget negotiations in Washington could influence grant funding in 2016.

### Analysis of Recent Guidance from the Office for Civil Rights

*Break*

GENERAL SESSION

**Panel: Magnets as a Turnaround Model** (Design, Planning & Operations)

*Working Lunch - Preparing for the next MSAP grant? Sit down with experienced experts and learn about the components of a competitive MSAP grant application.*



## GENERAL SESSION

**Staffing & Resources** (Staffing)*Break*BREAKOUT SESSIONS will end no later than **5:00 PM** (Eastern)*Topics:***Staying ahead of the game** (Leadership)**Toolkit for a New Magnet Theme Coach** (Staffing)**Character Education and Cultural Competency** (Curriculum & Instruction)**Sustainability: Joining forces...Interdistrict/Regional/Multidistrict Partnerships** (Community Relations and Sustainability)**Sunday, November 8**BREAKFAST at **8:00 AM** (Eastern)

WELCOME

## GENERAL SESSION

**How Research Helps Define Student and Program Success***Break*

## GENERAL SESSION

**STEM Initiatives** (Curriculum & Instruction)*Working Lunch - cont'd...Preparing for the next MSAP grant? Sit down with resident experts and pick their brains*

## GENERAL SESSION

**Improving Cross Cultural Communication - lessons learned from the field** (Leadership)*Break*BREAKOUT SESSIONS will end no later than **5:00 PM** (Eastern)*Topics:***To be or not to be...a magnet...that is the question** (Design, Planning & Operations)**IB - Middle Years Programme News & Exciting Updates** (Curriculum & Instruction)**Tracking and evaluation...2 years in the grant, what's next...overlapping grant, how to pull them both off** (Design, Planning & Operations)*\*Tentative schedule/sessions...Check back for updates and session details*



# Project Directors Meeting

November 9-10, 2015 \* Capital Hilton \* Washington, DC

- [Home](#)
- [Agenda](#)
- [Logistics](#)
- [Registration](#)
- [Contact](#)

## Positioning Magnet Schools for the Future Agenda

Day 1: Monday, November 9, 2015

**8:00 a.m. – 9:00 a.m.**

*Presidential Ballroom* **REGISTRATION**  
*Foyer*

### WELCOME

**9:00 a.m. – 9:15 a.m.**

*Presidential Ballroom* Anna Hinton, Ph.D.  
Director, Parental Options and Improvement  
Office of Innovation and Improvement

### KEYNOTE: MAGNET SCHOOLS: PROMISE, PRACTICE, POSSIBILITIES

**9:15 a.m. – 10:15**

**a.m.** Eileen Howley, Ed.D.  
*Presidential Ballroom* Executive Director  
LEARN

**10:15 a.m. – 10:30**

**a.m.** **BREAK**

**10:30 a.m. – 11:30**

**a.m.** **WHAT HAPPENS WHEN SCHOOLS BECOME MAGNET  
SCHOOLS? A LONGITUDINAL STUDY OF DIVERSITY AND  
ACHIEVEMENT**

*Presidential Ballroom* Sami Kitmitto, Ph.D.  
Principal Researcher  
American Institutes for Research

Julian Betts, Ph.D.  
Professor  
University of California, San Diego

Jesse Levin, Ph.D.  
Principal Researcher  
American Institutes for Research

**11:30 a.m. – 1:00  
p.m.**

**LUNCH ON YOUR OWN**

**BREAKOUT SESSIONS**

**1:00 p.m. – 2:15 p.m. Place, Space, and Race: Understanding Modern Day School Segregation and How it Shapes Student Identities**

*Statler A*

Dana Thompson Dorsey, Ph.D.  
Assistant Professor, University of North Carolina

**Reconsider Diversity: Reaching Your Target Market and Achieving Results**

*Statler B*

Stephen Nichols  
Vice President for Diversity Engagement, National School Public Relations Association

**Responding to Diversity: Implementing and Supporting Change**

*Pan American Room*

William Trent, Ph.D.  
Professor, University of Illinois at Urbana-Champaign

**Exploring Title IX Regulations for Single-Sex Education**

*California Room*

Amanda Dallo  
Title IX Attorney, Office for Civil Rights

Vanessa Santos  
Attorney, Office of General Counsel

**Change Management Workshop**

*Massachusetts Room*

David Gregory  
Director, G&D Associates  
*By invitation only*

**The Future of Magnet Schools: Toward New Visions of Racial Diversity and Achievement**

*New York Room*

Sonya Horsford, Ed.D.  
Associate Professor, George Mason University

**2:15 p.m. – 2:30 p.m. TRANSITION**

**2:30 p.m. – 3:45 p.m. BREAKOUT SESSIONS**

*Statler A*

**Place, Space, and Race: Understanding Modern Day School Segregation and How it Shapes Student Identities**

Dana Thompson Dorsey, Ph.D.

Assistant Professor, University of North Carolina

*Statler B*

**Reconsider Diversity: Reaching Your Target Market and Achieving Results**

Stephen Nichols

Vice President for Diversity Engagement, National School Public Relations Association

*Pan American Room*

**Responding to Diversity: Implementing and Supporting Change**

William Trent, Ph.D.

Professor, University of Illinois at Urbana-Champaign

*Massachusetts Room*

**Change Management Workshop**

David Gregory

Director, G&D Associates

By invitation only

*New York Room*

**The Future of Magnet Schools: Toward New Visions of Racial Diversity and Achievement**

Sonya Horsford, Ed.D.

Associate Professor, George Mason University

*California Room*

**The Reciprocal Relationship Between Housing and School Integration**

Philip Tegeler

Executive Director, Poverty and Race Research Action Council

Genevieve Siegel-Hawley, Ph.D.

Assistant Professor, Virginia Commonwealth University

**Day 2: Tuesday, November 10, 2015**

**8:00 a.m. – 9:00 a.m.**

*Presidential Ballroom*

*Foyer*

**REGISTRATION**

**WELCOME**

Anna Hinton, Ph.D.

Director, Parental Options and Information

Office of Innovation and Improvement

**9:00 a.m. – 9:45 a.m.**

*Presidential Ballroom*

Catherine Lhamon

Assistant Secretary

Office for Civil Rights

**9:45 a.m. – 11:00**

**a.m.**

*Presidential Ballroom*

**PANEL: INTEGRATION, EDUCATION, AND HOUSING**

Moderator: Nadya Chinoy Dabby, Assistant Deputy Secretary, Office of Innovation and Improvement

Richard Kahlenberg, Senior Fellow, The Century Foundation

Genevieve Siegel-Hawley, Ph.D., Assistant Professor, Virginia Commonwealth University

	Doreen Marvin, President, Magnet Schools of America
<b>11:00 a.m. – 11:15 a.m.</b>	<b>BREAK</b>
<b>11:15 a.m. – 12:15 p.m.</b>	<b>MSAP COMPLIANCE MONITORING PROJECT UPDATE</b>
<i>Presidential Ballroom</i>	Sara Allender Senior Research Associate, WestEd
<b>12:15 p.m. – 1:30 p.m.</b>	<b>LUNCH ON YOUR OWN</b>
	<b>BREAKOUT SESSIONS I</b>
<b>1:30 p.m. – 2:45 p.m.</b>	<b>Exploring High-Impact Family Engagement</b>
<i>Statler A</i>	Anne Henderson Senior Consultant, Annenberg Institute for School Reform
	<b>Reinvigorating, Growing, and Sustaining Your STEM Programs</b>
<i>Statler B</i>	Jo Anne Vasquez, Ph.D. Consultant, Helios Education Foundation
	<b>Leading, Building, and Sustaining School Improvement: Lessons for Magnet Schools</b>
<i>Pan American Room</i>	Jon Supovitz, Ed.D. Professor, University of Pennsylvania
	<b>Pathways to Magnet Sustainability</b>
<i>California Room</i>	Robert Brooks, Ph.D. Former Executive Director, Magnet Schools of America
	Doreen Marvin Director of Development, LEARN
	Jennifer Todd Manager, Grant Development, Houston Independent School District
	Bryan Stoll Supervisor, Office of Magnet Programs, Baltimore County Public Schools
<i>Massachusetts Room</i>	<b>Linking Cultural Competence and High Academic Achievement For All</b>
	Donna Elam, Ed.D. CEO, Elam Leadership Institute
<i>New York Room</i>	<b>Resources for Diversity and Equity</b>
	Velma Cobb, Ed.D. Director, Equity Assistance Center – Region II
<b>2:45 p.m.-3:00 p.m.</b>	<b>TRANSITION</b>
<b>3:00 p.m.-4:15 p.m.</b>	<b>BREAKOUT SESSIONS II</b>
<i>New York Room</i>	<b>Project Directors Closed-Door Session</b>

MSAP Team

*Statler A*

**Exploring High-Impact Family Engagement**

Anne Henderson

Senior Consultant, Annenberg Institute for School Reform

*Statler B*

**Reinvigorating, Growing, and Sustaining Your STEM Programs**

Jo Anne Vasquez, Ph.D.

Consultant, Helios Education Foundation

*Pan American Room*

**Leading, Building, and Sustaining School Improvement: Lessons for Magnet Schools**

Jon Supovitz, Ed.D.

Professor, University of Pennsylvania

*California Room*

**Pathways to Magnet Sustainability**

Robert Brooks, Ph.D.

Former Executive Director, Magnet Schools of America

Doreen Marvin

Director of Development, LEARN

Jennifer Todd

Manager, Grant Development, Houston Independent School District

Bryan Stoll

Supervisor, Office of Magnet Programs, Baltimore County Public Schools

*Massachusetts Room*

**Linking Cultural Competence and High Academic Achievement For All**

Donna Elam, Ed.D.

CEO, Elam Leadership Institute

**Board Agenda Item**

**NAME OF CONTRIBUTOR:** Jesus Vaca/Jonathan Koch **DATE OF MEETING:** October 21, 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** 1<sup>st</sup> Reading \_\_\_\_\_ 2<sup>nd</sup> Reading \_\_\_\_\_

**TITLE: Personnel Actions (Vaca/Koch)**

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**DESCRIPTION OF AGENDA ITEM:**

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

**RECOMMENDATION:**

Approve the Personnel Actions, as presented.

**ADDITIONAL MATERIAL(S):**

Classified Personnel Actions  
Certificated Personnel Actions

**CERTIFICATED PERSONNEL**

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

NEW HIRES

Sarah Andrews	School Nurse, Pupil Services	October 14, 2015
Margarita Byrami	Teacher, 2/3 TBE, McKinna	October 9, 2015
Simon Ayala	Substitute Teacher	2015/2016 School Year
Daniel Holloway	Substitute Teacher	2015/2016 School Year

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

Jennifer Huynh	McAuliffe	October 5, 2015
Andrew Nourok	Soria	October 5, 2015
Eloise Vinton	Elm	October 9, 2015

PROMOTION

Rosario Villalpando	Assistant Principal, Kamala	October 13, 2015
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RESIGNATION

Launderette Bogartz	Teacher, Special Education M/M, Marina West	September 28, 2015
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## CLASSIFIED PERSONNEL ACTIONS

October 21, 2015

New Hire

Aguilar, Vanessa	Paraeducator I, Position #7176 Kamala 3.0 hrs./183 days	10/02/2015
Bedolla, Guadalupe	Paraeducator II (B), Position #2699 Ed. Services 5.75 hrs./183 days	09/28/2015
Bravo, Sarah	Paraeducator I, Position #7173 Elm 2.0 hrs./183 days	10/05/2015
Cruz, Samantha	Paraeducator I, Position #7170 Curren 4.0 hrs./183 days	10/07/2015
Hall, Brandon	Paraeducator I, Position #7192 Rose Ave. 2.0 hrs./183 days	10/01/2015
Martinez, Josue	Paraeducator I, Position #7187 Ramons 4.0 hrs./183 days	09/28/2015
Medina, Iliana	Paraeducator I, Position #7275 Elm 2.0 hrs./183 days	09/29/2015
Mendoza, Alejandro	Paraeducator I, Position #7180 Marina West 4.0 hrs./183 days	10/06/2015
Rivera, Georgina	Paraeducator I, Position #7178 Lemonwood 4.0/183 days	10/5/2015
Rodriguez, Joshua	Paraeducator I, Position #7167 Brekke 4.0 hrs./183 days	10/06/2015
Serratos, Osvaldo	Paraeducator I, Position #7171 Driffill 4.0 hrs./183 days	09/28/2015
Valles, Alyssa M.	Paraeducator I, Position #7195 Soria 4.0 hrs./183 days	10/06/2015
Wilson, Luke	Paraeducator I, Position #7179 Marina West 4.0 hrs./183 days	10/05/2015

Exempt

Almanza, Adelaida	AVID Tutor	09/16/2015
Cordero, Stephanie	Campus Assistant	09/18/2015
Faulk, Irma	Campus Assistant	08/19/2015
Garcia Rodriguez, Jannie	Campus Assistant	08/19/2015
Leal, Carolyn	Campus Assistant	09/24/2015
Lopez, Abraham	Custodian	09/23/2015
Macdonald, Elizabeth	Campus Assistant	09/28/2015
Preciado, Josefina	Campus Assistant	10/01/2015
Sellers, Paul	Custodian	09/23/2015
Serratos, Adrian H	Campus Assistant	09/01/2015
Serratos, Stephanie	Campus Assistant	09/01/2015
Servin, Christian	Campus Assistant	09/04/2015
Yamino, Michelle	Campus Assistant	09/01/2015
Yanez, Gilbert	AVID Tutor	09/16/2015

Limited Term

Brisco, Lola	Paraeducator	09/21/2015
DelRio, Naomi Monica	Paraeducator	09/30/2015
Frost, Roshni	Child Nutrition Worker	10/08/2015
Matthews, Gayle	Child Nutrition Worker	10/08/2015
Montejano, Monica	Paraeducator	09/28/2015
Padilla, Transito	Paraeducator	09/28/2015
Pulido, Daniel	Paraeducator	09/28/2015
Quintero, Roselle	Paraeducator	09/28/2015

Promotion

Sismore, Theresa	Speech Language Pathology Assistant, Position #6343 Pupil Services 8.0 hrs./183 days	09/27/2015
	Adaptive Technology Specialist, Position #2891 Pupil Services 5.75 hrs./183 days	

Increase in Hours

Avalos, Manuel	Child Nutrition Worker, Position #6550 Fremont 5.5 hrs./185 days	09/28/2015
	Child Nutrition Worker, Position #6550 Fremont 5.0 hrs./185 days	
Pisors, Dani	Library Media Technician, Position #8142 McKinna 5.0 hrs./190 days	09/28/2015
	Library Media Technician, Position #8142 McKinna 4.0 hrs./190 days	

Transfer

Cabrera, Karina	Office Assistant II (B), Position #7226 Lemonwood 5.0 hrs./203 days	09/28/2015
	Office Assistant II (B), Position #5424 Driffill 5.0 hrs./203 days	
Garcia, Antonio	Child Nutrition Worker, Position #2853 Sierra Linda 5.0 hrs./185 days	09/28/2015
	Child Nutrition Worker, Position #2140 Curren 6.5 hrs./203 days	
Garibay, Christina	Administrative Assistant (B), Position #560 English Learner Services 8.0 hrs./246 days	10/12/2015
	School Office Manager (B), Position #2241 Haydock 8.0 hrs./215 days	
Ingram, Jason	Child Nutrition Worker, Position #7278 Curren 5.0 hrs./185 days	10/01/2015
	Child Nutrition Worker, Position #2139 Curren 4.5 hrs./185 days	
Pennington, Sam	Custodian, Position #499 Driffill 8.0 hrs./246 days	10/05/2015
	Custodian, Position #6673 Elm 4.0 hrs./246 days	
Vazquez, Maria D.	Paraeducator II (B), Position #2305 Pupil Services 5.75 hrs./183 days	10/05/2015
	Paraeducator II (B), Position #2260 Pupil Services 5.0 hrs./183 days	

Resignation

Alvarez Vega, Alma	Preschool Assistant, Position #2582 San Miguel 3.0 hrs./183 days	10/14/2015
Jones, Cynthia	Paraeducator III, Position #1628 Pupil Services 5.75 hrs./183 days	10/09/2015
Kossman, Maribeth	Site Technology Technician, Position #2508 Harrington 8.0 hrs./192 days	09/30/2015
Magana, Consuelo	Preschool Assistant (B), Position #2894 Ed. Services 3.0 hrs./183 days	10/14/2015
Rodriguez, Geni	Adaptive Technology Specialist, Position #949 Pupil Services 6.75 hrs./183 days	10/02/2015
Sanchez, Analuisa	Intermediate School Secretary (B), Position #6709 Driffill 8.0 hrs./192 days	10/14/2015

BOARD AGENDA ITEM

Name of Contributor(s): **Robin I. Freeman**

Date of Meeting: **10/21/15**

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

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

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**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 las for Student Achievement for all 20 elementary and middle schools be approved.

**ADDITIONAL MATERIAL(S):**

DVD of all school sites Single Plans for Student Achievement are included  
Power Point

The electronic version of the Single Plan for Student Achievement of each school on the board agenda list will be available for viewing on October 16, 2015 after 5:00 p.m. 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  
October 21, 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.

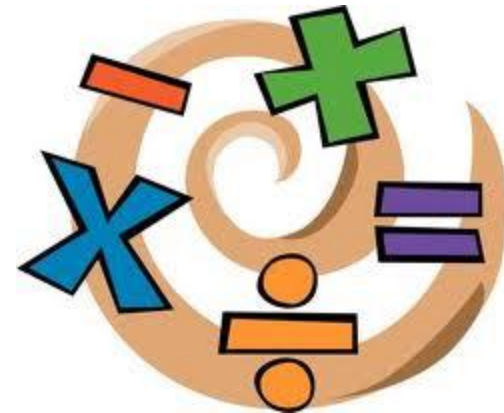
# School Goals:

- \* 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.



Parental 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](mailto:jnocero@oxnardsd.org)

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



## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	5
CAASPP Results (All Students) .....	5
CELDT (Annual Assessment) Results.....	7
Title III Accountability (School Data) .....	8
Title III Accountability (District Data).....	9
Planned Improvements in Student Performance .....	10
School Goal #1.....	10
Strategy #1.....	12
Strategy #2.....	20
Strategy #3.....	24
Strategy #4.....	26
School Goal #2.....	31
Strategy #1.....	33
Strategy #2.....	41
Strategy #3.....	47
School Goal #3.....	50
Strategy #1.....	52
Strategy #2.....	57
Strategy #3.....	59
Strategy #4.....	64
School Goal #4.....	66
Strategy #1.....	68
Strategy #2.....	71
Strategy #3.....	73
School Goal #5.....	74
Strategy #1.....	75
Strategy #2.....	78
Strategy #3.....	79
Centralized Services for Planned Improvements in Student Performance .....	81
Summary of Expenditures in this Plan.....	83
Total Expenditures by Object Type and Funding Source.....	83
Total Expenditures by Funding Source .....	84

Annual Evaluation.....85  
School Site Council Membership .....88  
Recommendations and Assurances.....89  
Parent Involvement Policy.....90

## 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	<b>2383.3</b>	9	17	35	38
Grade 4	106	102	96.2	102	<b>2426.8</b>	9	20	27	44
Grade 5	107	104	97.2	104	<b>2458.5</b>	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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			1	20			1	20	3	60	5
<b>1</b>	1	3	5	13	14	36	5	13	14	36	39
<b>2</b>	6	11	12	21	20	36	13	23	5	9	56
<b>3</b>	1	2	15	28	26	49	7	13	4	8	53
<b>4</b>	1	3	5	17	13	45	6	21	4	14	29
<b>5</b>	1	3	15	38	21	54	1	3	1	3	39
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

#### 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:

<b>SUBJECT: Language Arts</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #1:</b>
<p>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).</p> <p>B. All students will increase performance by one level or maintain advanced level in English Language Arts.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• DIBELS data (Kindergarten and 1st grades)</li><li>• District Benchmark data</li><li>• Accelerated Reader STAR Test</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Kindergarten- 67%of the students attained the DIBELS benchmark for End of Year.</li><li>• 1st grade- 69% of students attained the DIBELS benchmark for End of Year.</li><li>• August 2014 2nd grade AR STAR Test: 42.2% of students tested at grade level or above.</li><li>• August 2014 3rd grade AR STAR Test: 18.6% of students tested at grade level or above.</li><li>• August 2014 4th grade AR STAR Test: 24.5% of students tested at grade level or above.</li><li>• August 2014 5th grade AR STAR Test: 18.1% of students tested at grade level or above.</li></ul>

**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



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	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	18618.42
	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.	ISP Salary and Benefits	0001-0999: Unrestricted: Locally Defined	Discretionary	13690.02
			ISP Salary and Benefits	3000-3999: Employee Benefits	Title I	22451.62
	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
	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.	ISP Salary and Benefits	0001-0999: Unrestricted: Locally Defined	Discretionary	6845.01
ISP Salary and Benefits			3000-3999: Employee Benefits	Title I	11225.81	



Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Speech/Language Pathologist  School Psychologist	Provide input on progress towards speech goals; facilitate the development of new speech goals.  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  Instructional Coach  Teachers	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.  Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.  Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.	Cost of substitutes	0001-0999: Unrestricted: Locally Defined	Discretionary	3427.86
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  Teachers	Provide science lessons to students in grades 2-5. Provide support to teachers for extension activities in the classroom. 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				
Conduct parent involvement meetings such as: <ul style="list-style-type: none"> <li>Title I quarterly meetings,</li> <li>coffee with the principal,</li> <li>TK/Kindergarten and 5th grade transition meetings,</li> <li>ELAC,</li> <li>success recognition nights,</li> <li>technology, and</li> <li>the development of the science and inquiry strand.</li> </ul> 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.	Cost of materials.  Cost of materials  Clerical extra help and overtime  Teacher extra pay  Teacher extra pay	3000-3999: Employee Benefits  0001-0999: Unrestricted: Locally Defined  0001-0999: Unrestricted: Locally Defined  0001-0999: Unrestricted: Locally Defined  0001-0999: Unrestricted: Locally Defined	Title I  Discretionary  Discretionary  LCFF - Discretionary  LCFF - Targeted	400.00  1700.00  1849.27  331.36  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  Instructional Coach	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.	Cost of substitutes.	0001-0999: Unrestricted: Locally Defined	Discretionary	6581.49



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  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 DIBELS reading. As needed.  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
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  Publication recharges	0001-0999: Unrestricted: Locally Defined  0001-0999: Unrestricted: Locally Defined	Discretionary  Discretionary	5169.03  2180.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
learning opportunities. August 2015-June 2016	Teachers  Instructional Coach	Research and identify effective resources for intervention. Plan and provide instruction and intervention for students. Ongoing as needed.  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  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

**Strategy #2**

<b>STRATEGY:</b>
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  Teachers	Research, identify and order effective resources for intervention. Ongoing as needed.  Research and identify effective resources for intervention. Plan and provide instruction and intervention for students. Ongoing as needed.  Research and identify effective resources for intervention. Plan and provide intervention for students. Ongoing 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 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:	Discretionary	822.69
	Instructional Coach	Meet with principal and teachers to discuss at-risk students and monitor progress of interventions. once/trimester		Unrestricted:		
		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  Instructional Coach  Teachers	Schedule student monitoring conferences and meet with teachers to discuss at-risk students and monitor progress of interventions.  Meet with principal and teachers to discuss at risk students and monitor progress of interventions.  Monitor student progress and collect data.	See Goal #1, Strategy #2			
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:

<b>SUBJECT: Math</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Envisions data</li><li>• Statewide assessment data</li><li>• District benchmark data</li></ul>
<b>Findings from the Analysis of this Data:</b>
Average percentage of students meeting benchmark level on 2013-2014 topic tests: <ul style="list-style-type: none"><li>• Kindergarten- 77%</li><li>• 1st grade- 71%</li><li>• 2nd grade: 66% scored Proficient or Advanced.</li><li>• 3rd grade: 45% scored Proficient or Advanced.</li><li>• 4th grade: 46% scored Proficient or Advanced.</li><li>• 5th grade: 82% scored Proficient or Advanced.</li></ul>

**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: <ul style="list-style-type: none"> <li>• Title I quarterly meetings,</li> <li>• coffee with the principal,</li> <li>• TK/Kindergarten and 5th grade transition meetings,</li> <li>• ELAC,</li> <li>• success recognition nights,</li> <li>• technology, and</li> <li>• the development of the science and inquiry strand.</li> </ul> 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 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  Classroom Teachers  Expert Team Members  Instructional Coach	Assist the "Expert Team" in delivering professional development monthly to teachers. Offer coaching and lesson observation opportunities to support math implementation. Ongoing/as needed.  Attend professional development meetings, implement the new curriculum and collaborate with other teachers on best practices. Ongoing  Attend training for the new math program and provide professional development workshops for Brekke staff. Support teachers with the implementation of the new program.  Support the implementation of the new curriculum. Provide model lessons as needed.	District funded			
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  Teachers	Research, identify and order effective resources for intervention. August 2015-June 2016  Research and identify effective resources for intervention. August 2015-June 2016	See Goal #1, Strategy #1			

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 information 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  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

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	Ongoing maintenance and technical assistance with programs, applications, and devices.	See Goal #1, Strategy #1			
	Jodi Nocero, Principal	Ongoing research and identification of educational resources and applications.				
	Classroom Teachers	Ongoing research and identification of educational resources and applications. Instruction and support of students.				

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  Instructional Coach  Teachers	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.  Meet with principal and teachers to discuss at-risk students and monitor progress of interventions and ELD daily instruction.  Monitor student progress and collect data.	See Goal #1, Strategy #1			
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  Instructional Coach  Teachers	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.  Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.  Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.	See Goal #1, Strategy #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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: <ul style="list-style-type: none"> <li>• Title I quarterly meetings,</li> <li>• coffee with the principal,</li> <li>• TK/Kindergarten and 5th grade transition meetings,</li> <li>• ELAC,</li> <li>• success recognition nights,</li> <li>• technology, and</li> <li>• the development of the science and inquiry strand.</li> </ul> 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				



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:	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		Unrestricted: Locally Defined		



## 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:

<b>SUBJECT: Safety</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #4:</b>
<ol style="list-style-type: none"><li>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</li><li>B. Build and Strengthen relationships with Brekke Families</li><li>C. Emergency Preparedness: Implement the Brekke School Safety Plan</li><li>D. Increase knowledge of internet/technology safety for students and parents.</li><li>E. Maintain an average attendance rate of 96%.</li><li>F. Reduce the percentage of students experimenting/using tobacco products by 10%.</li></ol> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>
<b>Data Used to Form this Goal:</b>
Safe School report School Needs assessment Teacher, parent, and student observation Discipline referrals Suspensions Attendance data Healthy Schools Survey data
<b>Findings from the Analysis of this Data:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>• Title I quarterly meetings,</li> <li>• coffee with the principal,</li> <li>• TK/Kindergarten and 5th grade transition meetings,</li> <li>• ELAC,</li> <li>• success recognition nights,</li> <li>• technology, and</li> <li>• the development of the science and inquiry strand.</li> </ul> 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**

<b>STRATEGY:</b>
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  ASES administrator and staff  Principal, Office Staff and Custodians	Review plan and update as needed. Provide training for all school employees on safety plan and procedures; schedule drills with all staff.  Coordinate with principal and school staff to ensure knowledge of plan and coordinate drills as needed.  Check supplies and reorder as needed.	Emergency supplies district funded.			
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:

<b>SUBJECT:</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
Prepare students to be college and career ready through the development and implementation of the school-wide strand focus of Science and Inquiry.
<b>Data Used to Form this Goal:</b>
2014 CAASPP Science Assessment results
<b>Findings from the Analysis of this Data:</b>
Fifth grade students scoring proficient/advanced on 2014 CAASPP Science Assessment: 49%
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Student surveys</li><li>• Pre/Post Assessments</li><li>• Lab Reports</li><li>• 2015 CAASPP Assessment Results</li></ul>

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

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  Instructional Coach  Teachers	<p>Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.</p> <p>Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.</p> <p>Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.</p>	See Goal #1, Strategy #1			

**Strategy #2**

<b>STRATEGY:</b>
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	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	7903.10
			Cost of activities	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	4554.25
			Cost of activities	3000-3999: Employee Benefits	Title I	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

## 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

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

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

## 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 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:

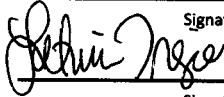
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jodi Nocero	X				
R. Michelle Guerra			X		
Mary Fluke		X			
Serena Chun		X			
Stephanie Hammer		X			
Laura Lopez				X	
Jennifer Curry				X	
Olga Medina				X	
Eileen Gomez				X	
Yolanda Melano				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

**Recommendations and Assurances**

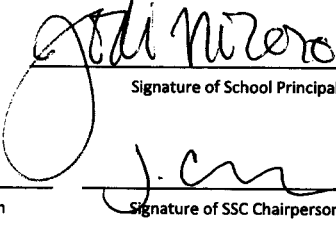
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	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

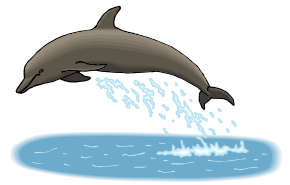




# OXNARD SCHOOL DISTRICT

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

[www.oxnardsd.org](http://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.

- ✓ 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

## **Normas de Política Acerca de la Participación de los Padres en la Escuela**

### **PROPÓSITO DE LA DECLARACIÓN:**

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntario, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Inglés, Junta de información para los padres, Póliza, la directora siempre esta disponible para hablar con los padres.

### **La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:**

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela 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 acerca de la participación general de los padres de familia en el distrito)

# 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  
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## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	8
Title III Accountability (School Data) .....	9
Title III Accountability (District Data).....	11
Planned Improvements in Student Performance .....	12
School Goal #1.....	12
Strategy #1.....	14
Strategy #2.....	17
Strategy #3.....	20
Strategy #4.....	21
Strategy #5.....	22
Strategy #6.....	24
Strategy #7.....	26
School Goal #2.....	27
Strategy #1.....	29
Strategy #2.....	31
Strategy #3.....	33
Strategy #4.....	34
Strategy #5.....	35
Strategy #6.....	36
Strategy #7.....	38
School Goal #3.....	39
Strategy #1.....	41
Strategy #2.....	43
Strategy #3.....	44
Strategy #4.....	45
Strategy #5.....	46
Strategy #6.....	47
Strategy #7.....	48
School Goal #4.....	49
Strategy #1.....	51

Strategy #2.....	54
Strategy #3.....	55
Strategy #4.....	56
Strategy #5.....	57
Strategy #6.....	58
Strategy #7.....	59
School Goal #5.....	60
Strategy #1.....	62
Strategy #2.....	63
Strategy #3.....	65
Strategy #4.....	66
Strategy #5.....	67
Strategy #6.....	68
Strategy #7.....	69
Centralized Services for Planned Improvements in Student Performance .....	70
Summary of Expenditures in this Plan.....	73
Total Expenditures by Object Type and Funding Source .....	73
Total Expenditures by Funding Source .....	74
Annual Evaluation.....	75
School Site Council Membership.....	79
Recommendations and Assurances.....	80
Parent Involvement Policy.....	81

## 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					1	7	4	27	10	67	15
<b>1</b>			6	6	32	32	30	30	32	32	100
<b>2</b>	2	2	15	18	31	37	24	29	12	14	84
<b>3</b>	3	3	13	14	44	49	23	26	7	8	90
<b>4</b>	2	3	16	20	45	56	14	18	3	4	80
<b>5</b>	5	8	22	37	27	45	4	7	2	3	60
<b>6</b>	1	1	19	24	43	55	11	14	4	5	78
<b>7</b>	3	6	21	40	25	47	4	8			53
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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 3rd 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 through 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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
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)
<b>Findings from the Analysis of this Data:</b>
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 Goal #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 assessments 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: English Learners</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #3:</b>
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.
<b>Data Used to Form this Goal:</b>
CELDT AMAO data Interim Formative Assessments
<b>Findings from the Analysis of this Data:</b>
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, Instructional 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 SLOP 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 SLOP 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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 data 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Academic Strand Focus</b>
<b>LEA GOALS:</b>
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
<b>SCHOOL GOAL #5:</b>
All students will engage in learning opportunities to expand their experience with literacy, communication arts, and technology.
<b>Data Used to Form this Goal:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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

<b>Funding Source</b>	<b>Total Expenditures</b>
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 of ISP teachers for interventions

Provide full time Outreach Specialist (ORC)

Provide support for English Learners.

Identify the major expenditures supporting these priorities.

LCFF

Title I

Title III

#### Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Grade level collaboration meetings and teaming

Full Implementation of 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 from ELAC and PTA participated in the SSC meetings. Reports were also given to these groups at their respective meetings.

How was the plan monitored during the school year?

The SSC received updated reports throughout the year.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

The SPSA plan needs to be presented in a summary form to all stakeholders, whenever changes are made and when data is collected and analyzed from planned activities to monitor outcomes.

### **Outcomes**

Identify any goals in the most recent board approved SPSA that were met.

School Goal #4 Student attendance and emergency preparedness.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Goals #1, 2, 3 and suspensions in Goal #4

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Fieldtrip in recognition of student growth on CST

Vertical meetings with 6th and 7th grade teachers

RTI training through the Orange County Office of Education

PD in Habits of Mind - developing professional communities

PD in cultural awareness

Recognize student growth on CELDT

Based on this information, what might be some recommendations for future steps to meet this goal?

Continue to revise and improve the RTI model; shift professional development to address the Common Core; shift focus and classroom strategies to prioritize ELD and Access to the Core for English Learners.

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
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				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>	

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



# 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 (Acercas del transporte escolar, cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito),
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela **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**

**Días 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 .**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	8
Title III Accountability (School Data) .....	9
Title III Accountability (District Data).....	10
Planned Improvements in Student Performance .....	11
School Goal #1.....	11
Strategy #1.....	12
Strategy #2.....	15
Strategy #3.....	16
School Goal #2.....	17
Strategy #1.....	18
Strategy #2.....	19
Strategy #3.....	20
School Goal #3.....	21
Strategy #1.....	22
Strategy #2.....	23
Strategy #3.....	24
Strategy #4.....	25
School Goal #4.....	26
Strategy #1.....	27
Strategy #2.....	29
Strategy #3.....	31
School Goal #5.....	32
Strategy #1.....	33
Strategy #2.....	34
Strategy #3.....	35
Centralized Services for Planned Improvements in Student Performance .....	36
Summary of Expenditures in this Plan.....	38
Total Expenditures by Object Type and Funding Source .....	38
Total Expenditures by Funding Source .....	39
Annual Evaluation.....	40

School Site Council Membership .....43  
Recommendations and Assurances.....44  
Parent Involvement Policy.....45

## 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 training. Only new faculty is untrained. The school principal completed both AB466 training as well as AB75 training and SIOP strategies in order to support the staff in full implementation of core curriculum. The staff also regularly participates in additional high quality, district approved training in reading/language arts, mathematics, or ELD through staff development offered at the district office or elsewhere in the county. Furthermore, Curren School continues to have an on-site Instructional Coach to support K-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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					1	7	6	43	7	50	14
<b>1</b>			6	6	36	35	26	25	34	33	102
<b>2</b>			17	18	48	51	22	23	7	7	94
<b>3</b>	6	7	20	22	43	48	17	19	4	4	90
<b>4</b>	5	6	18	21	50	58	9	10	4	5	86
<b>5</b>	3	5	29	48	22	37	5	8	1	2	60
<b>6</b>	2	5	11	28	17	43	8	20	2	5	40
<b>7</b>	1	4	13	52	8	32	1	4	2	8	25
<b>8</b>			9	45	9	45	1	5	1	5	20
<b>Total</b>	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 disaggregated subtest data, Curren is focused on ensuring Listening and Speaking learning needs are addressed and support provided for students struggling in those specific areas.
3. English Learners are progressing and redesignating at an increasing rate at Curren School. At Curren School there was a 15% gain in students redesignating last year. This provides continued confidence that the strong focus on Reading levels for students at levels three and above is effectively moving students to redesignation.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1. As a district, the progress for attaining English proficiency is stronger than the progress for making growth at every level.
2. As a district the focus on English Learners has yielded progress but not reached the levels of success desired.
3. As a district there needs to be a greater emphasis on the subtests of the CELDT rather than treating student learning needs as one comprehensive score.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: ELA</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #1:</b>
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.
<b>Data Used to Form this Goal:</b>
STAR Renaissance 360 Grade Level Reading Level (2-8) and Dibels/Essential Skills (K-1), CAASPP, IFA's for ELA
<b>Findings from the Analysis of this Data:</b>
Currently 70% of the students read more than .5 year below grade level.
<b>How the School will Evaluate the Progress of this Goal:</b>
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**

<b>STRATEGY:</b>
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	Hire EST Full time Teacher 8/15	Teacher Salary and Benefits	1000-1999: Certificated Personnel Salaries	QEIA	110,000
	Principal	Monitor intervention data for the reading intervention 3X's year 10/15, 2/16, and 4/15				
	EST	Daily small group intensive reading intervention for struggling readers selected based on STAR 360/DIBELS and IPT assessment results 8/15-6/16				
Ensure Technology access to needed software for differentiated learning for every student 8/15-6/16	Principal, Site Tech, Assistant Principal	Hire Tech Salary and benefits 5.0 hours/day 8/15	Classified Salary	2000-2999: Classified Personnel Salaries	QEIA	27,000
	Principal, Site Tech, Assistant Principal	Purchase replacement technology--headphones, earbuds, chargers, etc. as needed. 8/15-5/16	Materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	3,000
	Principal, Classroom Teachers	Attend Cue Conference for Technology. 3/16	Teacher substitutes, Registration, Hotels, Meals for team of 8 teachers	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	8,000
	Principal, OA2	Monitor iPad issues and concerns and iPad insurance. 8/15-6/16	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
	Principal, ISP	Hire ISP to provide support for K and 1st grade Intervention reading groups and 1st grade DLI larger class sizes 8/15	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 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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Math</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
2015 IFA Data
<b>Findings from the Analysis of this Data:</b>
68% of the students schoolwide performed below proficient on the IFA tests.
<b>How the School will Evaluate the Progress of this Goal:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: English Language Development</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #3:</b>
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
<b>Data Used to Form this Goal:</b>
CELDT Data, IPT Data
<b>Findings from the Analysis of this Data:</b>
In 2014 50.3% of students increased one level in the CELDT. 40% of students reached proficiency.
<b>How the School will Evaluate the Progress of this Goal:</b>
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	Students taught leveled ELD instruction daily for ELD 8/15-6/16	Two ISP at 4.75/hours per day	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	57,195
	Principal, TOSA	ISP to support during ELD time to provide more specialized groupings and instruction 9/15-5/16	No cost, Salary district funded			
	Principal, TOSA	Modeled lessons by TOSA 8/15-6/16				
	Principal, Teachers	Grade Level collaboration about ELD and EL student progress				
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			
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	Previously Allocated Goal 1, strategy 1			



**Strategy #2**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: School Climate</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #4:</b>
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.
<b>Data Used to Form this Goal:</b>
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.
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
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  Principal, Teachers  Principal, Assistant Principal, Site Tech	Implement Class Dojo Schoolwide 8/15-6/16  AVID organized Binders and Agendas 2-8. Avid organized homework binders K-1 (\$2.75 each for 1200 students) 8/15-6/16  Maintain electronic calendar on web page and send home calendar each month 8/15-6/16	Materials/supplies  Tech Salary, Previously allocated Goal 1, Strategy 1	4000-4999: Books And Supplies	LCFF - Targeted	3,300
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  ORC extra hours	4000-4999: Books And Supplies  2000-2999: Classified Personnel Salaries	LCFF - Targeted  LCFF - Targeted	1,000  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	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4,000
			Previously allocated Goal 4 strategy 1			
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**

<b>STRATEGY:</b>
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 Current 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 for all school employees on safety plan 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:

<b>SUBJECT: Strand Focus</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
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.
<b>Data Used to Form this Goal:</b>
Parent, Teacher, Student Surveys. Feedback provided at meetings.
<b>Findings from the Analysis of this Data:</b>
Environmental studies, enrichment, and AVID are motivating and engaging topics to engage our community.
<b>How the School will Evaluate the Progress of this Goal:</b>
Timelines, reports, units

**Strategy #1**

<b>STRATEGY:</b>
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	Hire Enrichment teacher (8/15)	Teacher Salary	1000-1999: Certificated Personnel Salaries	QEIA	110,000
	Principal, EST Enrichment Teacher	Implement schedule providing enrichment lessons to all students K-5 every two weeks. (8/15-6/16)	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	Field Trips	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	6,000
		Entrance Fees \$2.00/student for 1100 students	Field Trips	5000-5999: Services And Other Operating Expenditures	PTO	2200

**Strategy #2**

<b>STRATEGY:</b>
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	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**

<b>STRATEGY:</b>
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

<b>Funding Source</b>	<b>Total Expenditures</b>
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:

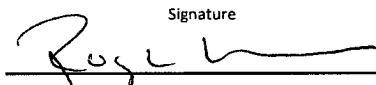
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kelly Castillo	X				
Tony Naranjo			X		
Candi Holva		X			
AnneMarie Newman		X			
Kristina Beers-Cabrera		X			
Mary Truax				X	
Violet Valdivia				X	
Yvana Zarate				X	
Jeralyn Negri				X	
Rogelia Ruvalcaba				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

**Recommendations and Assurances**

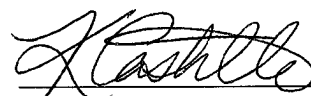
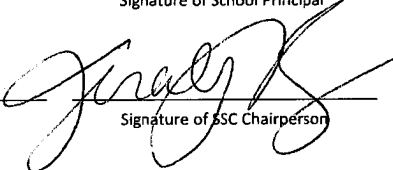
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	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

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501 [www.oxnardsd.org](http://www.oxnardsd.org)

## Curren Elementary School

1101 North F Street, Oxnard CA 93030 (805) 385-1527 Fax: (805) 485-7593



### School Parental Involvement Policy

#### STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **Parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **Parents are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.**
- ✓ **Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the Back to School information, which is distributed annually at the beginning of the school year. Teachers review the Back to School information and policies with the students at the beginning of the year. Parents are asked to read and discuss the Back to School information with their students and sign and return an acknowledgment form.
- ✓ Curren School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Curren School makes the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Curren School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Curren School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

#### SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

**Curren convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):**

- ✓ That their child's school participates in Title I,
- ✓ The requirements of Title I,
- ✓ Their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ The school's participation in Title I (status of targeted assistance program)



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Additionally, Curren School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
  - School Parent Involvement Policy
  - School/Meeting Calendar
  - Parent/Student Handbook
  - Volunteer Applications/Information
  - Assessment Information
  - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically 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





# OXNARD SCHOOL DISTRICT

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## Curren Elementary School

1101 North F Street, Oxnard CA 93030 (805) 385-1527 Fax: (805) 485-7593



### **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,



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- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito)
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Curren debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
  - Normas de pólizas acerca de la participación escolar
  - Calendario escolar y calendario de reuniones
  - Manual para padres de familia y alumnos
  - Solicitud para registrarse como voluntario y información
  - Información sobre las evaluaciones académicas
  - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales de la directora proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informales los próximos eventos y actividades. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.

**El convenio entre la escuela, los padres y el estudiante** forma parte de las normas de pólizas acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

**La cimentación de la capacidad** de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de Padres
- ✓ Accesorio Académicos
- ✓ Oportunidades de ser voluntarios escolares



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### **VOLUNTEER Application for Family Members**

#### Volunteer Code of Conduct:

- Volunteers cannot disrupt the instructional program of any student at Curren School. Volunteer schedules must be agreed upon with the classroom teacher.
- Volunteers must be at least 21 years of age.
- Volunteers must be a family member of the student at Curren School.
- Volunteers must be under the supervision of a Curren employee at all times.
- Volunteers may not be alone with students at any time at Curren School or at any school sponsored activity.
- Volunteers are required to sign-in at the front office prior to entering the campus, and sign-out when leaving campus.
- Volunteers must wear a volunteer badge at all times while on campus.
- A copy of the volunteer's identification will be taken and retained with this application.
- Any person volunteering on a regular, consistent basis will be required to complete the Oxnard School District Volunteer Clearance Process (including TB Test and Fingerprint Scan.)

**This volunteer form must be completed annually.**

#### Please Print:

Volunteer's Name: \_\_\_\_\_

Students' Name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

I have read and understand the code of conduct.

Signature of the Volunteer: \_\_\_\_\_

\_\_\_\_\_ I would like to volunteer from home, completing work sent home by the teacher.

\_\_\_\_\_ I would like to volunteer in the classroom or school for special events and/or activities.

\_\_\_\_\_ I would like to volunteer on a weekly basis. The day I would like to volunteer is:

\_\_\_\_\_



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### *Aplicación De VOLUNTARIO para Miembros De Familia*

#### Código de Conducta Voluntario

- Los voluntarios no pueden interrumpir el programa de instrucción de cualquier estudiante de la escuela Curren. El horario del voluntario debe estar de acuerdo con el maestro/maestra.
- Los voluntarios deben de tener al menos 21 años de edad.
- Los voluntarios deben de tener un miembro de la familia que es estudiante en la escuela Curren.
- Los voluntarios deben de estar bajo la supervisión de un empleado de la escuela a cada momento.
- Los 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.**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	5
CAASPP Results (All Students) .....	5
CELDT (Annual Assessment) Results.....	7
Title III Accountability (School Data) .....	8
Title III Accountability (District Data).....	9
Planned Improvements in Student Performance .....	10
School Goal #1.....	10
Strategy #1.....	12
Strategy #2.....	15
Strategy #3.....	18
Strategy #4.....	19
Strategy #5.....	20
Strategy #6.....	21
Strategy #7.....	23
School Goal #2.....	24
Strategy #1.....	26
Strategy #2.....	28
Strategy #3.....	30
Strategy #4.....	31
Strategy #5.....	32
Strategy #6.....	33
Strategy #7.....	35
School Goal #3.....	36
Strategy #1.....	38
Strategy #2.....	39
Strategy #3.....	40
Strategy #4.....	41
Strategy #5.....	42
Strategy #6.....	43
Strategy #7.....	44
School Goal #4.....	46
Strategy #1.....	48

Strategy #2.....	49
Strategy #3.....	51
Strategy #4.....	52
Strategy #5.....	53
Strategy #6.....	54
Strategy #7.....	55
School Goal #5.....	56
Strategy #1.....	57
Strategy #2.....	58
Strategy #3.....	59
Strategy #4.....	60
Strategy #5.....	61
Strategy #6.....	62
Strategy #7.....	63
Centralized Services for Planned Improvements in Student Performance .....	64
Summary of Expenditures in this Plan.....	66
Total Expenditures by Object Type and Funding Source .....	66
Total Expenditures by Funding Source .....	67
Annual Evaluation.....	68
School Site Council Membership.....	71
Recommendations and Assurances.....	72
Parent Involvement Policy.....	73

## **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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			3	33	2	22			4	44	9
<b>1</b>	1	1	8	8	29	30	30	31	30	31	98
<b>2</b>	1	1	16	13	47	38	41	33	18	15	123
<b>3</b>	6	5	19	16	49	42	33	28	9	8	116
<b>4</b>	2	2	22	27	44	54	9	11	5	6	82
<b>5</b>	2	2	39	42	38	41	10	11	3	3	92
<b>6</b>	3	5	23	38	27	44	5	8	3	5	61
<b>7</b>	3	8	11	28	16	40	5	13	5	13	40
<b>8</b>	5	8	22	34	21	32	16	25	1	2	65
<b>Total</b>	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, even though it exceeds the overall District results.
2. Targeted interventions need to continue to meet the needs of students who are stagnant in their EL progress in CELDT and State Testing.
3. Strategic planning needs to be developed for student advancement in all levels to meet AMAO's and for students to be reclassified.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

#### Conclusions based on this data:

1. EL students in AMAO 3 have met the criteria for 12-13 in Math.
2. ELRT Plans need to be developed and reviewed to meet the needs and expectations of our students in order to accomplish the goals of AMAO 2 and 3.
3. Continue emphasis on specific strategies and SIOP objectives in ELD and other curriculum areas.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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:

<b>SUBJECT: Language Arts</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #1:</b>
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.
<b>Data Used to Form this Goal:</b>
Essential Literacy Skills Benchmarks DIBELS/IDEL Interim Formative Assessments Site Generated and CCSS Assessments
<b>Findings from the Analysis of this Data:</b>
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 benchmark 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 (Kindergarten 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 of the 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 assessment 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  LCFF - Targeted	2,000  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  LCFF - Targeted	2,000  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**

<b>STRATEGY:</b>
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 opportunities	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, Teachers	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 <ul style="list-style-type: none"> <li>• Triple P</li> <li>• Parent Project</li> <li>• Nutrition</li> <li>• Healthy Living</li> <li>• Suicide Prevention</li> </ul>	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:

<b>SUBJECT: Math</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
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, Strategy #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 least 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 communicated with Pre School staff in regards to the needs of incoming kinders. They meet with parents to provide materials and recommendations to help children at home. A one month class is also offered to those who qualify.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer In-Coming Parent Night Meetings	Principal, Assistant 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**

<b>STRATEGY:</b>
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 continue to attend Professional Development offered by the District, VCOE and professional groups offering to advance math knowledge.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will attend Professional Development for Math	District Office, site	August 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 <ul style="list-style-type: none"> <li>• Triple P referral</li> <li>• Parent Project referral</li> <li>• Nutrition</li> <li>• Health Education</li> <li>• Suicide Prevention</li> </ul>	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:

<b>SUBJECT: English Learners</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #3:</b>
<p>A. AMAO #1: 100% of all English Learners will advance one level on the CELDT</p> <p>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</p> <p>C. AMAO #3: Students scoring proficient on the STAR 360 reading and math assessments will increase by 10% between Fall and Spring</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, Foster Youth, SED and Hispanics.</p>
<b>Data Used to Form this Goal:</b>
CELDT (administer to all English Learners) AMAO Data Interim Formative Data
<b>Findings from the Analysis of this Data:</b>
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**

<b>STRATEGY:</b>
EL Strategies: Drifill ensures that all students are teamed by CELDT level and they are taught using the SIOP model.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish teaming by CELDT level	Teachers	August 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**

<b>STRATEGY:</b>
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
Identify 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 <ul style="list-style-type: none"> <li>• Triple P referral</li> <li>• Parent Project referral</li> <li>• Suicide Prevention</li> <li>• Nutrition</li> <li>• Healthy Living</li> </ul>	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, Assistant 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
TEACHER LIAISON: Drifill School with work in conjunction with the After School Program to ensure the safety of all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet with Teacher Liaison to support ASES Program.	Principal	August 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 <ul style="list-style-type: none"> <li>• Triple P</li> <li>• Parent Project</li> <li>• Nutrition</li> <li>• Suicide Prevention</li> <li>• Healthy Living</li> <li>• Loving Solutions</li> </ul>	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:

<b>SUBJECT: Academic Strand Focus</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
All students will engage in learning opportunities to expand their experiences with environmental science and global awareness.
<b>Data Used to Form this Goal:</b>
N/A
<b>Findings from the Analysis of this Data:</b>
N/A
<b>How the School will Evaluate the Progress of this Goal:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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 oppourtunities 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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.

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance</b>
<b>SCHOOL GOAL #1:</b>
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

<b>Funding Source</b>	<b>Total Expenditures</b>
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	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

\_\_\_\_\_  
Signature  
*Esmeralda Guzman*  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on September 21, 2015.

Attested:

Carol A. Flores Beck

Typed Name of School Principal

*C. Flores Beck*

Signature of School Principal

9.21.15

Date

Esmeralda Guzman

Typed Name of SSC Chairperson

*Esmeralda Guzman*

Signature of SSC Chairperson

9-21-15

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 4<sup>th</sup> 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 Título I,
- ✓ De sus derechos para estar implicados, (una copia del distrito de la póliza del distrito amplia de participación paternal)
- ✓ Sobre la participación en un programa de Título I que abarca toda la escuela

Además, la Escuela Driffill conduce un foro abierto para padres y miembros de comunidad para implicar más a padres en el desarrollo conjunto y el acuerdo conjunto de su Póliza de Participación Paternal Escolar.

Los padres son proveídos con una descripción y la explicación del plan de estudios que se usan en la escuela, las formas de la evaluación académica que se usa para medir el progreso de estudiantes, y se espera que los estudiantes de niveles de habilidad se encuentren será proporcionada.

- Póliza de Participación Paternal Escolar
- Calendared de Secular/Junta
- Guía de Padre/Estudiante
- Aplicaciones/Información de Voluntarios
- Información de Evaluación (DIBELS, Inspección, Idel k-2, CST y Escritura de cuarto Grado
- Descripciones de Plan de estudios para Lengua en inglés, Matemáticas, y otras áreas
- ✓ El Sitio Web de la Escuela proporciona la información sobre el personal, actividades de clases y recursos paternos – está en el progreso.PTA
- ✓ Día de Campo
- ✓ Estudiante del Mes
- ✓ Asambleas de logros de estudiante
- ✓ Equipo de Estudio de estudiante (SST)
- ✓ Talleres Paternales

De ser solicitado por padres, oportunidades de reuniones regulares para formular sugerencias y participar, como apropiado, en decisiones acerca de la educación de sus niños, y responder a cualquier tal sugerencia tan pronto como practicablemente posible será hablado. Darán a miembros de padres/comunidad respuestas oportunas a cualquier preocupación y sugerencias.

- Consejo de Sitio Escolar
- Comité Asesor de Principiante de Inglés

**La Escuela/Padre/Estudiante Compacto** es una parte de la Póliza de Participación Paternal Escolar. El compacto fue desarrollado por maestros, padres y administradores. Esto describe las responsabilidades de la escuela y padres para mejorar la interpretación de estudiante y los medios para lograrlo.

**El edificio de la capacidad** para la participación de padre/comunidad es puesto en una lista de Póliza de Participación de padres del Distrito. Las actividades específicas incluyen: SSC, ELAC, Café con Padres, PTA, SST y la Noche de Regresar a Clases.



# The Single Plan for Student Achievement

**School:** Elm Street Elementary School  
**CDS Code:** 56725386055289  
**District:** Oxnard School District  
**Principal:** Leticia Ramos  
**Revision Date:** 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 .**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	8
Title III Accountability (School Data) .....	9
Title III Accountability (District Data).....	10
Planned Improvements in Student Performance .....	11
School Goal #1.....	11
Strategy #1.....	13
Strategy #2.....	16
Strategy #3.....	19
Strategy #4.....	20
Strategy #5.....	21
Strategy #6.....	22
Strategy #7.....	23
School Goal #2.....	25
Strategy #1.....	27
Strategy #2.....	29
Strategy #3.....	31
Strategy #4.....	32
Strategy #5.....	33
Strategy #6.....	35
Strategy #7.....	36
School Goal #3.....	37
Strategy #1.....	39
Strategy #2.....	41
Strategy #3.....	42
Strategy #4.....	43
Strategy #5.....	44
Strategy #6.....	45
Strategy #7.....	47
School Goal #4.....	48
Strategy #1.....	50

Strategy #2.....	52
Strategy #3.....	53
Strategy #4.....	54
Strategy #5.....	55
Strategy #6.....	56
Strategy #7.....	58
School Goal #5.....	59
Strategy #1.....	60
Strategy #2.....	61
Strategy #3.....	63
Strategy #4.....	64
Strategy #5.....	65
Strategy #6.....	66
Strategy #7.....	67
Centralized Services for Planned Improvements in Student Performance .....	68
Summary of Expenditures in this Plan.....	70
Total Expenditures by Object Type and Funding Source .....	70
Total Expenditures by Funding Source .....	71
Annual Evaluation.....	72
School Site Council Membership.....	75
Recommendations and Assurances.....	76
Parent Involvement Policy.....	77

## 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			1	10	2	20	5	50	2	20	10
<b>1</b>	1	1	7	7	45	45	29	29	18	18	100
<b>2</b>	4	3	16	12	61	47	34	26	16	12	131
<b>3</b>	2	2	21	22	39	41	21	22	12	13	95
<b>4</b>	6	7	20	23	35	40	17	20	9	10	87
<b>5</b>	6	9	24	37	26	40	5	8	4	6	65
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

#### 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**

<b>STRATEGY:</b>
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  Title III Discretionary	80,245  20,771 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Math</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• My Math end of year tests K-5 grades</li><li>• Interim Formative Assessments k-5 grades</li></ul>

**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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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 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 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: <ul style="list-style-type: none"> <li>monthly with ASES Administrator and other Liaisons.</li> <li>with school staff as needed.</li> </ul>	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 ACCESS/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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>monthly with ASES Administrator and other Liaisons.</li> <li>with school staff as needed.</li> </ul>	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Academic Strand Focus</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
All students will engage in learning opportunities to expand their experience with environmental science and mathematics.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

**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.

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance</b>	
<b>SCHOOL GOAL #1:</b>	
<p>Goal 1: Language Arts</p> <p>A. Kindergarten- All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.</p> <p>B. 1st Grade- All students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency.</p> <p>C. The percent of students scoring below proficiency on the previous year's ELA assessments will reduce by 10%, as the students move towards Proficient and Advanced on site based 2014 assessments.</p> <p>D. All students will increase performance level by one level or maintain advanced level in ELA.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>	
<p>Goal 2: Mathematics</p> <p>A. The percent of students scoring below proficiency on the previous year's Math assessments will reduce by 10%, as these students move towards Proficient or Advanced on the 2014 assessments.</p> <p>B. All students will increase performance by one level or maintain advanced level in Math.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>	
<p>Goal 3: English Learners</p> <p>A. All students will advance one level on the CELDT.</p>	
<p>Goal 4: Safety</p> <p>A. Schoolwide Positive Behavior Plan: In order to provide a learning environment that is safe, drug-free, and conducive to learning, office referrals and suspensions will decrease by 25% by June 2014.</p> <p>B. Emergency Preparedness: In order to be ready for any emergency situations, fire drills will be scheduled each month, lockdown drills will be scheduled at least three times during the year, and the school disaster plan will be reviewed and revised as needed.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>	
<p>Goal 5: Academic Strand Focus</p>	

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

<b>Funding Source</b>	<b>Total Expenditures</b>
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	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

**Recommendations and Assurances**

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

	Signature
	<i>Ernestina Ruiz</i>
	Signature
	Signature
	Signature
	Signature
	Signature
	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on September 21, 2015.

Attested:

Leticia Ramos

Typed Name of School Principal

*[Handwritten Signature]*  
Signature of School Principal

10/2/15  
Date

Ernestina Ruiz

Typed Name of SSC Chairperson

*Ernestina Ruiz*  
Signature of SSC Chairperson

10/2/15  
Date



# Elm Street Elementary School

450 East Elm Street  
Oxnard, California 93033

Tel 805-385-1533

Fax 805-487-9961

## School Parental Involvement Policy

### STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **that parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **that parents are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.**
- ✓ **that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Elm Street School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Elm Street School will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Elm Street School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Elm Street School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

### SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

**Elm Street School convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):**

**Where Every Learner Matters!**



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- ✓ 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 integros 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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# Elm Street Elementary School

450 East Elm Street  
Oxnard, California 93033

Tel 805-385-1533

Fax 805-487-9961

## 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 acerca de la participación general de los padres de familia en el distrito)
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Elm Street debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
  - Normas de pólizas acerca de la participación escolar
  - Calendario escolar y calendario de reuniones
  - Manual para padres de familia y alumnos
  - Solicitud para registrarse como voluntario y información
  - Información sobre las evaluaciones académicas
  - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales de la directora proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informales los próximos eventos y actividades. La

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directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.

**El convenio entre la escuela, los padres y el estudiante** forma parte de las normas de pólizas acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

**La cimentación de la capacidad** de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de Padres
- ✓ Accesorio Académicos

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# The Single Plan for Student Achievement

**School:** 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](mailto:ljoyce@oxnardsd.org)

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

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	5
CAASPP Results (All Students) .....	5
CELDT (Annual Assessment) Results.....	7
Title III Accountability (School Data) .....	8
Title III Accountability (District Data).....	9
Planned Improvements in Student Performance .....	10
School Goal #1.....	10
Strategy #1.....	12
Strategy #2.....	15
Strategy #3.....	18
Strategy #4.....	19
Strategy #5.....	20
Strategy #6.....	23
Strategy #7.....	25
School Goal #2.....	26
Strategy #1.....	28
Strategy #2.....	30
Strategy #3.....	33
Strategy #4.....	34
Strategy #5.....	35
Strategy #6.....	37
Strategy #7.....	39
School Goal #3.....	40
Strategy #1.....	42
Strategy #2.....	44
Strategy #3.....	46
Strategy #4.....	47
Strategy #5.....	48
Strategy #6.....	50
Strategy #7.....	51
School Goal #4.....	52
Strategy #1.....	54

Strategy #2.....	56
Strategy #3.....	58
Strategy #4.....	59
Strategy #5.....	60
Strategy #6.....	61
Strategy #7.....	62
School Goal #5.....	63
Strategy #1.....	64
Strategy #2.....	65
Strategy #3.....	66
Strategy #4.....	67
Centralized Services for Planned Improvements in Student Performance .....	68
Summary of Expenditures in this Plan.....	72
Total Expenditures by Object Type and Funding Source .....	72
Total Expenditures by Funding Source .....	73
Annual Evaluation.....	74
School Site Council Membership.....	77
Recommendations and Assurances.....	78
Parent Involvement Policy.....	79

## **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 a 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
	#	%	#	%	#	%	#	%	#	%	#
<b>6</b>	4	3	32	22	63	43	28	19	20	14	147
<b>7</b>	6	4	41	30	57	42	11	8	22	16	137
<b>8</b>	7	4	74	42	60	34	21	12	15	8	177
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
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 for 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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

#### 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**

<b>STRATEGY:</b>
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	DSLTL, SSC & All Staff	Review progress at DSLTL, SSC and Department meetings/ August 2015-June 2016	Not Applicable			
Implement class size reduction with 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	Provide CCSS ELA training for ELA teachers/ August 2015-June 2016	District-funded			
	All teachers needing SIOP training this year who have not been previously trained.	Provide SIOP training for teachers/ August 2015-June 2016				
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





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	6 tutors, 2-4 times per week	2000-2999: Classified Personnel Salaries	Title III	3,000
		Students meet academic standards to remain in AVID	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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	DSLIT, SSC & All Staff	August 2015-June 2016  DSLIT, 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
The school will support the district implementation of the ASES (After School Education and Safety) Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons</li> <li>Meets with school staff as needed</li> </ul>	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**

<b>STRATEGY:</b>
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	August 2015-June 2016	Not Applicable			
	ELD TOSA	February 2016	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	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	5,000
			Collaboration time	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	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**

<b>STRATEGY:</b>
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 outreach presentations to feeder schools, SSC, ELAC, PTO and any other parent meetings	Not Applicable			



**Strategy #4**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Safety</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #4:</b>
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 Youth, Special Education, SED, and Hispanic.
<b>Data Used to Form this Goal:</b>
OLWEUS Bullying Prevention, Suspension Expulsion Reports, Office Referrals, Teacher Referrals, Attendance Records, Observations
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
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**

<b>STRATEGY:</b>
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			
Continued 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 procedures	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 referrals 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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 in 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 tool	4000-4999: Books And Supplies	LCFF - Discretionary	
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Academy</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
<p>The school will ensure that all students engage in learning opportunities to expand their experience with Marine Science and Engineering.</p> <p>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.</p>
<b>Data Used to Form this Goal:</b>
<p>Class Lists Academy Blog Student and staff surveys</p>
<b>Findings from the Analysis of this Data:</b>
<p>Track the number of students involved in Academy units, participation on exploratory field trips, and participation in school wide academy activities.</p>
<b>How the School will Evaluate the Progress of this Goal:</b>
<p>Class Rosters Teacher/Student Surveys Photo Documentation</p>

**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**

<b>STRATEGY:</b>
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

<b>Funding Source</b>	<b>Total Expenditures</b>
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.)

1) 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, administrators, and instructional coaches review the plan to identify areas that need greater attention and focus. The plan is used to assist in building and/or modifying our professional development priorities

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Additional time allocated to faculty and parent/guardian solicitation through google forms and committee meeting attendance to provide greater opportunity for input.

### **Outcomes**

Identify any goals in the most recent board approved SPSA that were met.

OLWEUS and CHAMPS have been implemented school wide. AVID instructional strategies are used in all classrooms.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Our students improvement on the CELDT.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Use of targeted interventions for ELs and identification of strategies that needed to be implemented in class and after school for students not showing growth or having scores decrease on the CELDT.

Based on this information, what might be some recommendations for future steps to meet this goal?

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:

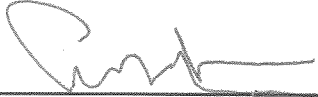

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Liam Joyce	X				
Christine Simonson		X			
Darlene Killgore		X			
Lorena Zwaal		X			
Susan Verharen		X			
Amber Pergeson			X		
Veronica Diaz-Fonseca				X	
Maria Flores				X	
Yolanda Melano				X	
Emily Marmolejo					X
Breanna Aguilar					X
Julian Mata					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

**Recommendations and Assurances**

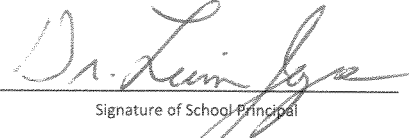

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

	State Compensatory Education Advisory Committee	 _____ Signature
X	English Learner Advisory Committee	 _____ Signature
	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:

<p>Dr. Liam Joyce _____ Typed Name of School Principal</p>	<p> _____ Signature of School Principal</p>	<p>9/15/15 _____ Date</p>
<p>Susan Verharen _____ Typed Name of SSC Chairperson</p>	<p> _____ Signature of SSC Chairperson</p>	<p>10/2/15 _____ Date</p>





# Robert J. Frank Middle School

701 North Juanita Avenue, Oxnard, CA 93030

Tel: (805) 385-1536 Fax: (805) 981-1754 [www.oxnardsd.org/Frank](http://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 políticas y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de política acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en la agenda estudiantil, el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan la agenda y las normas de política con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar la agenda con sus estudiantes, firmar y devolver el acuse de recibo.
- ✓ La escuela Frank notifica a los padres sobre las normas de política acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La escuela Frank verificará que las normas de política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local.
- ✓ La escuela Frank periódicamente actualizará las normas de política acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La escuela Frank ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de política acerca de la participación de los padres en la educación formal de sus hijos.

## **Normas de política acerca de la escuela y las oportunidades de participación por parte de los padres y las reuniones**

La escuela Frank convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Acerca del transporte escolar, cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito),
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Frank debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de política acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

La carpeta de recursos para los padres de familia y la comunidad debe incluir:

- Normas de política acerca de la participación escolar,
- Manual para padres de familia y alumnos,
- Solicitud para registrarse como voluntario e información,
- Información sobre las evaluaciones académicas,
- Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido.
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del aula y los recursos para padres, tal como el calendario escolar
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad.

A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible.

**El convenio entre la escuela, los padres y el estudiante** forma parte de las normas de política acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

**La cimentación de la capacidad** de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela.



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## **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.**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	5
CAASPP Results (All Students) .....	5
CELDT (Annual Assessment) Results.....	7
Title III Accountability (School Data) .....	8
Title III Accountability (District Data).....	9
Planned Improvements in Student Performance .....	10
School Goal #1.....	10
Strategy #1.....	11
Strategy #2.....	15
Strategy #3.....	19
Strategy #4.....	20
Strategy #5.....	21
Strategy #6.....	25
Strategy #7.....	28
School Goal #2.....	29
Strategy #1.....	30
Strategy #2.....	33
Strategy #3.....	36
Strategy #4.....	37
Strategy #5.....	38
Strategy #6.....	41
Strategy #7.....	43
School Goal #3.....	44
Strategy #1.....	46
Strategy #2.....	49
Strategy #3.....	53
Strategy #4.....	55
Strategy #5.....	57
School Goal #4.....	58
Strategy #1.....	60
Strategy #2.....	61
Strategy #3.....	63

Strategy #4.....	64
Strategy #5.....	66
Strategy #6.....	68
Strategy #7.....	69
School Goal #5.....	70
Strategy #1.....	71
Strategy #2.....	73
Strategy #3.....	74
Strategy #4.....	76
Centralized Services for Planned Improvements in Student Performance .....	77
Summary of Expenditures in this Plan.....	79
Total Expenditures by Object Type and Funding Source.....	79
Total Expenditures by Funding Source .....	80
Annual Evaluation.....	81
School Site Council Membership .....	84
Recommendations and Assurances.....	85
Parent Involvement Policy.....	86

## **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
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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:

<b>SUBJECT: English Language Arts</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #1:</b>
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.
<b>Data Used to Form this Goal:</b>
Assessments: Formative District Assessments
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Overall, students scored significantly higher in the language and reading clusters than in the writing cluster.</li><li>• There is a continuing need to focus on core ELA instruction and to continue offering ELA support classes with a focus on writing.</li><li>• There is a continuing need to focus on CCSS implementation.</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Formative district assessment data will be analyzed through department meeting collaboration.</li><li>• Monitoring of grade/department meetings for CSS collaboration.</li><li>• Analyze Star Reader data.</li></ul>

**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	2000-2999: Classified Personnel Salaries	District Funded	61361
			Extra hours for lab tech	2000-2999: Classified Personnel Salaries	Discretionary	
			Lab Tech	2000-2999: Classified Personnel Salaries	MSAP	

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, Counselors, 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 Agreements & 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  MyOn Subscription	2000-2999: Classified Personnel Salaries  5800: Professional/Consulting Services And Operating Expenditures	District Funded  District Funded	61740
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	Agendas	4000-4999: Books And Supplies	Title I	2000
		All students receive an agenda provided by the school	Agendas	4000-4999: Books And Supplies  5700-5799: Transfers Of Direct Costs	LCFF - Discretionary  Discretionary	2000
Coordinate enrichment activities, including field trips, to support core instruction in all grade levels.	Administration, Teachers, MSAP Coordinator	August 2015-June 2016	Transportation and Admission fees	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	12600
		Field trips for ELA and other content areas	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/Con sulting 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**

<b>STRATEGY:</b>
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  Collaboration time for co-teaching teams (12 sub days)	1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	District Funded  LCFF - Discretionary  Title I	960  960
Continue SIOP lesson study process.	SIOP Committee	February 2016	Sub Costs  SIOP Consultant	1000-1999: Certificated Personnel Salaries  5800: Professional/Consulting Services And Operating Expenditures	District Funded  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	Brochures with school information and other supplies	4000-4999:	Discretionary	
		January 2016		Books And Supplies		
		April 2016	Custodial Support	2000-2999:	Discretionary	
		Evidenced by meeting agendas and sign-in sheets.		Classified Personnel Salaries		
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	2000-2999:	Discretionary	
				Classified Personnel Salaries		
			Verbal translation hours	2000-2999:	Discretionary	
				Classified Personnel Salaries		
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: <ul style="list-style-type: none"> <li>Meet monthly with ASES Administrator and other liaisons.</li> <li>Meet with school staff as needed.</li> </ul>	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:

<b>SUBJECT: Math</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
Assessments: Formative District Assessments
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Students scored higher in Statistics/Probability and Ratios/Proportional Relationships, while scoring lower in Geometry.</li><li>• There is a continuing need to focus on core Math instruction and district-level collaboration to increase student achievement.</li><li>• There is a continuing need to focus on CCSS implementation.</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Formative district assessment data will be analyzed through department meeting collaboration.</li><li>• Formative Connected Math assessment data will be analyzed through department meeting collaboration.</li><li>• Monitoring of grade/department meetings for CCSS collaboration.</li><li>• Analyze Star 360 Math data.</li></ul>

**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
			Supplies  See Goal 1, Strategy 2 for snacks	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I  Discretionary	2808
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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  Sub Costs for collaboration time	1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	District Funded  LCFF - Discretionary  Title I	960  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 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	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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meet monthly with ASES Administrator and other liaisons.</li> <li>Meet with school staff as needed.</li> </ul>	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. <ul style="list-style-type: none"> <li>• CELDT Level 1s, 2s &amp; 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 &amp; ELD standards as quickly as possible in Language Arts.</li> <li>• If applicable, CELDT 4s &amp; 5s may be supported through Strategic ELA courses to provide additional skills.</li> </ul>	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 SLOP 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	Title III	8897
				2000-2999: Classified Personnel Salaries	Title I	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meet monthly with ASES Administrator and other liaisons.</li> <li>Meet with school staff as needed.</li> </ul>	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:

<b>SUBJECT: Safe School Environment</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #4:</b>
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.
<b>Data Used to Form this Goal:</b>
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
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Review findings with Administrative team and Leadership Team.</li><li>• ORC will track CST referrals and referrals to outside agencies.</li><li>• Safety Committee will review and update Emergency Preparedness Plan.</li><li>• CHAMPS Committee will review and refine school-wide approach to discipline and positive behavior support utilizing available data.</li></ul>



**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	4000-4999: Books And Supplies	District Funded	
			Bus Tours	5800: Professional/Consulting Services And Operating Expenditures	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:	PTA	Professional/Consulting Services And Operating Expenditures
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Academy Focus</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
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.
<b>Data Used to Form this Goal:</b>
Assessments: Formative District Assessments
<b>Findings from the Analysis of this Data:</b>
Continued integration of academy focus areas is needed to enhance instruction and learning.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• District assessment data will be analyzed through department meeting collaboration.</li><li>• Monitor academy focus integration in core classes through observation.</li></ul>

**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	Sub Costs for 11 teachers x 3 days	1000-1999: Certificated Personnel Salaries	Title I	2640
		Department meets twice monthly				1000-1999: Certificated Personnel Salaries
Develop and refine science curriculum maps.	Science Teachers, MSAP Coordinator	Fall 2015	Sub Costs	1000-1999: Certificated Personnel Salaries	District Funded	
		6th and 7th grades				
		Spring 2016				
		8th grade				

**Strategy #4**

<b>STRATEGY:</b>
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

<b>Funding Source</b>	<b>Total Expenditures</b>
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 in designated ELD courses as evidenced by 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 Brisbane	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
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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





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# School Parental Involvement Policy

## STATEMENT OF PURPOSE

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. A team of parents, staff members and administrators developed the following Parental Involvement Policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ Parents play an integral role in assisting their child's learning by reviewing the student agenda daily, monitoring grades/progress via Parent Connect and/or Student Connect, communicating with your child's teachers, and attending Parent-Teacher Conferences, Back to School Night, and parent meetings.
- ✓ Parents are encouraged to be actively involved in their child's education at school by being welcomed as classroom volunteers and visitors and participating in PTA.
- ✓ Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child by attending School Site Council (SSC) meetings, English Language Advisory Committee (ELAC) meetings, Parent Advisory Committee (PAC) meetings, parent information meetings, and being welcomed to meet with school administrators.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parental Involvement Policy and School-Parent Compact are distributed to parents and students annually and additional information is distributed to students and parents in the Student Agenda/Handbook, which is distributed at the beginning of the school year. Teachers review the Student Agenda/Handbook and policies with the students at the beginning of the year. Parents are asked to read and discuss the Student Agenda/Handbook with their students and sign and return an acknowledgment form.
- ✓ Fremont Middle School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Fremont Middle School will make the School Parental Involvement Policy available to the local community on request and on the school website.
- ✓ Fremont Middle School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Fremont Middle School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

## SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Fremont Middle School convenes regular meetings to inform parents of the following:



- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I, and
- ✓ Of their rights to be involved.

Additionally, Fremont Middle School offers opportunities to involve parents and staff in the joint development of and joint agreement in its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- ✓ Parent and Community Resources will include:
  - School Parent Involvement Policy
  - School/Meeting Calendar
  - Student Agenda/Handbook
  - Volunteer Applications and Information
  - Assessment Information for All Classes and State Assessments
  - Curriculum Descriptions for All Classes
- ✓ The school's website provides information about the staff, classroom activities and parent resources.
- ✓ The school's website provides a link to the standards which will be taught at each grade level.
- ✓ Weekly ConnectEd messages (automated telephone calls), the marquee calendar of events, and parent letters provide information for parents.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible, will be discussed. Parents and community members will be given timely responses to any concerns and suggestions. The principal conducts weekly automated telephone calls to inform parents of upcoming events and activities. The administrative staff maintains an open door policy to discuss any questions or concerns parents may have.

**The School-Parent Compact** is a part of the School Parent Involvement Policy. The compact was developed by staff members, parents and administrators. It describes the responsibilities of the school, parents and students to improve student performance and the means by which to do so.

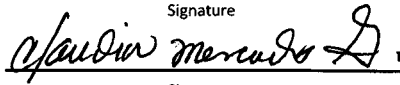
Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings
  - ELAC/DELAC
  - School Site Council
  - PTA
  - Title 1 Meetings
  - GATE Advisory Committee
  - Parent Advisory Committee
- ✓ Student Recognition Assemblies
- ✓ Annual Needs Assessment
- ✓ Parent Volunteer Opportunities

**Recommendations and Assurances**


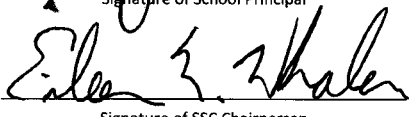
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9/30/15.

Attested:

<p>_____ Greg Brisbine Typed Name of School Principal</p>	<p> _____ Signature of School Principal</p>	<p>9/30/15 _____ Date</p>
<p>_____ Eileen Whalen Typed Name of SSC Chairperson</p>	<p> _____ Signature of SSC Chairperson</p>	<p>9/30/15 _____ Date</p>

# 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](mailto:lhramirez@oxnardsd.org)

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

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	8
Title III Accountability (School Data) .....	9
Title III Accountability (District Data).....	10
Planned Improvements in Student Performance .....	11
School Goal #1.....	11
Strategy #1.....	13
Strategy #2.....	20
Strategy #3.....	22
Strategy #4.....	24
Strategy #5.....	25
Strategy #6.....	26
Strategy #7.....	28
School Goal #2.....	30
Strategy #1.....	32
Strategy #2.....	35
Strategy #3.....	37
Strategy #4.....	38
Strategy #5.....	39
Strategy #6.....	40
Strategy #7.....	42
School Goal #3.....	44
Strategy #1.....	46
Strategy #2.....	50
Strategy #3.....	53
Strategy #4.....	55
Strategy #5.....	56
Strategy #6.....	57
Strategy #7.....	59
School Goal #4.....	61
Strategy #1.....	63

Strategy #2.....	67
Strategy #3.....	69
Strategy #4.....	70
Strategy #5.....	71
Strategy #6.....	73
Strategy #7.....	75
School Goal #5.....	77
Strategy #1.....	79
Strategy #2.....	80
Strategy #3.....	81
Strategy #4.....	82
Strategy #5.....	83
Strategy #6.....	84
Strategy #7.....	85
Centralized Services for Planned Improvements in Student Performance .....	86
Summary of Expenditures in this Plan.....	89
Total Expenditures by Object Type and Funding Source .....	89
Total Expenditures by Funding Source .....	90
Annual Evaluation.....	91
School Site Council Membership.....	94
Recommendations and Assurances.....	95
Parent Involvement Policy.....	96

## 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. Along 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 Teachers employ multiple intervention programs to support them as part of our RtI plan. These include Waterford, Rosetta Stone, Success Maker, Language!, Explode the Code, Read naturally, Words Their Way, Handwriting Without Tears. Our Resource, Special Education Teacher, as well as our ELD-ISP, P.E.-ISP and Instructional Coach support the classroom Teachers to provide differentiated instruction. The addition of the iPad for each student has opened up a plethora of resources that staff and student literally have at their finger tips to assist with both remedial and enrichment activities. Each grade level has worked collaboratively to select the most appropriate applications for each. Our Technology Committee has then reviewed and approved the purchase of these applications for our use. Our plan is to continue to review the best utility and continue to add the applications that are most useful.

When Teachers or parents feel that the instruction or intervention at the classroom level is not resulting in academic success, we employ referrals to the Coordination of Services Team (CoST) or Student Success Team (SST) to further review the specific obstacles to learning. These teams are comprised of a collegial group of education professionals that come together 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 the 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					1	14	3	43	3	43	7
<b>1</b>	1	1	2	3	10	14	21	30	35	51	69
<b>2</b>			2	4	16	29	21	38	17	30	56
<b>3</b>			8	14	25	43	16	28	9	16	58
<b>4</b>			11	18	30	50	12	20	7	12	60
<b>5</b>	2	6	9	28	18	56	2	6	1	3	32
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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:

<b>SUBJECT: Language Arts</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #1:</b>
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.
<b>Data Used to Form this Goal:</b>
Essential Literacy Skills data (Kindergarten and 1st grades) DIBELS data (Kinder through 5th grades) Interim Formative Assessments (grades 3-5) Star 360
<b>Findings from the Analysis of this Data:</b>
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**

<b>STRATEGY:</b>
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	August 2015-June 2016	District Funded	None Specified	District Funded	0
	Teachers K-5, Words Their Way & Leveled Readers	August 2015-June 2016	Site Funded	4000-4999: Books And Supplies	LCFF - Targeted	5,000.00
RTI-Progress monitor identified students and intervene as necessary.	Instructional Coach	August 2015-June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	0
	Teacher Tutors	September 2015-May 2016	Extra Hour Pay	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	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	Material & Supplies	4000-4999: Books And Supplies	LCFF - Targeted	20000
		August 2015- June 2016	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	August 2015-June 2016	District/AfterSchool Program Funded	None Specified	District Funded	0
	Site Technology Technician	August 2015-June 2016	Site Funded	2000-2999: Classified Personnel Salaries	LCFF - Targeted	1000
	Site Technology Technician	August 2015-June 2016	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	August 2015- June 2016	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	0
	All Staff	August 2015- June 2016	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	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Special Education Team	August 2015-June 2016	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	August 2015-June 2016	Attend	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2015-June 2016	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	August 2015-June 2016	Request	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1200
	Instructional Coach	August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2015-June 2016				
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	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2015-June 2016				

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	Set target students	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	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	August 2015- June 16	Progress Monitoring	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015- June 2016				
	K-5 Teachers	August 2014- June 2016	Progress Monitoring	1000-1999: Certificated Personnel Salaries	District Funded	0
Continue to differentiate instruction based on level of English language acquisition.	Principal	August 2015-June 2016	RtI and ELD Coordination	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Teachers	August 2015-June 2016				
	ISP	Sep 2015-June 2016				
	Instructional Coach	August 2015-June 2016	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**

<b>STRATEGY:</b>
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	August 2015- June 2016	Parent Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK and K Teachers	August 2015- June 2016				
	Tk and K Teachers	August 2015- June 2016	Parent Meetings	1000-1999: Certificated Personnel Salaries	Title I	1000
	Materials	August 2015- June 2016	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	August 2015- June 2016	Schedule Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK and K Teachers	August 2015- June 2016	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	August 2015-June 2016	Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
	Special Education Team Members	August 2015-June 2016	Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide opportunities for parents to receive information on school of choice at Middle Schools	Principal	August 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	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK-K, and EST Teachers	July 2015-June 2016	Participate	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK-K, and EST Teachers	July 2015-June 2016				
Participate			Participate	1000-1999: Certificated Personnel Salaries	Title I	4,500
The Instructional Coach will provide support or follow up to professional development as needed.	Instructional Coach	August 2015-June 2016	Provide Support	1000-1999: Certificated Personnel Salaries	District Funded	0

**Strategy #6**

<b>STRATEGY:</b>
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	August 2015-June 2016	Schedule & Hold	5900: Communications	District Funded	0
	School Office Manager	August 2015-June 2016	Clerical Support	5900: Communications	District Funded	0
	Campus Assistant	August 2015-June 2016	Childcare	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	3000
	Mixteco Translator, if needed	August 2015-June 2016	Translation	5900: Communications	LCFF - Discretionary	1000
	Principal & SOM	August 2015-June 2016	Handouts/Materials	5900: Communications	LCFF - Discretionary	300

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Parent workshops:	Principal	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
Latino Literacy Project	ORC	August 2015-June 2016				
Loving Solutions	School Counselor	August 2015-June 2016				
Triple P						
VCPH Nutrition	K-5 Teachers	August 2015-June 2016	Facilitate	2000-2999: Classified Personnel Salaries	Title I	1200
VCPH Mother & Daughters						
New Report Cards Workshop						
Study Skills Workshops						
Bully Prevention			Facilitate	1000-1999: Certificated Personnel Salaries	Title I	1500
New Math Adoption						
			Facilitate	1000-1999: Certificated Personnel Salaries	Title I	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	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	Facilitate communications between day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Integrate the focus strands of Arts and Environmental Science	Principal	August 2015-June 2016	Development	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2015-June 2016				
	ASP Teacher Liaison	August 2015-June 2016	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	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2016-June 2016				
	Student Council Teacher Leader	August 2015-June 2016	Development	2000-2999: Classified Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2015-June 2016	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**

<b>STRATEGY:</b>
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	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	PTA	August 2015-June 2016				
Teaming to differentiate instruction by ability within grade-level, 1st through 5th	K-5 Teachers	August 2015-June 2016	Plan & Team	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	Support & Coach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Resource Teacher	August 2015-June 2016				
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	August 2015-June 2016	Data review	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	District Funded	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	August 2015-June 2016	Differentiated Instruction	1000-1999: Certificated Personnel Salaries	District Funded	0
	Resource Teacher	August 2015-June 2016	RTI Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	Instructional Support	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic language will be explicitly taught through SIOP and Math Talks strategies	K-5 Teachers	August 2015-June 2016	Implement SIOP strategies	1000-1999: Certificated Personnel Salaries	District Funded	0
	Resource Teacher	August 2015-June 2016				
	Instructional Coach	August 2015-June 2016				
	SIOP Coach-Pearson	August 2015-June 2016	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	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	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	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Special Education Team	August 2015-June 2016	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	August 2015-June 2016	Plan and present	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Counselor	August 2015-June 2016	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	August 2015-June 2016	Collaborate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2015-June 2016	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	August 2015-June 2016	Review and monitor distribution	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Office Manager	August 2015-June 2016	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	August 2015-June 2016	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2015-June 2016	Support for ELAC	2000-2999: Classified Personnel Salaries	District Funded	0
	School Office Manager	August 2015-June 2016	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	August 2015-June 2016	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Counselor	August 2015-June 2016	Content support	1000-1999: Certificated Personnel Salaries	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
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	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2015-June 2016	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	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2015-June 2016	facilitates communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
Targeted student groups for extended learning opportunities	Principal	August 2015-June 2016	Identify target groups	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Staff	August 2015-June 2016	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	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2015-June 2016	Develop	2000-2999: Classified Personnel Salaries	District Funded	0
	Student Council Teacher Leader	August 2015-June 2016			District Funded	0
	ASP Liaison	August 2015-June 2016			ASES	0
Integrate the Arts and Environmental strand focus	Principal	August 2015-June 2016	Development	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Staff	August 2015-June 2016	Support	2000-2999: Classified Personnel Salaries	ASES	0
	ASP Liaison	August 2015-June 2016			ASES	0
			Support	1000-1999: Certificated Personnel Salaries		

## 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	August 2015-June 2016	Plan and monitor	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Teachers	August 2015-June 2016	Implement	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016				
	Elementary Support Teachers	August 2015-June 2016				
			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, multiple measures and any additional diagnostic assessments necessary to group by language domain of greatest need.	Principal	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Teachers	August 2015-June 2016	Date review and grouping recommendations	1000-1999: Certificated Personnel Salaries	District Funded	0
	ELS TOSA	August 2015-June 2016	Data support	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide access to Waterford, Successmaker, Rosetta Stone and AR Program before and/or after school. Monitor scores, revise goals and provide incentives	Principal	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	PTA	August 2015-June 2016	Provide incentives	7000-7439: Other Outgo	PTA	300
Adhere to pacing guides as directed in the EL Master Plan. Schedule monitoring conferences with Teacher, Instructional Coach and Principal to monitor student performance and plan a response/intervention.	K-5 Teachers	August 2015-June 2016	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2015-June 2016				
	Office Manager	August 2015-June 2016	Coordinate Subs	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	0
Collaboration by grade-level, to monitor sub-groups and ELRT data and revise strategies using the RTI model as appropriate. This is supported by school-wide banking of minutes per OEA variance.	K-5 Teachers	August 2015-June 2016	collaborate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2015-June 2016				
			support	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use an ISP Teacher to support ELD Teaming.	ISP-ELD Teacher	September 2014-June 2015	teach and support	1000-1999: Certificated Personnel Salaries	Title III	0
Monitor the implementation of SIOP strategies. Participate in the district sponsored SIOP Coaching.	SIOP Coach- Pearson	August 2015-June 2016	Coach	5800: Professional/Con sulting Services And Operating Expenditures	Title III	0
	Instructional Coach	August 2015-June 2016	Support implementation	1000-1999: Certificated Personnel Salaries	District Funded	0
	ELS TOSA	August 2015-June 2016				
	Principal					
Promote the use of both a language objective as well as a content objective in daily instruction	K-5 Teachers	August 2015-June 2016	Plan and teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase use of complete sentences in oral and written language throughout the school day. Implement Words Their Way for vocabulary development and spelling	K-5 Teachers	August 2015-June 2016	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	Instructional Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2015-June 2016	Procure materials and coordinate support	1000-1999: Certificated Personnel Salaries	Title III	3000

**Strategy #2**

<b>STRATEGY:</b>
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	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	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	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	Model and support	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Targeted ELD time for teaming and support of ISP.	K to 5 Teachers	August 2015-June 2016	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	ISP- ELD	August 2015-June 2016				
	Instructional Coach	August 2015-June 2016				
	Principal	August 2015-June 2016	Teach and support	1000-1999: Certificated Personnel Salaries	Title III	0
	ELS TOSA	August 2015-June 2016				
			Model and support	1000-1999: Certificated Personnel Salaries	District Funded	0
		Coordinate and procure	1000-1999: Certificated Personnel Salaries	District Funded	0	
		Data support	1000-1999: Certificated Personnel Salaries	District Funded	0	
Increase use of complete sentences in explaining mathematical reasoning	K to 5 Teachers	August 2015-June 2016	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2015-June 2016	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	August 2015- June 2016	Teach	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,000.
	EST	August 2015- June 2016				
	K-5 Extra Hours Teacher	August 2015- June 2016	Teach	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,000
			Teach	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	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	Meet	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	500
		August 2015-June 2016	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	Meet	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	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**

<b>STRATEGY:</b>
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 SIOF 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	August 2015-June 2016	request and schedule	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	3000
	Instructional Coach	August 2015-June 2016	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	August 2015-June 2016	distribution	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Office Manager	August 2015-June 2016	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	Plan and Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	Community Support	2000-2999: Classified Personnel Salaries	District Funded	0
		August 2015-June 2016	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	Plan and Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	Content Support	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	Clerical Support	2000-2999: Classified Personnel Salaries	District Funded	300
		August 2015-June 2016	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	August 2015-June 2016	Recruit and guide ASP Liaison	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Director at Site	August 2015-June 2016	Support	2000-2999: Classified Personnel Salaries	ASES	0
	ASP Teacher Liaison	August 2015-June 2016	Complete assigned duties	1000-1999: Certificated Personnel Salaries	ASES	0
Supplemental Literacy and Math instruction for targeted student groups as an extension of their day.	Principal	August 2015-June 2016	Identify target groups	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Liaison	August 2015-June 2016	Monitor	0001-0999: Unrestricted: Locally Defined	ASES	0
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Principal	August 2015-June 2016	Plan and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2015-June 2016	Facilitate communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop the Friday Night Live Club	Principal	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	ASES	0
	Outreach Counselor	August 2015-June 2016			District Funded	0
	Student Council Teacher Leader	August 2015-June 2016	Develop	2000-2999: Classified Personnel Salaries		
			Support	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	200
Integrate the focus strand of Arts and Environmental Science	Principal	July 2015-June 2016	Develop	1000-1999: Certificated Personnel Salaries	District Funded	0
	EST- PD for PE and VAPA	July 2015-June 2016	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:

<b>SUBJECT: Safety</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>



**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			0
			Implement based on past training	1000-1999: Certificated Personnel Salaries	District Funded	0
Update and Review the School Safety Plan	Safety Committee Members	August 2015-June 201	Review and update	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	800
	Principal	August 2015-June 2016				
	School Site Council	August 2015-June 2016	Provide oversight			0
Continue monthly Celebration of Learning Awards	Outreach Counselor School Counselor Principal	August 2015-June 2016	Plan and prepare	2000-2999: Classified Personnel Salaries	District Funded	0
		August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	Support	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will provide families progress reports on student achievement, interventions and other goals on a weekly, monthly or quarterly basis depending on the need.	K-5 Teachers	August 2015-June 2016	monitors and communicate			0
Develop safety drill schedule to support emergency readiness	School Safety Committee	August 2015-June 2016	Plan and recommend  Schedule and implement implement	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	1000.
	Principal	August 2015-June 2016				0
	School Office Manager	August 2015-June 2016				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	August 2015-June 2016	Schedule and recommend	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2015-June 2016	Schedule, implement and monitor	1000-1999: Certificated Personnel Salaries	District Funded	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	August 2015-June 2016	Monitor for prevention and intervene if necessary	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2015-June 2016				
	Attendance Technician	August 2015-June 2016	Monitor, run Attendance Club and establish Attendance Contracts in coordination the Attendance Technician	2000-2999: Classified Personnel Salaries	District Funded	0
	PTA	August 2015-June 2016				
		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	August 2015-June 2016	Implement in classroom	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Counselor	August 2015-June 2016				
	Support Staff	August 2015-June 2016	Support Teachers	1000-1999: Certificated Personnel Salaries	District Funded	0
	Campus Assistants (7)	August 2015-June 2016				
		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	August 2015-June 2016	Prevention and intervention groups		District Funded	0
	School Counselor	August 2015-June 2016	Prevention and intervention groups		District Funded	0
Continue Olweus Bully prevention program implementation	K-5 Teachers	August 2015-June 2016	Weekly class meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Counselor	August 2015-June 2016	Program implementation, year two	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2015-June 2016	Define priority and communicate with parents and community	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
Decrease loss of schooling due to suspensions and expulsions. Increase family interventions where appropriate.	Outreach Counselor	August 2015-June 2016	Prevention and intervention services and Coordination of CoST	2000-2999: Classified Personnel Salaries	District Funded	0
	School Counselor	August 2015-June 2016	Individual and group interventions, and referrals to public and private agencies	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2015-June 2016	Oversight and resource development	1000-1999: Certificated Personnel Salaries	District Funded	0

**Strategy #2**

<b>STRATEGY:</b>
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	August 2015-June 2016	prevent and intervene as needed	2000-2999: Classified Personnel Salaries	District Funded	0
	School Counselor	August 2015-June 2016	prevent and intervene as needed	1000-1999: Certificated Personnel Salaries	District Funded	0
	Child Psychologist	August 2015-June 2016	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	August 2015-Junes 2016	refer to outside agencies	2000-2999: Classified Personnel Salaries	District Funded	0
	School Counselor	August 2015-June 2016	refer to outside agencies	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
	Child Psychologist	August 2015-June 2016	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	August 2015-June 2016	as needed	1000-1999: Certificated Personnel Salaries	District Funded	0
	Support Staff	August 2015-June 2016	as needed	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	0
	Principal	August 2015-June 2016	as needed	1000-1999: Certificated Personnel Salaries	District Funded	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	August 2015-June 2016	Monitor and refer	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2015-June 2016	Respond and intervene	1000-1999: Certificated Personnel Salaries	District Funded	0
	Attendance Technician	August 2015-June 2016				
	Principal	August 2015-June 2016	Record keeping	2000-2999: Classified Personnel Salaries	District Funded	0
			Monitor and communication	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	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	Provide content expertise	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	400
		August 2015-June 2016	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	Meet	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	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**

<b>STRATEGY:</b>
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	August 2015-June 2016	Volunteer Teachers will attend trainings in the identified priority areas.  All Staff will complete the FEMA training on Emergency Response  Support Staff will participate in select training to build a response team on site	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	3000
	All Staff	August 2015-June 2016		2000-2999: Classified Personnel Salaries	District Funded	0
	Support Staff	August 2015-June 2016		0000: Unrestricted	LCFF - Discretionary	1000
Provide opportunities for teachers to debrief after drills	K-5 Teachers	August 2015-June 2016	De-brief  Facilitate feedback	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2015-June 2016		1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold a re-unification drill to test systems	Volunteer Teacher	August 2015-June 2016	Execute a re-unification drill with students	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	0
	Principal	August 2015-June 2016				
	Support Staff	Augusts 2015-June 2016				
			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	August 2015-June 2016	Distribution	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	0
	School Office Manager	August 2015-June 2016	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	August 2015-June 2016	Plan and schedule	0001-0999: Unrestricted: Locally Defined	District Funded	0
	Outreach Counselor	August 2015- June 2016	Support ELAC	2000-2999: Classified Personnel Salaries	District Funded	0
	School Office Manager	August 2015-June 2016				
			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	August 2015-June 2016	Develop resources and plan outreach, schedule needs	1000-1999: Certificated Personnel Salaries	District Funded	400
	Outreach Counselor	August 2015-June 2016	assesment surveys			
	School Counselor	August 2015-June 2016	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	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015- June 2016	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	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2015-June 2016	Facilitate communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop the Friday Night Club	Principal	August 2015-June 2016	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2015-June 2016	Development	2000-2999: Classified Personnel Salaries	District Funded	0
	Student Council Teacher Leader	August 2015-June 2016				
	ASP Teacher Liaison	August 2015-June 2016	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:

<b>SUBJECT: Stand Focus Development</b>
<b>LEA GOALS:</b>
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
<b>SCHOOL GOAL #5:</b>
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.
<b>Data Used to Form this Goal:</b>
First year of implementation.
<b>Findings from the Analysis of this Data:</b>
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	August 2015-June 2016	See Goal #1, Strategy #3, Action #1			
	TK and K Teachers	August 2015-June 2016				
	TK and K Teachers	August 2015-June 2016				
	Materials	August 2015-June 2016				
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 Teachers	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**

<b>STRATEGY:</b>
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 measuring fluency and comprehension.
- D. The percent of students below grade-level proficiency will be reduced as they advance to the next grade level.

Goal 2:

- A. Kindergarten- All students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

- B. 1st Grade- All students will count, read, and write whole numbers to 130; Count and group objects in ones and tens; Skip count 2's, 5's and 10's; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

- C. 2nd – 5th Grades: students and their significant sub-groups in 2nd-6th Grade will reach grade level proficiency as measured by curriculum assessments.

2nd graders will order place values, addition/subtraction with/out regrouping up to 3 digits

3rd graders will multiply basic facts for numbers 1-10

4th graders will divide basic facts for numbers 1-12, long division with dividends up to 3 digits

5th graders will compute decimal, fraction and integer operations, algebraic expressions

- D. Students scoring below grade-level proficiency will be reduced as they advance to the next grade-level.

Goal 3:

- A. AMAO #1: All English Learners will advance one level on the CELDT

- B. AMAO #2: All English Learners who have been in language instruction educational programs for less than 5 years will reach English Proficient at the intermediate level on the CELDT

- 2. All English Learners who have been in language instruction educational programs for more than 5 Years will reach English Proficient at the early advanced or advanced proficiency level on the CELDT.

- C. AMAO #3: There is no California Standards Test to correlate this performance objective to for the 2013-14 school year.

Goal 4:

- A. Positive Behavior Plan:

Suspensions and expulsions will be reduced by 10%.

Increase average daily attendance to 97%

School-wide continued implementation of selected Lesson One strategies (Family time and Self-control during transitions)

Begin a two year implementation of CHAMPS

Begin a two year implementation of Olweus Bully Prevention Program

Keep AR reward activities for quarterly goals

Resume Monthly Awards assemblies to reward academic and social skills development

Provide increased opportunities for parent involvement in school

- B. Emergency Preparedness:

All staff will be trained in emergency procedures

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	Aug. 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

<b>Funding Source</b>	<b>Total Expenditures</b>
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

Centralized Services investment in a Teacher on Special Assignment to assist Teachers with monitoring student progress and providing support for interventions.

Centralized Services investment in Elementary Support Teacher to co-Teach in all TK and K classes and provide intervention in first grade classes.

Additional Instructional Support staff to assist with interventions during the school day.

Response to Intervention Teams provided support by Instructional Coach in Math and Resource Teacher in English Language Arts

After-school tutoring by Credentialed Teachers to provide small group tutoring by target area.

After-school program, literacy and math component to provide additional assistance to students.

#### Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Fully credentialed Teachers.

Professional Development Opportunities to increase proficiency in meeting the instructional needs of English Learners.

TOSA and ISP support.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Additional support staff has been increased with LCFF funding.

The after-school program accepted students performing at the lowest level of proficiency based on the state testing. Yet, the literacy and math components that were provided were designed for students approaching grade-level. The after-school program staff is not trained in differentiation. The intended outcome of providing an extended learning opportunity was not achieved. However, a Teacher Liaison has helped to bridge the gap between the classroom and after-school program.

What specific actions related to those strategies were eliminated or modified during the year?

We added more support staff

Identify barriers to full or timely implementation of the strategies identified above.

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 for the assignment of interventions that match the students' needs. The most fragile learners, need to receive intervention from credentialed Teachers and or highly trained staff members. Those students approaching grade-level proficiency can successfully participate in an intervention by a staff member with limited training and a good instructional program.

### **Involvement/Governance**

How was the SSC involved in development of the plan?

The SSC reviewed the preliminary goals of the plan and provided input before reviewing the final plan.

How were advisory committees involved in providing advice to the SSC?

The schools Leadership Team provided input on the preliminary goals and provided input before reviewed the final plan.

The English Learner Advisory Council provided input on the preliminary goals and provided input before the final plan was approved.

How was the plan monitored during the school year?

At Site Leadership meetings, during grade-level meetings, during data review meetings, during RTI monitoring, at ELAC and SSC meetings.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

A more flexible budget to adequately respond to intervention needs as they arise. A clear alignment between identified student need and the intervention that is to be provided with frequent monitoring and adjustment.

### **Outcomes**

Identify any goals in the most recent board approved SPSA that were met.

School safety and parent involvement.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Academic performance of English Learners.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

The additional staff is now in place to support interventions with the budget flexibility.

The professional development opportunity was provided. However, it is difficult to tell if it affected the daily practice of all the Teachers that participated. The Instructional Coach has been in classrooms to support that new training is being applied.

Based on this information, what might be some recommendations for future steps to meet this goal?

The budget needs to have some flexibility to respond to student needs as they arise. A re-alignment of expenditures was necessary to create this flexibility.

The delivery of English Language Development needs to be targeted and monitored. ELD teaming as well as additional support staff may provide us with an opportunity to provide this level of differentiation and help our EL's make growth.



## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
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	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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



## **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 en el sitio de internet de la escuela
- ✓ La escuela Harrington periódicamente actualizará las normas de política acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.

## **REUNIONES ANUALES PARA EL APOYO A NUESTROS OBJETIVOS COLECTIVOS**

La escuela Harrington convoca reuniones anuales y ordinarias con el fin de informar a los padres de familia los desarrollos nuevos en programas educativos.

- ✓ Informales a los padres de familia que la escuela participa en el programa Título I
- ✓ Las metas y vigilancia del desempeño y seguridad de los estudiantes de la escuela.
- ✓ Adicionalmente, la escuela Harrington debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aun más la colaboración de los padres de familia y concuerden colectivamente con las normas de política acerca de la participación de los padres en la escuela a través de juntas ya establecidas de PTA, ELAC and SSC.

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Ejemplos de eventos escolares anuales incluyen:

- agosto/septiembre Noche de Regreso a Clase
- septiembre, Evento de Celebración de Logros a Nivel Estatal
- noviembre, Conferencias de Padres y Feria de Libros
- diciembre, Programa de Invierno
- febrero/marzo, Conferencias de Padres, Feria de Libros en Primavera, Celebración de Reclasificación de Aprendices de Inglés
- junio, Cena Familiar de Espagueti, espectáculo de baile estudiantil y Feria de Arte
- Asamblea de reconocimientos estudiantiles para padres por invitación
- Coordinación continua con agencias de la comunidad para traer programas de educación de Padres y Adultos al plantel escolar

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad.

Durante la Noche de Regreso a Clase a los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y niveles de dominio que se anticipa cumplan los estudiantes.

Desempeño de los Estudiantes se comunica en las conferencias de padres en otoño, Conferencias de Padres Primavera y en función de las necesidades en las reuniones uno - a-uno con el maestro, director o una reunión de Equipo de Estudio o Plan de Educación Individualizada programada.

**La carpeta de recursos para los padres de familia y la comunidad debe incluir:**

- **Normas de política acerca de la participación escolar,**
  - **Compacto de Padres y Escuela**
  - **Calendario de reuniones escolares,**
  - **Copia de agenda de alumnos,**
  - **Solicitud para registrarse como voluntario e información,**
  - **Información sobre las evaluaciones académicas,**
  - **Plan Maestro para aprendices de Inglés,**
  - **Descripciones de opciones de programas**
- Programa de Inmersión Estructurada en Inglés (SEI)** –Este modelo provee instrucción a estudiantes quienes han obtenido calificaciones de fluidez menos de razonable. Son asignados a un programa de SEI y son enseñados en su mayoría en inglés con apoyo en su idioma primario. A los estudiantes se les enseña desarrollo de lenguaje inglés (ELD) secuencial y demás materias básicas por maestros autorizados usando textos/libros adaptados por el distrito y materiales suplementarios. La instrucción esta basada en estándares de contenido de nivel de grado en ELD
- Inmersión Estructurada en Inglés (SEI)** .Inmersión Estructurada en Inglés (SEI) esta programada para estudiantes que obtuvieron una puntuación de Principiante (nivel 1), inicial Intermedio (nivel2), o Intermedio (nivel 3).
- Programa de Integración del Lenguaje Inglés (ELM):** En esta opción, se les enseña desarrollo de lenguaje inglés Estructurado (ELD) secuencial y materias básicas por maestros autorizados usando textos/libros adaptados por el distrito y

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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. Los estudiantes pueden participar en el programa por lo máximo de 4 años, y pueden comenzar durante cualquier nivel de grado. La instrucción es principalmente en español en la cual la instrucción en 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

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#### Talleres de Padres Actualmente Incluyen:

- Proceso de referencia a Educación de Estudiantes Dotados(GATE)
- Descripciones de plan de estudios para artes del lenguaje en Inglés 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 líderes 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 intermedia 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 grade level content standards. Structured English Immersion is typically indicated for students with an overall CELDT score of Beginning (Level 1), Early Intermediate (level 2), or Intermediate, (Level 3). Early Advance (level 4). Advanced (level 5) are scheduled in these programs but will receive less ELD support.

**English Language Mainstream (ELM)**- In this model, EL's are taught structured, sequential English Language Development (ELD) and other core subjects in English by authorized teachers using district-adopted textbooks and supplementary materials. Primary language support is provided according to student need. Instruction is based on ELD and grade level content standards. Designed for students with **reasonable fluency** in English, it is typically indicated for EL's with an overall CELDT score of Early Advanced (Level 4) or Advanced (Level 5).

**Transitional Bilingual Educational (TBE)**- The goals of the TBE program are to ensure that students 1) meet grade level content and performance standards; 2) become fully proficient in English, including listening, speaking, reading and writing; and 3) successfully move to the ELM program. Students may participate in the program up to 4 years, and start at any grade level. Students initially receive instruction primarily in Spanish, with decreasing amounts of instruction in Spanish each year, while the amount of instruction in English increases. Primary language support in Spanish takes place, as needed, throughout the program. Students exit the TBE program into the ELM or SEI program. The TBE program is an alternative bilingual program which requires a parent waiver.

**Dual Language Immersion Program (DLI)** - The goal of the DLI program is acquisition of academic proficiency in English and Spanish, together with mastery of grade level core content and performance standards. Instruction is in Spanish and English. Students are expected to meet grade level standards in both languages. Students typically continue in the program in Kindergarten and continue through Grade 6. This program is open to English Learners with an approved waiver request or English native speakers and other English fluent students, based on parental choice. Students are expected to achieve reasonable fluency in English within 3 to 4 years. This program is offered at Chavez, Curren, Driffill, Elm, Kamala, Lemonwood, and Soria Elementary schools. The DLI program is an alternative bilingual program which requires a parent waiver.

**Building capacity** for parent/community involvement is listed in the District Parent Involvement Policy as a goal. Specific activities at Harrington to support this are:

Parent Education and Development:

- Parent Project Course, Loving Solutions, (10 sessions)
- Triple P Parenting Seminars (3 sessions)
- Latino Literacy Project, (10 sessions) target TK, K and 1<sup>st</sup> Grade Parents.

- VCPH Nutrition Workshops (3 sessions)
- VCPH Mother's & Daughters, target 4<sup>th</sup>/5<sup>th</sup> 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

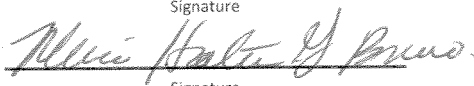
**Parents Workshops Currently Include:**

- 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 5<sup>th</sup> 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**

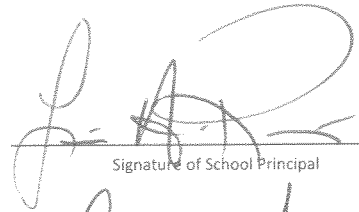
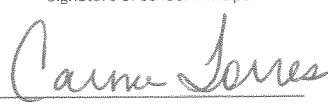
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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		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 .**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	5
CAASPP Results (All Students) .....	5
CELDT (Annual Assessment) Results.....	7
Title III Accountability (School Data) .....	8
Title III Accountability (District Data).....	9
Planned Improvements in Student Performance .....	10
School Goal #1.....	10
Strategy #1.....	12
Strategy #2.....	14
Strategy #3.....	16
Strategy #4.....	17
Strategy #5.....	18
Strategy #6.....	19
School Goal #2.....	20
Strategy #1.....	23
Strategy #2.....	27
Strategy #3.....	28
School Goal #3.....	29
Strategy #1.....	31
Strategy #2.....	32
Strategy #3.....	33
Strategy #4.....	34
Strategy #5.....	35
Strategy #6.....	36
School Goal #4.....	37
Strategy #1.....	39
Strategy #2.....	40
Strategy #3.....	42
Strategy #4.....	43
Strategy #5.....	44
Strategy #6.....	45
School Goal #5.....	46



Strategy #1.....47

Strategy #2.....48

Centralized Services for Planned Improvements in Student Performance .....49

Summary of Expenditures in this Plan.....50

    Total Expenditures by Object Type and Funding Source .....50

    Total Expenditures by Funding Source .....51

Annual Evaluation.....52

School Site Council Membership.....55

Recommendations and Assurances.....56

Parent Involvement Policy.....57

## 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	<b>2449.0</b>	2	14	32	53
Grade 7	275	272	98.9	272	<b>2465.7</b>	3	15	24	58
Grade 8	339	329	97.1	329	<b>2506.7</b>	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 they 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
	#	%	#	%	#	%	#	%	#	%	#
<b>6</b>	1	1	24	23	52	50	21	20	5	5	103
<b>7</b>	7	7	44	43	35	34	12	12	5	5	103
<b>8</b>	8	6	54	43	45	36	13	10	5	4	125
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

#### Conclusions based on this data:

- 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.
- 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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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:

<b>SUBJECT: Language Arts</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #1:</b>
<p>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.</p> <p>B. All components of the English Language Arts curriculum will be implemented in each classroom with OSD-provided professional development support based on evidence gathered through curriculum schedules, assessment plans and results and administrator observations.</p> <p>C. Students will be placed in appropriate classes as they enter sixth grade, continue in 7th and 8th, and promote to the high school district.</p>



**Data Used to Form this Goal:**

- 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**

<b>STRATEGY:</b>
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; SIOP and GATE Strategies, Implementation of Co-Teaching Model for students with IEPs	Instructional Coach	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
	1st Counselor		Certificated Salaries	None Specified	District Funded	0
	2nd Counselor	District funded	Certificated Salaries	None Specified	District Funded	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

**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:

<b>SUBJECT: English Language Learners</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>

**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**

<b>STRATEGY:</b>
The school will ensure the full implementation of the English Learner Master Plan and provide instruction to English learners using the California ELD standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Coach / Day to day support of curriculum and use of strategies from professional development. Support use of technology to expand learning. Supports and collects data to inform teachers of instructional practices.	Instructional Coach	August 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	August 2015-June 2016	Certificated Salaries	None Specified	District Funded	0
	2nd Counselor		Support staff extra help	2000-2999: Classified Personnel Salaries	Title III	1229.32
			Classified Staff - translation	Babysitting	2000-2999: Classified Personnel Salaries	Discretionary
	Materials & refreshments		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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Coordinate with high school counselors to administer placement tests and register students.</p> <p>Coordination among administrators Placement scheduling supports success in CAHSEE (California High School Exit Examination)</p>	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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #3:</b>
<p>A. 2014-2015 is the first year of SBAC testing for Common Core State Standards. Performance levels and cut points have not yet been released. 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.</p> <p>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.</p> <p>C. Students will be placed in appropriate classes as they enter sixth grade, continue in 7th and 8th, and promote to the high school district.</p>
<b>Data Used to Form this Goal:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Safety</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #4:</b>
<p>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.</p> <p>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.</p> <p>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.</p>
<b>Data Used to Form this Goal:</b>
2014-2015 suspension and expulsion rates 2014-2015 Year End Comprehensive Student Support Report 2014-2015 Attendance data
<b>Findings from the Analysis of this Data:</b>
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**

<b>STRATEGY:</b>
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	None Specified	District Funded	0
			Coordinated School Services End of year report	None Specified	District Funded	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 <ul style="list-style-type: none"> <li>• PDAP</li> <li>• 1:1 MFT counseling two times per week</li> <li>• Ripple Effect software</li> <li>• CSR ratio 4:1</li> <li>• Positive Behavior Support Implementations (Olweus, CHAMPS)</li> </ul>	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**

<b>STRATEGY:</b>
The school will take an active role in recruiting incoming students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Orientation Meetings	1st Counselor	Dec. 2015 - May 2016	Certificated Salaries	None Specified	District Funded	0
	2nd Counselor					
	Classified Staff					
	Materials and refreshments					



**Strategy #4**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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.

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance</b>
<b>SCHOOL GOALS #1,2,3, 4, and 5 (where applicable)</b>
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

<b>Funding Source</b>	<b>Total Expenditures</b>
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?

DSLTT, ELAC, and the AVID team were all given opportunities to provide suggestions prior to final SSC approval.

How was the plan monitored during the school year?

Spending was monitored through monthly budget meetings. Student achievement in ELA and math were monitored via school site and district created formative assessments. ELD progress was monitored via CELDT.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

An action plan needs to be developed for certain strategies/activities to ensure that incremental progress is made throughout the year. 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:


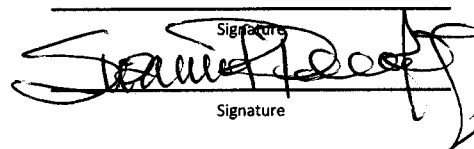

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bond, Edd	X				
Booth, Nancy		X			
Dempsey Suzanne		X			
Garcia, Mariana		X			
Chavez, Luz			X		
Barragan, Soledad				X	
Martinez, Maria				X	
Medina, Maria				X	
Ramirez, Maria				X	
Saucedo, Marisol				X	
Vargas, Jessica				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>6</b>	

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

**Recommendations and Assurances**



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

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

	State Compensatory Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
X	English Learner Advisory Committee	 <hr style="border: 0; border-top: 1px solid black;"/> Signature
	Special Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	Gifted and Talented Education Program Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
X	District/School Liaison Team for schools in Program Improvement	 <hr style="border: 0; border-top: 1px solid black;"/> Signature
	Compensatory Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	Departmental Advisory Committee (secondary)	<hr style="border: 0; border-top: 1px solid black;"/> Signature
X	Other committees established by the school or district (list): AVID	 <hr style="border: 0; border-top: 1px solid black;"/> 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:

<u>Edd Bond</u> Typed Name of School Principal	 Signature of School Principal	<u>9-30-15</u> Date
<u>Nancy Booth</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>9-30-15</u> Date



Richard B. Haydock Academy of Arts & Sciences  
“Home of the Jaguars”  
647 West Hill Street Oxnard, CA 93033  
Phone: (805) 385-1545 Fax: (805) 487-7159



## **School Parental Involvement Policy**

### **STATEMENT OF PURPOSE:**

Haydock Intermediate School is committed to being a resource for, and reflection of, the community, focusing on the education, well-being and success of our students. The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents have multiple opportunities to be active volunteers during the school day and in extracurricular activities;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- The School Parental Involvement Policy and School-Parent Compact are distributed to parents at the beginning of each school year. Teachers review the School policies, including those in the Student Agenda, with the students at the beginning of the year. Parents are asked to read and discuss the Student Agenda with their students and sign and return an acknowledgment form.
- Parents are notified of the Student/Parent Directory of Information annually (available on the Oxnard School District website ([www.oxnardsd.org](http://www.oxnardsd.org)) under “For Parents,” “Directory of Information.” The Student/Parent Directory of Information notifies parents about the School Parental Involvement Policy in an understandable and uniform format. To the extent practicable, the Policy is distributed to parents in a language the parents can understand.
- Haydock Intermediate School will make the School Parental Involvement Policy available to the local community; it will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of school.
- Haydock Intermediate School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

## **Haydock Academy of Arts & Sciences Parental Involvement Policy**

- The Oxnard School District's Parent Rights and Responsibilities and the Student /Parent /Staff Directory of Information are components of Haydock's School Parental Involvement Policy, which is adopted through the school's Leadership Team, School Site Council and English Language Advisory Committee.

### **SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS**

Haydock Intermediate School holds annual and regular meetings to inform parents of the following:

- That their child's school participates in Title I,
- The requirements of Title I,
- Their rights to be involved, a copy of the District's District-wide parental involvement policy
- Their options to be involved in School Site Council (SSC), English Learners Advisory Council (ELAC), and Parent Teacher Student Association (PTSA)

Additionally, Haydock Intermediate School conducts an annual survey of parents and community members to further involve parents in the development of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- A Parent and Community Resource Binder will be available in the office, which includes:
  - School Parent Involvement Policy
  - School/Meeting Calendar
  - Student/Parent Directory of Information
  - Assessment Information
  - Curriculum Descriptions for English Language Arts, Math and other content areas.
- The School's website provides information about the staff, classroom activities and parent resources.
- A syllabus/course outline is distributed for each class describing which standards will be taught for the year at Back to School Night each fall.
- Student-Led Conferences

If requested by parents, there can be opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

Response to any such suggestions will be discussed as soon as practicably possible.

Parents/community members will be given timely responses to any concerns and suggestions via Connect-Ed message, PTSA, SSC, ELAC as well as topic specific notifications (e.g.: Parent Assistance letter, Governor's Challenge notice.)

**The School Parent Compact** is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means by which to do so.



## **Haydock 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](http://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.**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	5
CAASPP Results (All Students) .....	5
CELDT (Annual Assessment) Results.....	7
Title III Accountability (School Data) .....	8
Title III Accountability (District Data).....	9
Planned Improvements in Student Performance .....	10
School Goal #1.....	10
Strategy #1.....	12
Strategy #2.....	14
Strategy #3.....	16
Strategy #4.....	17
Strategy #5.....	18
Strategy #6.....	19
Strategy #7.....	20
School Goal #2.....	21
Strategy #1.....	23
Strategy #2.....	25
Strategy #3.....	26
Strategy #4.....	27
Strategy #5.....	28
Strategy #6.....	29
Strategy #7.....	30
School Goal #3.....	31
Strategy #1.....	33
Strategy #2.....	34
Strategy #3.....	35
Strategy #4.....	36
Strategy #5.....	37
Strategy #6.....	38
Strategy #7.....	39
School Goal #4.....	40
Strategy #1.....	42

Strategy #2.....	43
Strategy #3.....	44
Strategy #4.....	45
Strategy #5.....	46
Strategy #6.....	47
Strategy #7.....	48
School Goal #5.....	49
Strategy #1.....	50
Strategy #2.....	51
Strategy #3.....	52
Strategy #4.....	53
Strategy #5.....	54
Strategy #6.....	55
Strategy #7.....	56
Centralized Services for Planned Improvements in Student Performance .....	57
Summary of Expenditures in this Plan.....	59
Total Expenditures by Object Type and Funding Source .....	59
Total Expenditures by Funding Source .....	60
Annual Evaluation.....	61
School Site Council Membership.....	64
Recommendations and Assurances.....	65
Parent Involvement Policy.....	66

## **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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					6	43	3	21	5	36	14
<b>1</b>	1	1	15	11	41	29	38	27	45	32	140
<b>2</b>	1	1	13	10	46	35	53	40	20	15	133
<b>3</b>	7	6	15	12	54	44	32	26	16	13	124
<b>4</b>			25	24	59	56	17	16	5	5	106
<b>5</b>	15	18	43	51	19	23	5	6	2	2	84
<b>6</b>	2	3	19	31	24	39	12	20	4	7	61
<b>7</b>	3	7	24	53	12	27	4	9	2	4	45
<b>8</b>	4	9	11	24	19	41	6	13	6	13	46
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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**

<b>STRATEGY:</b>
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 implementation	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 Administrators	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
The school will support the district implementation of the After School Education Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
The school will support the district implementation of the After School Education and Safety Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #7**

<b>STRATEGY:</b>

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:

<b>SUBJECT: English Learners</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #3:</b>
<p>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.</p>
<b>Data Used to Form this Goal:</b>
California State Standards for Kindergarten and 1st Grade CELDT Data 2015-2016 CELDT Data 2015-2016 IPT
<b>Findings from the Analysis of this Data:</b>
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**

<b>STRATEGY:</b>
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)	Administration and Teachers	Ongoing		0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	1000

**Strategy #2**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
The school will support the district implementation of the After School Education and Safety Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liason: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liasons.</li> <li>Meets with school staff as needed</li> </ul>	Administration, Teacher Liason, and ASES Administrator	Ongoing			After School and Education Safety (ASES)	
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	Site Administration and ASES Administration	Ongoing			After School and Education Safety (ASES)	



**Strategy #5**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
The school will support the district implementation of the After School Education and Safety Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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:

<b>SUBJECT: Safety</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #4:</b>
<ol style="list-style-type: none"><li>A. Positive Behavior Plan: School will monitor and implement CHAMPS for bullying and classroom management support program</li><li>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.</li><li>C. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic.</li><li>D. School goal of 97% daily attendance for grades Kinder to 8th.</li></ol>
<b>Data Used to Form this Goal:</b>
Suspensions from 2014-2015 Attendance Data from 2014-2015
<b>Findings from the Analysis of this Data:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
The school will support the district implementation of the After School Education and Safety Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liason: <ul style="list-style-type: none"> <li>• Meets monthly with ASES Administrator and other Liasons.</li> <li>• Meets with School Staff as needed.</li> </ul>	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
The school will support the district implementation of the After School Education and Safety Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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:

<b>SUBJECT: Academic Strand Focus</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
All students will engage in learning opportunities to expand their experience with the school-wide Strand focus of Arts and Technology.
<b>Data Used to Form this Goal:</b>
First year of implementation.
<b>Findings from the Analysis of this Data:</b>
No data available.
<b>How the School will Evaluate the Progress of this Goal:</b>
Integrated Theme Unit Assessments.

**Strategy #1**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: 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 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-June 2015	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

<b>Funding Source</b>	<b>Total Expenditures</b>
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

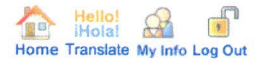
California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending 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	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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



Christine McDaniels  
Kamala Elementary School  
([Change Account](#))



Documents ( [Active](#) | [Archived](#) )

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2015-16 Single Plan For Student Achievement ES	2015-09-30		<a href="#">View</a>	<a href="#">View</a>	55

Previous Section	Current Section	Next Section
<a href="#">School Site Council Membership</a>	<b>Recommendations and Assurances</b>	<a href="#">Parent Involvement Policy</a>

1 updated data fields saved successfully.

✔ All data saved.

### Recommendations and Assurances

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 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.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

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

\_\_\_\_\_  
Signature  
*Maria Andrezde*  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature

- 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.
- 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.
- This SPSA was adopted by the SSC at a public meeting on 9.28.15.

Attested:

Typed Name of School Principal

  
Signature of School Principal

9.30.15  
Date

Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

9/30/15  
Date

Previous Section	Current Section	Next Section
<a href="#">School Site Council Membership</a>	<b>Recommendations and Assurances</b>	<a href="#">Parent Involvement Policy</a>

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## KAMALA ELEMENTARY SCHOOL

• 634 West Kamala Street, Oxnard, CA 93033 • tel (805) 385-1548 • fax (805) 486-2893

*Principal: Christine McDaniel*

*Assistant Principal: Greta Cully*

### 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 Culty*

### Políza Escolar de Participación de los Padres

#### DECLARACIÓN DE INTENCIONES:

La participación de los padres y miembros de la comunidad es un componente esencial en la crianza de los estudiantes. Todos los esfuerzos para invitar y considerar los padres y comunidad se hizo para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrollaron la siguiente políza escolar de participación de los padres/comunidad.

Participación de los padres significa la participación de los padres en 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 polizas escolares y las oportunidades de participación se comunican a través del contacto directo con los padres de la siguiente manera:

- La Políza Escolar de Participación de los Padres y el Compacto de la Escuela y Padres se distribuye a los padres y estudiantes en el Formulario de Participación de Padres de la Escuela Kamala se distribuye anualmente al comienzo del año escolar. Los maestros repasan el el

Formulario de Participación de Padres de la la Escuela Kamala y polizas con los estudiantes al comienzo del año. Los padres deben leer y discutir el Formulario de Participación de Padres de la Escuela Kamala con sus hijos y firmar y devolver una forma de reconocimiento.

- La Escuela Kamala notifica a los padres acerca de la Políza Escolar de Participación de los Padres en una forma comprensible y uniforme y, en la medida de lo posible, distribuye esta política a los padres en un lenguaje que los padres puedan entender.
- La Escuela Kamala hara que la Políza Escolar de Participación de los Padres este disponible en una manera comprensible y forma uniforme y a la medida de lo posible, distribuye esta poliza a los padres en un idioma que puedan comprender los padres.
- La Escuela Kamala hara que el La Políza Escolar de Participación de los Padres esten disponibles a la comunidad local. El Formulario de Participación de Padres de la Escuela Elm en la página web de la escuela, en la oficina de la escuela, repartidos durante la Noche de Regreso a la Escuela en el otoño, y para los padres que inscriban a sus hijos después del inicio del año escolar.
- La Escuela Kamala actualiza periódicamente la Políza Escolar de Participación de los Padres para satisfacer las necesidades cambiantes de los padres y la escuela.
- La Escuela Kamala ha adoptado el Compacto de la Escuela y Padres como un componente de su Políza Escolar de Participación de los Padres.

### **LAS POLIZAS ESCOLARES, OPORTUNIDADES DE PARTICIPACION, Y REUNIONES**

La Escuela Kamala convoca una reunión anual y regular para informar a los padres de los siguientes (transporte, cuidado de niños, dias flexibles para reuniones se discutiran):

- Que la escuela de su hijo participa en el Programa Título I,
- Acerca de los requisitos del Programa Título I,
- De sus derechos a participar, (una copia de la poliza del distrito sobre la participacion de los padres)
- Sobre la participación de la escuela en el Programa Título I (estado del programa de asistencia específica)

Además, la Escuela Kamala lleva a cabo un foro abierto para los padres y los miembros de la comunidad para involucrar más a los padres en el desarrollo y acuerdo común de su Políza de Participación de los Padres.

Los padres cuentan con una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica para medir el progreso del estudiante y los niveles de competencia que los estudiantes tienen que cumplir serán proporcionados.

- Cuaderno de los Padres y Recursos de la Comunidad tendra los siguientes:
  - Poliza Escolar de Participacion de los Padres
  - Calendario de la escuela y reuniones
  - Manual del Padre/Estudiante
  - Información sobre Evaluación
  - Descripción de plan de estudios de Artes del Lenguaje Inglés y Matemáticas y otras materias.
- Sitio Web de la escuela proporciona información sobre el personal, las actividades de las clases y recursos para padres.
- Un folleto es distribuido por cada grado que describe los estandares que se impartirán durante el año.

Si lo solicitan los padres, oportunidades para reuniones regulares para formular sugerencias y para participar, según proceda, en las decisiones relativas a la educación de sus hijos, y responder a cualquier sugerencia tan pronto como sea posible serán discutidos. Se le dará respuesta oportuna a las inquietudes y sugerencias de los padres / miembros de la comunidad.

- Concilio Escolar (School Site Council)
- Comité de Asesoramiento de Aprendizaje de Ingles (ELAC)
- Mensajes (Pre-grabados) Telefonicos (Connect Ed)

**Compacto de la Escuela/Padres/Estudiantes** es parte de la Poliza de Participación de los Padres. El compacto ha sido desarrollado por profesores, padres y administradores. En él se describen las responsabilidades de la escuela y los padres para mejorar el rendimiento de los estudiantes y los medios en el que hacerlo.

**Creación de capacidades** para la participación de padres / comunidad está incluida en la Políza de Participación de los Padres del Distrito. Las actividades específicas incluyen:

- Concilio Escolar (School Site Council)
- Comité de Asesoramiento de Aprendizaje de Ingles (ELAC)
- Padres voluntarios en el salon
- Juegos deportivos
- Conferencias de Padres-Maestros-Estudiantes
- PTA
- Noche de Regreso a la Escuela
- Cena de la Comunidad

Formación para los padres:

- Estándares Académicos del Estado
- CST
- CELDT
- Preparación para Kindergarten
- Preparación para Secundaria
- Asistencia de Tareas

# 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 .**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	8
Title III Accountability (School Data) .....	9
Title III Accountability (District Data).....	10
Planned Improvements in Student Performance .....	11
School Goal #1.....	11
Strategy #1.....	14
Strategy #2.....	17
Strategy #3.....	21
Strategy #4.....	22
Strategy #5.....	24
Strategy #6.....	26
Strategy #7.....	28
School Goal #2.....	29
Strategy #1.....	31
Strategy #2.....	34
Strategy #3.....	36
Strategy #4.....	37
Strategy #5.....	39
Strategy #6.....	41
Strategy #7.....	43
School Goal #3.....	44
Strategy #1.....	46
Strategy #2.....	48
Strategy #3.....	50
Strategy #4.....	51
Strategy #5.....	53
Strategy #6.....	54
Strategy #7.....	56
School Goal #4.....	57
Strategy #1.....	59

Strategy #2.....	62
Strategy #3.....	65
Strategy #4.....	66
Strategy #5.....	67
Strategy #6.....	68
Strategy #7.....	69
School Goal #5.....	70
Strategy #1.....	72
Strategy #2.....	75
Strategy #3.....	76
Strategy #4.....	77
Strategy #5.....	78
Strategy #6.....	79
Strategy #7.....	81
Centralized Services for Planned Improvements in Student Performance .....	82
Summary of Expenditures in this Plan.....	86
Total Expenditures by Object Type and Funding Source .....	86
Total Expenditures by Funding Source .....	87
Annual Evaluation.....	88
School Site Council Membership.....	91
Recommendations and Assurances.....	92
Parent Involvement Policy.....	93

## 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 near 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			1	7	6	43	4	29	3	21	14
<b>1</b>			3	3	27	26	33	31	42	40	105
<b>2</b>	2	2	17	16	35	33	34	32	18	17	106
<b>3</b>	5	4	26	21	58	46	23	18	13	10	125
<b>4</b>	3	3	29	31	35	37	19	20	9	9	95
<b>5</b>	7	12	28	47	16	27	5	8	4	7	60
<b>6</b>	3	7	13	30	14	32	10	23	4	9	44
<b>7</b>	1	2	11	27	23	56	6	15			41
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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  Certificated Salaries: Teachers	2000-2999: Classified Personnel Salaries  1000-1999: Certificated Personnel Salaries	District Funded  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  Certificated Salaries: Teacher Substitutes (10 days)	1000-1999: Certificated Personnel Salaries  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, Leadership 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
<p>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.</p> <p>Intervention and enrichment materials will be utilized during intervention (UA).</p>	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
<p>Implementation of before or after school Language Arts tutoring for academic targeted students (Foster Youth Homeless, subgroups) in grades 1-8.</p>	Principal, Teachers 1-8, Instructional Coach	August 2015 - June 2016	<p>Teacher Extra Help- Tutoring (8 teachers X 100 days X 30-45 minutes sessions)</p> <p>LCFF/ELs</p>	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	15,326.00
<p>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).</p>	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  Certificated Salary: Teacher Susbtitute	1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	District Funded  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**

<b>STRATEGY:</b>
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
			District Funded	1000-1999: Certificated Personnel Salaries	Title III	500.00
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**

<b>STRATEGY:</b>
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	None Specified		0
			In conjunction with Title I meetings			
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator, and other liaisons.</li> <li>Meets with school staff as needed.</li> </ul>	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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
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.  <ul style="list-style-type: none"><li>• Transitional Kindergarten students will count, recognize, represent, name, and order a number of objects (up to 10)</li><li>• 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).</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>



**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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	2,000.00
		Identify students that need the Rtl intervention support in grade level math skills and provide support and monitoring.	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	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**

<b>STRATEGY:</b>
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 incoming 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator, and other liaisons.</li> <li>Meets with school staff as needed.</li> </ul>	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**

<b>STRATEGY:</b>
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 Lerner (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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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 executive 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**

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator, and other liaisons.</li> <li>Meets with school staff as needed.</li> </ul>	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.	Teachers 6-8, ORC, Counselor, Administration	August 2015 - June 2016	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,500.00
A school wide progressive discipline plan will be developed/revised for students in grades TK-5.	Teachers TK-5, ORC, Counselor, Administration	Collaboration between teachers and administration to develop an effective comprehensive school wide student Progressive Discipline Plan. The team will gather and analyze behavior data.	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Targeted	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	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 Rtl 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	1000-1999: Certificated Personnel Salaries	District Funded	
			Classified Salary	2000-2999: Classified Personnel Salaries	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 implement the Minnesota Smoking Prevention Program to all sixth grade students	Teachers grade 6, Outreach Consultant, 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 Rtl 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	Certificated 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 Supervisors	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator, and other liaisons.</li> <li>Meets with school staff as needed.</li> </ul>	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:

<b>SUBJECT: Academic Strand Focus</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
All students will engage in learning opportunities to expand their experience and ability to communicate effectively through the arts and technology.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• 2014-15 CAASPP</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• 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.</li><li>• In the area of producing clear and purposeful writing, 4% tested above the standard, 42% near the standard and 53% below the standard.</li><li>• In the area of Listening: Demonstrating effective communication skills 6% met the standard, 60% were near and 34% below the standard.</li><li>• In Research and Inquiry 8% of students met the standard, 51% were near the standard and 41% were below the standard.</li></ul>

**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**

<b>STRATEGY:</b>
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  Site Funded: Materials and Supplies	None Specified  4000-4999: Books And Supplies	District Funded  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  Site Funded: Materials and Supplies	None Specified  4000-4999: Books And Supplies	District Funded  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**

<b>STRATEGY:</b>
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	2,000.00
					LCFF - Targeted	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
			Materials and Supplies	4000-4999: Books And Supplies	Title III Discretionary	419.60 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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator, and other liaisons.</li> <li>Meets with school staff as needed.</li> </ul>	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

<b>Funding Source</b>	<b>Total Expenditures</b>
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 beginning with Kindergarten)
3. Implementation of services and resource brought to students by the school counselor
4. Implementation of iPad devices and LCFF funding for applications for student use and instructional purposes

Identify the major expenditures supporting these priorities.

1. Professional development provided by district and VCOE for teachers and administration on ELA/ELD CCSS and Math CCSS (District funded as well as school site funded TitleI, TitleIII, LCFF)
2. Dual Language Immersion teachers starting with Kindergarten and rolling-out to the next grade level (District funded)
3. Full time employed social-emotional counselor for every school (District funded)
4. Purchase of iPads for all students in the district ( District funded), applications for the iPads purchased through VPP (school site funding LCFF, TitleI and Discretionary)

#### Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

The district in collaboration with VCOE have provided an overwhelmingly amount of professional development to teachers with an emphasis on ELA and Math CCSS, technology and other PD opportunities.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Assessments to support in a timely manner the implementation of the ELA/ED CCSS, Math CCSS

The amount of PD has been too close to each session that teachers are not given the opportunity to fully collaborate for implementation.

What specific actions related to those strategies were eliminated or modified during the year?

Teachers at Lemonwood School are subbed out once a month for a two hour collaboration, in addition to two to three additional hours every week/other week.

Identify barriers to full or timely implementation of the strategies identified above.

There are not sufficient substitute teachers to cover the needs of the district in addition to the school when providing professional development and collaboration opportunities. Teachers are not able to attend professional development or are called back to class from a workshop due to the lack of substitute teachers.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

District superintendents and school administrators are collaborating to solve the situation with the lack of substitute teachers and the amount of professional development available.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Lack of teacher collaboration to implement the ELA CCSS units with fidelity, and the assessments. Interim Formative Assessments (resembling the CAASPP) were not administered until January instead of October/November.

### **Strategies and Activities**

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Teachers and Intervention Service Providers collaborate to form groups of students and provide academic intervention and monitoring of students' mastery of the CCSS standards.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

The utilization of the the Intervention Service Providers was not as effective as it could have been because they were constantly being pulled from their assignment to be substitutes in the classrooms (lack of substitutes district /county wide). In 2014-15, the employment of ISP teachers has been difficult because there is a limited number of qualified ISP providers.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- 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	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

**Recommendations and Assurances**

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

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

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

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

6/3/2015  
Date

Jesus Cahue

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

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

6/3/15  
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.





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### SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Lemonwood K-8 School convenes annual and regular meetings to inform parents of the following (transportation, babysitting, flexible meeting names will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide Parental Involvement Policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Lemonwood K-8 School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
  - School Parent Involvement Policy
  - School/Meeting Calendar
  - Parent/Student Handbook
  - Volunteer Applications/Information
  - Assessment Information
  - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. Lemonwood K-8 School will communicate with parents via ConnectEd telephone call, School pamphlet, marquis, information display case, flyers and Principal's news letter.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include: Participation in parent committees such as English Lerner Advisory Committee, School Site Council, and Parent Teacher Association.



# Lemonwood K-8 School

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### **Normas de Política Acerca de la Participación de los Padres en la Escuela**

*En apoyo al fortalecimiento del rendimiento académico del alumnado, cada escuela que reciba fondos del Título I, Sección A debe de presentar y redactar conjuntamente con los padres de los niños participantes y aprobada por ellos mismos una Norma de Política acerca de la Participación de los Padres en la Escuela que detalle la información requerida por el artículo 1118(b) del Decreto de Escuela Primarias y Secundarias (ESEA, por sus siglas en inglés). La norma de política establece las expectativas de la escuela acerca de la participación de los padres de familia y describe cómo la escuela implementará un número específico de actividades en relación a la participación de los padres. El convenio entre la escuela y los padres de familia está incorporado a la norma de política acerca de la Participación de los Padres de Familia en la Escuela.*

*Las escuelas, en consulta con los padres de familia, se les incitan a que incluyan otras actividades y acciones pertinentes y establecidas así como también que apoyen positivamente la participación de los padres de familia y fortalezcan el rendimiento académico del alumnado.*

\* \* \* \* \*

#### **PROPÓSITO DE LA DECLARACIÓN:**

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos;
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos;
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos;

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de política acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Forma Participación Paternal Escolar de la Escuela Lemonwood, el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Forma Participación Paternal Escolar de la Escuela Lemonwood y las normas de política con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Forma Participación Paternal Escolar de la Escuela Lemonwood con sus estudiantes, firmar y devolver el acuse de recibo.
- ✓ La escuela Lemonwood notifica a los padres sobre las normas de política acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La escuela Lemonwood verificará que las normas de política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local.
- ✓ La escuela Lemonwood periódicamente actualizará las normas de política acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La escuela Lemonwood ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de política acerca de la participación de los padres en la educación formal de sus hijos.



# Lemonwood K-8 School

## Home of the Lions



2200 Carnegie Street, Oxnard, California 93033 • (805)385-1551 • FAX (805) 487-7293

### NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Lemonwood convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Acerca del transporte escolar, cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito),
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Lemonwood debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de política acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

La carpeta de recursos para los padres de familia y la comunidad debe incluir:

- Normas de política acerca de la participación escolar,
  - Calendario escolar y calendario de reuniones,
  - Manual para padres de familia y alumnos,
  - Solicitud para registrarse como voluntario e información,
  - Información sobre las evaluaciones académicas,
  - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido.
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del aula y los recursos para padres.
  - ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
  - ✓ Los boletines mensuales del director proveerán información y las sugerencias presentadas por parte de los padres.

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](mailto:jmares@oxnardsd.org)

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

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	8
Title III Accountability (School Data) .....	9
Title III Accountability (District Data).....	10
Planned Improvements in Student Performance .....	11
School Goal #1.....	11
Strategy #1.....	13
Strategy #2.....	19
Strategy #3.....	24
Strategy #4.....	25
Strategy #5.....	26
Strategy #6.....	28
Strategy #7.....	30
School Goal #2.....	31
Strategy #1.....	33
Strategy #2.....	36
Strategy #3.....	39
Strategy #4.....	40
Strategy #5.....	41
Strategy #6.....	43
Strategy #7.....	45
School Goal #3.....	46
Strategy #1.....	48
Strategy #2.....	50
Strategy #3.....	52
Strategy #4.....	53
Strategy #5.....	54
Strategy #6.....	55
Strategy #7.....	56
School Goal #4.....	57
Strategy #1.....	59

Strategy #2.....	61
Strategy #3.....	62
Strategy #4.....	63
Strategy #5.....	64
Strategy #6.....	65
Strategy #7.....	67
School Goal #5.....	68
Strategy #1.....	69
Strategy #2.....	71
Strategy #3.....	72
Strategy #4.....	73
Strategy #5.....	74
Centralized Services for Planned Improvements in Student Performance .....	75
Summary of Expenditures in this Plan.....	76
Total Expenditures by Object Type and Funding Source.....	76
Total Expenditures by Funding Source .....	77
Annual Evaluation.....	78
School Site Council Membership .....	81
Recommendations and Assurances.....	82
Parent Involvement Policy.....	83

## 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	<b>2363.3</b>	1	16	22	61
Grade 4	99	98	99.0	98	<b>2387.2</b>	2	3	33	62
Grade 5	103	103	100.0	103	<b>2434.6</b>	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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			***** *	***	***** *	***			***** **	***	*****
<b>1</b>	1	2	6	12	19	37	15	29	11	21	52
<b>2</b>			10	20	21	41	14	27	6	12	51
<b>3</b>	2	3	12	18	30	46	16	25	5	8	65
<b>4</b>			11	26	22	52	8	19	1	2	42
<b>5</b>	6	17	11	31	12	34	6	17			35
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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, Library Technician	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
				2000-1999: 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
			District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	Discretionary	
				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 Admission Fees	5700-5799: Transfers Of Direct Costs 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted Title I	5000 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**

<b>STRATEGY:</b>
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 Classified Salaries for Babysitting for all parent meetings	None Specified 2000-2999: Classified Personnel Salaries	None Specified Title I	0 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**

<b>STRATEGY:</b>
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	None Specified	None Specified	0
			Classified Salaries	2000-2999: Classified Personnel Salaries	Title I	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  1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	Title I      LCFF - Targeted  Discretionary  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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• enVision End of Year Assessments (grades K-5)</li><li>• Interim Formative Assessments (grades K-5)</li></ul>
<b>Findings from the Analysis of this Data:</b>
The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 14-15 school year: <ul style="list-style-type: none"><li>• Kindergarten- 36.5%</li><li>• 1st grade-(No Data Available)</li><li>• 2nd grade-(No Data Available)</li><li>• 3rd grade - 14.4%</li><li>• 4th grade - 0.0%</li><li>• 5th grade - 5.1%</li></ul>

**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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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 Certificated 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	1000-1999: Certificated Personnel Salaries	Title I	
			Strategy #1			
			Action #6			
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
				1000-1999: Certificated Personnel Salaries	Title III	
				1000-1999: Certificated Personnel Salaries	Discretionary	

**Strategy #6**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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)  Classified Salaries: ORC- See Goal #1, Strategy 6, Action #4 Counselor- See Goal #4, Strategy #1, Action #2	None Specified	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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	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
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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:

<b>SUBJECT: Academic Strand Focus</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
All students will engage in learning opportunities to expand their experience with Environmental Science and Creative Arts.
<b>Data Used to Form this Goal:</b>
First year of implementation.
<b>Findings from the Analysis of this Data:</b>
No data available.
<b>How the School will Evaluate the Progress of this Goal:</b>
Implement and monitor Integrated Theme Unit Assessments.

**Strategy #1**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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  Admission Cost See Goal #1, Strategy #2, Action #12	5700-5799: Transfers Of Direct Costs  5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted    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**

<b>STRATEGY:</b>
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.

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance</b>
<b>SCHOOL GOAL #1:</b>

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

<b>Funding Source</b>	<b>Total Expenditures</b>
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		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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

**Recommendations and Assurances**

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

	Signature
	<i>Angelica U Gonzalez</i>
	Signature
	Signature
	Signature
	Signature
	Signature
	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on *9/30/2015*

Attested:

Jorge Mares	<i>Jorge Mares</i>	<i>9/30/15</i>
Typed Name of School Principal	Signature of School Principal	Date
Lisa Baird-Mayeda	<i>Lisa Baird-Mayeda</i>	<i>9/30/15</i>
Typed Name of SSC Chairperson	Signature of SSC Chairperson	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 comprensible y uniforme y, de medida posible, distribuye las pólizas a los padres en un idioma que los padres puedan entender.
- ✓ La escuela Marina West hará las Pólizas de Involucramiento de Padres a la disposición de la comunidad local. Las pólizas de Acuerdo e Involucramiento estará disponible en el de la escuela, en la oficina de la escuela, se entregara en el otoño durante La Noche de Regreso a la Escuela, y para los padres que se inscriban después del inicio del año escolar.
- ✓ La escuela Marina West actualiza periódicamente la Póliza de Involucramiento de Padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- ✓ La escuela Marina West ha adoptado el contrato de la escuela de Escuela-Padre como un componente de su Póliza de Involucramiento de Padres.

### **POLIZAS DE LA ESCUELA, OPORTUNIDADES DE INVOLUCRAMIENTO Y REUNIONES**

La escuela Marina West tiene reuniones anualmente y regularmente para informar a los padres de lo siguiente:

- ✓ Que la escuela de sus hijos participe en el Título 1
- ✓ Acerca de los requisitos del Título 1
- ✓ Acerca de sus derechos de participar (una copia de la Póliza de Involucramiento de los Padres del distrito)
- ✓ Acerca de la participación de la escuela en el Título I (estado del programa de ayuda específica)

Además, la escuela Marina West lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar más a los padres en el desarrollo y el acuerdo en común de la Póliza de Involucramiento de los Padres en la escuela.

Los padres son proporcionados con una descripción y explicación del plan de estudios en uso en la escuela, acerca de las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que los estudiantes deben cumplir.

- ✓ El Cuaderno de Recursos de Padres y de la Comunidad incluirá:
  - Póliza de Involucramiento de Padres
  - Calendario de la Escuela/Reuniones
  - Guía de Padres/Estudiantes
  - Aplicaciones / Información acerca de Voluntarios
  - Información de Evaluación
  - Descripciones del plan de estudios para Artes del Lenguaje Inglés y Matemáticas y otras áreas de contenido.
- ✓ El sitio Web de la escuela proporciona información acerca del personal, actividades en el salón y recursos para los padres.
- ✓ El boletín y calendario mensual de la directora proporciona información de actividades y eventos en la escuela.

Si los padres solicitan, se les dará la oportunidad en las reuniones regulares formular sugerencias y participar, según corresponda, en decisiones relacionadas a la educación de sus hijos, y se tratara de responder a cualquier sugerencias tan pronto se posible. A los padres y miembros de la comunidad se les dará respuestas oportunas a sus inquietudes y sugerencias.

- ✓ Consejo Escolar
- ✓ Comité Asesor de Aprendices al Ingles
- ✓ Café con la Directora

**El Acuerdo de la Escuela/Padres/Estudiantes** es una parte de la Póliza de Involucramiento de los Padres. El Acuerdo fue desarrollado por maestros, padres y administradores. En el se describen las responsabilidades de la escuela y los padres para mejorar el desempeño de los estudiantes y los medios de como hacerlo.

**Desarrollo de capacidades** para la participación de los padres y la comunidad se muestra en la Póliza de Involucramiento de Padres del distrito. Incluyendo las siguientes actividades específicas:

- ✓ Elecciones para el Consejo Escolar y miembros de ELAC.
- ✓ Peticiones de voluntarios para la PTA durante las reuniones y a través del Boletín mensual.
  - Nombramiento de miembro de la junta de PTA en las reuniones de la PTA.
- ✓ La participación de los padres en el Consejo Asesor de Padres del Superintendente.
  - El padre da el informe durante la reunión de Café con la Directora.
- ✓ Las notificaciones de todas las reuniones de padres, eventos y actividades especiales a través del calendario y un boletín mensual y a través de mensajes de teléfono de conexión ed.
- ✓ Tener Noches Familiares de Matemáticas y Lectura para proporcionar información a los padres acerca de as normas de nivel de grado, plan de estudios y maneras de como puede ayudar a sus hijos en casa.
- ✓ Brindar oportunidades adecuadas para la educación de los padres a través de agencias y programas que incluye el Proyecto de Padres y Triple P. Todas las clases están disponibles en Ingles y español.

# The Single Plan for Student Achievement

**School:** 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 .**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	8
Title III Accountability (School Data) .....	9
Title III Accountability (District Data).....	11
Planned Improvements in Student Performance .....	13
School Goal #1.....	13
Strategy #1.....	16
Strategy #2.....	19
Strategy #3.....	24
Strategy #4.....	25
Strategy #5.....	26
Strategy #6.....	28
Strategy #7.....	30
School Goal #2.....	31
Strategy #1.....	33
Strategy #2.....	36
Strategy #3.....	38
Strategy #4.....	39
Strategy #5.....	41
Strategy #6.....	42
Strategy #7.....	43
School Goal #3.....	44
Strategy #1.....	46
Strategy #2.....	49
Strategy #3.....	51
Strategy #4.....	52
Strategy #5.....	53
Strategy #6.....	55
Strategy #7.....	56
School Goal #4.....	57
Strategy #1.....	59

Strategy #2.....	62
Strategy #3.....	63
Strategy #4.....	64
Strategy #5.....	65
Strategy #6.....	66
Strategy #7.....	67
School Goal #5.....	68
Strategy #1.....	70
Strategy #2.....	72
Strategy #3.....	73
Strategy #4.....	74
Strategy #5.....	75
Strategy #6.....	76
Strategy #7.....	77
Centralized Services for Planned Improvements in Student Performance .....	78
Summary of Expenditures in this Plan.....	80
Total Expenditures by Object Type and Funding Source .....	80
Total Expenditures by Funding Source .....	81
Annual Evaluation.....	82
School Site Council Membership.....	85
Recommendations and Assurances.....	86
Parent Involvement Policy.....	87

## 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 allow students additional time to practice and develop their skills in Reading and Mathematics.

Thurgood Marshall School's highly qualified Teachers meet the guidelines of No Child Left Behind (NCLB). Common Core and SIOP training in the areas of Reading/Language Arts and Mathematics empower our staff to be effective instructional leaders. The staff regularly participates in high quality, district approved training in all core disciplines including technology. We have an on-site Instructional Coach to support K-5 teachers and students in implementation of the Common Core across the curriculum.

Parent involvement is a key element for the continued academic success at Marshall School. Teachers regularly communicate with parents by phone, written notes, e-mails, and conferences. Parents are invited to a variety of general parent meetings, principal coffees, family nights, and classroom activities. Opportunities to volunteer are made available throughout the year. Teachers use standards based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Parenting classes share knowledge and practice that benefits families and helps parents to better support their children's learning.



## School 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					1	14	2	29	4	57	7
<b>1</b>			5	15	11	32	8	24	10	29	34
<b>2</b>	1	3	4	12	8	24	14	41	7	21	34
<b>3</b>			6	16	17	45	9	24	6	16	38
<b>4</b>			6	15	21	53	4	10	9	23	40
<b>5</b>	1	5	6	29	10	48	3	14	1	5	21
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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:

<b>SUBJECT: Language</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #1:</b>
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 Bililingual 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) Teacher Substitutes	1000-1999: Certificated Personnel Salaries	District Funded Title I	0 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 Teacher Substitutes	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Discretionary	0 482 180
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 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
ISP Teacher(s) to work with K- 5th grade students who are not meeting benchmarks.	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.
ISP Teacher(s) to give additional instructional support during the school day to small groups of EL students.			1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	4490	
MyOn Reading Program will support student progress in reading.			1000-1999: Certificated Personnel Salaries	Discretionary	6000.	
AR360 will support student progress in reading.						

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
DIBEL Testing 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	None Specified	None Specified	0
			Teacher Substitutes	None Specified	None Specified	
				None Specified	None Specified	
Purchase books and instructional materials to be used to support all students in literacy mastery.	AR/Library Committee, Library Technician, Instructional Coach, Principal	September 2015 - June 2016	Materials/Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1250.
				4000-4999: Books And Supplies	Title I	800.
				4000-4999: Books And Supplies	Discretionary	3500.
				None Specified		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**

<b>STRATEGY:</b>
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.  
Data 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**

<b>STRATEGY:</b>
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 Principal	September 2014 - June 2015	See Goal #1			0
The Instructional Coach will support teachers in implementing the adopted curriculum for math using District adopted materials and materials which contain student outcomes which correlate with Common Core Standards.	Classroom Teachers and Coach	August 2014-June 2015	Not applicable			0
K through Grade 2 Transitional Bilingual Education classes follow District board policy.	Teachers K-2	August 2014 - June 2015	Not applicable			0
Staff ;will put formative assessment results into OARS, evaluate and analyze results and use information to inform instructional decisions.	Teachers K-5	August 2014 - June 2015	Not applicable			0
Principal will conduct data conferences with teachers 2 to 3 times a year to discuss assessment results.	Teachers K-5, Principal, Instructional Coach, Teacher Substitutes	August 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>

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**

<b>STRATEGY:</b>
TEACHING AND LEARNING: Full Implementation of State Approved ELD Curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the District Master Plan for English Learners. Teachers will daily implement ELD instruction at EL students' levels as identified by CELDT.	Instructional Coach, Principal, and Teachers	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
			Supplementary materials		Title III Discretionary	350 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 Supplies	4000-4999: Books And Supplies	Discretionary	700.
EL Student progress will be monitored in student monitoring conferences, data meetings and grade level meetings reviewing data 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**

<b>STRATEGY:</b>
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS and ENRICHMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISP teacher(s) will work with EL students and students who are not meeting Grade Level benchmarks in classrooms and in small groups.	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 apps 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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 Rtl, 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: VISUAL AND PERFORMING ARTS</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
All students will receive instruction and will participate in activities focused on the Visual and Performing Arts
<b>Data Used to Form this Goal:</b>
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
<b>Findings from the Analysis of this Data:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #7**

<b>STRATEGY:</b>

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.

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance</b>
<b>SCHOOL GOAL #1:</b>

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

<b>Funding Source</b>	<b>Total Expenditures</b>
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	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>6</b>	

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



## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

*Betha Zaragoza*

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/7/2015

Attested:

Marlene Breitenbach

Typed Name of School Principal

*Marlene Breitenbach*

Signature of School Principal

Date

October 22, 2015

Mitchel Sloan

Typed Name of SSC Chairperson

*Mitchel Sloan*

Signature of SSC Chairperson

Date

10/7/15



# 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  
*Principala: 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 comprensible y uniforme y, de medida posible, distribuye las pólizas a los padres en un idioma que los padres puedan entender.
- ✓ La escuela Thurgood Marshall hará las Pólizas de Involucramiento de Padres a la disposición de la comunidad local. Las pólizas de Acuerdo e Involucramiento estará disponible en el de la escuela, en la oficina de la escuela, se entregara en el otoño durante La Noche de Regreso a la Escuela, y para los padres que se inscriban después del inicio del año escolar.
- ✓ La escuela Thurgood Marshall actualiza periódicamente la Póliza de Involucramiento de Padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- ✓ La escuela Thurgood Marshall ha adoptado el contrato de la escuela de Escuela-Padre como un componente de su Póliza de Involucramiento de Padres.

### **POLIZAS DE LA ESCUELA, OPORTUNIDADES DE INVOLUCRAMIENTO Y REUNIONES**

La escuela Thurgood Marshall tiene reuniones anualmente y regularmente para informar a los padres de lo siguiente:

- ✓ Que la escuela de sus hijos participe en el Título 1
- ✓ Acerca de los requisitos del Título 1
- ✓ Acerca de sus derechos de participar (una copia de la Póliza de Involucramiento de los Padres del distrito)
- ✓ Acerca de la participación de la escuela en el Título I (estado del programa de ayuda específica)

Además, la escuela Thurgood Marshall lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar más a los padres en el desarrollo y el acuerdo en común de la Póliza de Involucramiento de los Padres en la escuela.

Los padres son proporcionados con una descripción y explicación del plan de estudios en uso en la escuela, acerca de las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que los estudiantes deben cumplir.

- ✓ El Cuaderno de Recursos de Padres y de la Comunidad incluirá:
  - Póliza de Involucramiento de Padres
  - Calendario de la Escuela/Reuniones
  - Guía de Padres/Estudiantes
  - Aplicaciones / Información acerca de Voluntarios
  - Información de Evaluación
  - Descripciones del plan de estudios para Artes del Lenguaje Inglés y Matemáticas y otras áreas de contenido.
  
- ✓ El sitio Web de la escuela proporciona información acerca del personal, actividades en el salón y recursos para los padres.
  
- ✓ El boletín y calendario mensual de la directora proporciona información de actividades y eventos en la escuela.

Si los padres solicitan, se les dará la oportunidad en las reuniones regulares formular sugerencias y participar, según corresponda, en decisiones relacionadas a la educación de sus hijos, y se tratará de responder a cualquier sugerencias tan pronto se posible. A los padres y miembros de la comunidad se les dará respuestas oportunas a sus inquietudes y sugerencias.

- ✓ Consejo Escolar
- ✓ Comité Asesor de Aprendices al Inglés
- ✓ Café con la Directora

**El Acuerdo de la Escuela/Padres/Estudiantes** es una parte de la Póliza de Involucramiento de los Padres. El Acuerdo fue desarrollado por maestros, padres y administradores. En el se describen las responsabilidades de la escuela y los padres para mejorar el desempeño de los estudiantes y los medios de como hacerlo.

**Desarrollo de capacidades** para la participación de los padres y la comunidad se muestra en la Póliza de Involucramiento de Padres del distrito. Incluyendo las siguientes actividades específicas:

- ✓ Elecciones para el Consejo Escolar y miembros de ELAC.
- ✓ Peticiones de voluntarios para la PTA durante las reuniones y a través del Boletín mensual.
  - Nombramiento de miembro de la junta de PTA en las reuniones de la PTA.
- ✓ La participación de los padres en el Consejo Asesor de Padres del Superintendente.
  - El padre da el informe durante la reunión de Café con la Directora.

- ✓ Las notificaciones de todas las reuniones de padres, eventos y actividades especiales a través del calendario y un boletín mensual y a través de mensajes de teléfono de conexión ed.
- ✓ Tener Noches Familiares de Matemáticas y Lectura para proporcionar información a los padres acerca de las normas de nivel de grado, plan de estudios y maneras de como puede ayudar a sus hijos en casa.
- ✓ Brindar oportunidades adecuadas para la educación de los padres a través de agencias y programas que incluye el Proyecto de Padres y Triple P. Todas las clases están disponibles en Inglés y español.



# The Single Plan for Student Achievement

**School:** 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](mailto:aduran@oxnardsd.org)

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

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	8
Title III Accountability (School Data) .....	9
Title III Accountability (District Data).....	10
Planned Improvements in Student Performance .....	11
School Goal #1.....	11
Strategy #1.....	13
Strategy #2.....	17
Strategy #3.....	19
Strategy #4.....	20
Strategy #5.....	21
Strategy #6.....	22
Strategy #7.....	24
School Goal #2.....	25
Strategy #1.....	27
Strategy #2.....	29
Strategy #3.....	30
Strategy #4.....	31
Strategy #5.....	32
Strategy #6.....	33
Strategy #7.....	34
School Goal #3.....	35
Strategy #1.....	37
Strategy #2.....	39
Strategy #3.....	40
Strategy #4.....	41
Strategy #5.....	42
Strategy #6.....	43
Strategy #7.....	44
School Goal #4.....	45
Strategy #1.....	47

Strategy #2.....	49
Strategy #3.....	50
Strategy #4.....	51
Strategy #5.....	52
Strategy #6.....	53
Strategy #7.....	54
School Goal #5.....	55
Strategy #1.....	59
Strategy #2.....	60
Strategy #3.....	61
Strategy #4.....	62
Strategy #5.....	63
Strategy #6.....	64
Strategy #7.....	65
Centralized Services for Planned Improvements in Student Performance .....	66
Summary of Expenditures in this Plan.....	69
Total Expenditures by Object Type and Funding Source .....	69
Total Expenditures by Funding Source .....	70
Annual Evaluation.....	71
School Site Council Membership.....	74
Recommendations and Assurances.....	75
Parent Involvement Policy.....	76

## 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:

- 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
- 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
- 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:

- 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
- 51% of students were at, near or above standard in Concepts and Procedures, as compared to 60% in Problem Solving and Modeling/Data Analysis 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					1	14	4	57	2	29	7
<b>1</b>			8	23	14	40	5	14	8	23	35
<b>2</b>	2	6	6	19	9	29	8	26	6	19	31
<b>3</b>	5	13	7	18	17	43	4	10	7	18	40
<b>4</b>	5	29	3	18	6	35	1	6	2	12	17
<b>5</b>	3	14	11	52	5	24	2	10			21
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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:

<b>SUBJECT: Language Arts</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #1:</b>
<p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, and Socially Economically Disadvantaged (SED)</p> <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li><li>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</li><li>E. Students shall reach grade level in reading or reduce the gap between their reading level and grade level by 1.5 years growth</li></ol>
<b>Data Used to Form this Goal:</b>
<p>STAR Reading Assessment</p> <ul style="list-style-type: none"><li>• DIBLES data (Kindergarten - fifth grades)</li><li>• Essential Literacy Skills Checklist (Kindergarten-First grades)</li><li>• Interim Formative Assessments (IFA's) online (Second-Fifth grades)</li></ul>
<b>Findings from the Analysis of this Data:</b>
<p>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</p>

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**

<b>STRATEGY:</b>
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	LCFF - Targeted	1500
				2000-2999: Classified Personnel Salaries	LCFF - Discretionary	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	Title I	56091.69
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	26000
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	10570
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	14000
					Title III	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	1000-1999: Certificated Personnel Salaries	Title I	1018.31
			Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Parent Compact</li> <li>Parent Involvement Policy</li> </ul>	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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
<p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, and Socially Economically Disadvantaged (SED)</p> <p>A. Kindergarten- Students will exit kindergarten at benchmark for counting, recognizing, representing, naming, and ordering a number of objects (up to 20); with fluency add and subtract numbers within 5.</p> <p>B. 1st Grade- All students will exit first grade at benchmark for counting, reading, and writing whole numbers to 100; Count and group objects in ones and tens; know addition and subtraction facts up to 20.</p> <p>C. 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</p>
<b>Data Used to Form this Goal:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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 <ul style="list-style-type: none"> <li>Parent Compact (revision)</li> <li>Parent Involvement Policy (distribute)</li> </ul>	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 (E)
- 2nd grade – 97.36% are at/above the expected ELD level (E)
- 3rd grade – 80.44% are at/above the expected ELD level of (I)
- 4th grade – 24.24% are at/above the expected ELD level of (EA)
- 5th grade – 0% are at/above the expected ELD level of (A)

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

- ELD instruction focused on proficiency CELDT bands
- ELD continuum
- ELRT students will be monitored closely
- Teachers will meet during grade level meetings to reflect on common assessments and identify focus students' progress
- Progress Monitoring using IPT, DIBELS and IFA CCSS assessments.

**Strategy #1**

<b>STRATEGY:</b>
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	1000-1999: Certificated Personnel Salaries	Title I	2900
			Substitutes	1000-1999: Certificated Personnel Salaries	Title III	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
PARENT INVOLVEMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I meetings (Quarterly) <ul style="list-style-type: none"> <li>Parent Compact</li> <li>Parent Involvement Policy</li> </ul>	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**

<b>STRATEGY:</b>
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 compiled 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 <ul style="list-style-type: none"> <li>ORC/Attendance Tech Reports</li> <li>Monthly A2A Reports of Attendance Letters Generated</li> </ul>	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 <ul style="list-style-type: none"> <li>review of office referrals</li> <li>common area observations</li> </ul>	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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 referrals	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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	<ul style="list-style-type: none"> <li>• Minutes</li> <li>• Agendas</li> </ul>			
GATE DAC Parent Education Nights	Principal and District Personnel	August 2015-June 2016	<ul style="list-style-type: none"> <li>• Minutes</li> <li>• Agendas</li> </ul>			

**Strategy #5**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



**Strategy #7**

<b>STRATEGY:</b>

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
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

<b>Funding Source</b>	<b>Total Expenditures</b>
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	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>4</b>	

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

**Recommendations and Assurances**


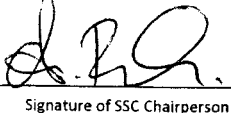
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 Signature
	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

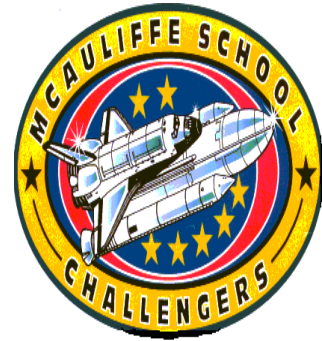
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of 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		10/7/15
Typed Name of School Principal	Signature of School Principal	Date
Melanie Morrow		10/07/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
In place of Melanie Morrow (sick)		



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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 acerca de la participación general de los padres de familia en el distrito),
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Christa McAuliffe debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de política acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ La carpeta de recursos para los padres de familia y la comunidad debe incluir:
  - Normas de política acerca de la participación escolar,
  - Calendario escolar y calendario de reuniones,
  - Manual para padres de familia y alumnos,
  - Solicitud para registrarse como voluntario e información,
  - Información sobre las evaluaciones académicas,
  - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido.
- ✓ El sitio de Internet de la escuela Christa McAuliffe, provee información sobre el personal docente, las actividades del aula y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales del director proveerán información y sugerencias presentadas por parte de los padres. También estarán accesibles en la marquesina de la escuela, Ed . Conect (mensajes vía teléfono) , Christa McAuliffe School página de web, 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 aprenden 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](mailto:ajenks@oxnardsd.org)

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

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	5
CAASPP Results (All Students) .....	5
CELDT (Annual Assessment) Results.....	7
Title III Accountability (School Data) .....	8
Title III Accountability (District Data).....	10
Planned Improvements in Student Performance .....	11
School Goal #1.....	11
Strategy #1.....	13
Strategy #2.....	17
Strategy #3.....	20
Strategy #4.....	21
Strategy #5.....	22
Strategy #6.....	24
Strategy #7.....	26
School Goal #2.....	27
Strategy #1.....	29
Strategy #2.....	31
Strategy #3.....	33
Strategy #4.....	34
Strategy #5.....	35
Strategy #6.....	37
Strategy #7.....	38
School Goal #3.....	39
Strategy #1.....	41
Strategy #2.....	43
Strategy #3.....	45
Strategy #4.....	46
Strategy #5.....	47
Strategy #6.....	48
Strategy #7.....	50
School Goal #4.....	51
Strategy #1.....	53

Strategy #2.....	57
Strategy #3.....	58
Strategy #4.....	59
Strategy #5.....	60
Strategy #6.....	61
Strategy #7.....	62
School Goal #5.....	63
Strategy #1.....	64
Strategy #2.....	66
Strategy #3.....	68
Strategy #4.....	69
Strategy #5.....	70
Strategy #6.....	71
Strategy #7.....	72
Centralized Services for Planned Improvements in Student Performance .....	73
Summary of Expenditures in this Plan.....	76
Total Expenditures by Object Type and Funding Source .....	76
Total Expenditures by Funding Source .....	77
Annual Evaluation.....	78
School Site Council Membership.....	81
Recommendations and Assurances.....	82
Parent Involvement Policy.....	83

## **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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					2	13	2	13	12	75	16
<b>1</b>			7	10	18	27	18	27	24	36	67
<b>2</b>	1	1	15	18	27	32	17	20	24	29	84
<b>3</b>			20	27	25	34	14	19	15	20	74
<b>4</b>			14	15	40	43	12	13	26	28	92
<b>5</b>	1	1	13	18	24	34	12	17	21	30	71
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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:

<b>SUBJECT: Language Arts</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #1:</b>
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.
<b>Data Used to Form this Goal:</b>
Essential Literacy Skills Assessments (Kindergarten - 1st grades) DIBELS data (Kindergarten – 5th grades) IFA Achieve3000 STAR 360
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Kindergarten: 15% of students scored at or above grade level on the STAR Early Literacy Test</li><li>• 1st grade: 13% scored at or above grade level on the STAR Early Literacy Test</li><li>• 2nd grade: 14% scored at or above grade level on the STAR Reading Test</li><li>• 3rd grade: 10% scored at or above grade level on the STAR Reading Test</li><li>• 4th grade: 9% scored at or above grade level on the STAR Reading Test</li></ul>

- 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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Math</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
<p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic, Foster Youth and Homeless Youth.</p> <ol style="list-style-type: none"><li>A. Students will attain grade level proficiency by scoring 70% or above on the K-5 publisher summative assessments.</li><li>B. TK students will master the basic numeracy skills necessary to meet the academic rigor in kindergarten.</li></ol>
<b>Data Used to Form this Goal:</b>
<p>Interim Formative Assessments Inspect Assessments Math Benchmark Tests STAR Math Tests Early STAR Literacy Test (Numeracy)</p>

**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 or 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: English Learners</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #3:</b>
<p>A. AMAO #1: of all English Learners will advance one level on the CELDT</p> <p>B. AMAO #2:</p> <ol style="list-style-type: none"><li>1. EL students who have been in language instruction educational programs for less than five years will reach English Proficient Level on the CELDT.</li><li>2. EL students who have been in language instruction educational programs for More than five years will reach English Proficient Level on the CELDT.</li></ol> <p>C. AMAO #3:</p> <ol style="list-style-type: none"><li>1. EL students and the significant sub-groups in 2nd-5th Grade will score “early advanced” or “advanced” on the 2015 CAASPP in math.</li><li>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.</li></ol>
<b>Data Used to Form this Goal:</b>
CELDT Achieve 3000 Post Test DIBELS AMAO Data
<b>Findings from the Analysis of this Data:</b>
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**

<b>STRATEGY:</b>
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 CABA 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		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**

<b>STRATEGY:</b>
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 at 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.	KInergarten Campus Assistant	August 2015 - June 2016	Salary. See Goal 4, Strategy 1, #10.			0.00

**Strategy #2**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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:

<b>SUBJECT: Strand Focus</b>
<b>LEA GOALS:</b>
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
<b>SCHOOL GOAL #5:</b>
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.
<b>Data Used to Form this Goal:</b>
Student Projects in different subject areas demonstrate proficiency in creating digital presentations that show mastery of CCSS standards.
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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

<b>Funding Source</b>	<b>Total Expenditures</b>
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	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>6</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature \_\_\_\_\_ (905) 824-6571

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

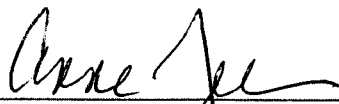
Signature \_\_\_\_\_

Signature \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9/21/15.

Attested:

Anne Jenks  
 \_\_\_\_\_  
 Typed Name of School Principal

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

9/21/15  
 \_\_\_\_\_  
 Date

Fernando Hernandez  
 \_\_\_\_\_  
 Typed Name of SSC Chairperson

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

9-21-15  
 \_\_\_\_\_  
 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 activities:
  - a) Use the local radio station to inform parents of meetings
  - b) Remind teachers to tell students about meetings on the day of the meeting.
  - c) Ask parents to commit to attending one meeting per year. Have them fill out a form with the dates of the meetings so they can indicate when they will attend.
  - d) The principal will make an announcement over the PA system on the day of the meeting around 2:15 on the day of the meeting
  - e) Staff will use costumes (if available) on meeting days to draw attention to the meetings.

# The Single Plan for Student Achievement

**School:** Ramona Elementary School  
**CDS Code:** 56725386055362  
**District:** Oxnard School District  
**Principal:** Mary Arias Elisondo  
**Revision Date:** 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](mailto:marias@oxnardsd.org)

**The District Governing Board approved this revision of the SPSA on September 30, 2015.**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	8
Title III Accountability (School Data) .....	9
Title III Accountability (District Data).....	10
Planned Improvements in Student Performance .....	11
School Goal #1.....	11
Strategy #1.....	13
Strategy #2.....	17
Strategy #3.....	19
Strategy #4.....	20
Strategy #5.....	21
Strategy #6.....	23
Strategy #7.....	25
School Goal #2.....	26
Strategy #1.....	28
Strategy #2.....	30
Strategy #3.....	32
Strategy #4.....	33
Strategy #5.....	34
Strategy #6.....	35
Strategy #7.....	37
School Goal #3.....	38
Strategy #1.....	40
Strategy #2.....	42
Strategy #3.....	43
Strategy #4.....	44
Strategy #5.....	45
Strategy #6.....	47
Strategy #7.....	48
School Goal #4.....	49
Strategy #1.....	51



Strategy #2.....	54
Strategy #3.....	55
Strategy #4.....	56
Strategy #5.....	57
Strategy #6.....	58
Strategy #7.....	59
School Goal #5.....	60
Strategy #1.....	61
Strategy #2.....	62
Strategy #6.....	63
Centralized Services for Planned Improvements in Student Performance .....	64
Summary of Expenditures in this Plan.....	67
Total Expenditures by Object Type and Funding Source.....	67
Total Expenditures by Funding Source .....	68
Annual Evaluation.....	69
School Site Council Membership .....	72
Recommendations and Assurances.....	73
Parent Involvement Policy.....	74

## 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<sup>2</sup>) 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					2	20	3	30	5	50	10
<b>1</b>	1	1	4	4	17	18	29	30	45	47	96
<b>2</b>			12	15	37	45	20	24	13	16	82
<b>3</b>	4	4	13	13	45	46	29	30	6	6	97
<b>4</b>	1	2	12	24	19	37	13	25	6	12	51
<b>5</b>	1	2	9	21	26	60	5	12	2	5	43
<b>Total</b>	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 numerical amount of students assessed (105) due to having six classes. 4th grade had 98 percent at the Early Intermediate, Intermediate and Early Advanced levels. However, this year we expect reported results to establish a baseline for our new standardized assessments.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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:

<b>SUBJECT: Language Arts</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #1:</b>
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.
<b>Data Used to Form this Goal:</b>
STAR 360 Reading—2nd-5th grade STAR 360 Early Literacy—K & 1st
<b>Findings from the Analysis of this Data:</b>
The percentage of students attaining benchmark in Essential Skills at the end of the 14-15 year: <ul style="list-style-type: none"><li>• Kindergarten - 76%</li><li>• 1st grade - 78%</li></ul> The percentage of students attaining benchmark in DIBELS at the end of the 14-15 year: <ul style="list-style-type: none"><li>• Kindergarten - 42%</li><li>• 1st grade - 53%</li><li>• 2nd grade - 68%</li><li>• 3rd grade - 58%</li><li>• 4th grade - 62%</li><li>• 5th grade - 34%</li></ul>

**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
	Principal, Coach, Teachers	Assist with facilitating professional development. 8/14-6/16	Classroom supplies/warehouse	4000-4999: Books And Supplies	Discretionary	15000
			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	Supplies/Materials *	4000-4999: Books And Supplies	Title III	10795
	Teachers, Principal	Purchase supplies 8/15-6/16	Supplies/Materials *	4000-4999: Books And Supplies	LCFF - Targeted	22148.00
	Teacher, Principal	Purchase supplies 8/15-6/16	Supplies/Materials *	4000-4999: Books And Supplies		
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	Classified Staff	2000-2999: Classified Personnel Salaries	Discretionary	630
		Purchase Apps 9/15-6/16	Apps for Pre-LTEs, 4th/5th Grade, Environmental Science, CCSS apps	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000
		Math Subscription 8/15				
		Office machines 9/15-6/16	K-5 subscripction	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000
		Maintenance and Service Agreements	0000: Unrestricted	Discretionary	4445	
Meet with Leadership Team to discuss the implementation of ELA units.	Principal, Leadership Team	Coordinate and facilitate meetings 8/15-6/16	Substitutes	1000-1999: Certificated Personnel Salaries	QEIA	2004
	Office Staff	Support educational plan as lead by Leadership Team 8/15-6/16	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**

<b>STRATEGY:</b>
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
<p>Hold Student Success Team (SST) and Coordinated Services Team (CoST) meetings to collaborate on needs of at-risk students and support needed.</p> <p>Staff will monitor at-risk students through the Multi-Tiered System of Supports (MTSS) process, grade level meetings and analysis of data.</p>	Principal, Teachers, CoST/SST	<p>Hire Substitute 8/15-6/16</p> <p>Create MTSS 8/15-9/16</p> <p>Provide PD to teachers on MTSS 8/15-9/16</p>	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	<p>Hire and schedule teachers to provide intervention. 8/15-6/16</p> <p>Collaborate with one another on areas of need intervention and share progress data. 8/15-6/16</p>	Certificated Teachers	1000-1999: Certificated Personnel Salaries	<p>QEIA</p> <p>QEIA</p>	<p>25200</p> <p>31028</p>
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   ORC	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  Contact, recruit and support parent attendance at meetings. 8/15-6/16	Classified Staff	2000-2999: Classified Personnel Salaries	Title III	2000
			Publications		LCFF - Discretionary	500
			Supplies for parents		QEIA	1000

**Strategy #4**

<b>STRATEGY:</b>
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 Technician	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 CUBE 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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>• Parent Compact</li> <li>• Parent involvement Policy</li> <li>• Back to School Night</li> <li>• Program Improvement Status</li> </ul> to inform parents of school goals, programs and activities.	Principal, Coach, ORC, Teachers  Office Staff	Schedule Meetings 8/15-6/16	Classified Staff	2000-2999: Classified Personnel Salaries	Title I	721
		Coordinate Support for Parent Conf. 8/15-6/16	4 Staff, 4 days	2000-2999: Classified Personnel Salaries	Title I	1216
		Coordinate Childcare for Parent Conf. 8/15-6/16	4 Staff, 4 days	2000-2999: Classified Personnel Salaries	Title I	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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> </ul>	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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• STAR 360 Math Assessment</li><li>• Benchmarks from McGraw-Hill Curriculum</li><li>• My Math (McGraw-Hill) Chapter Tests</li></ul>
<b>Findings from the Analysis of this Data:</b>
The percentage of students attaining benchmark on the Envisions End of Year test for the 14-15 year: <ul style="list-style-type: none"><li>• Kindergarten - 77%</li><li>• 1st grade - 56%</li><li>• 2nd grade - 42%</li><li>• 3rd grade - 42%</li><li>• 4th grade - 50%</li><li>• 5th grade - 51%</li></ul>



**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**

<b>STRATEGY:</b>
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	See Goal #1			0
		Teachers to work with ISPs in providing services to students below benchmark.	See Goal #1			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	See Goal #1			0
		PD for parents. 9/15-6/16				
		PD for teachers. 9/15-6/16				

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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>• Parent Compact</li> <li>• Parent involvement Policy</li> <li>• Back to School Night</li> <li>• Program Improvement Status</li> </ul> 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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>• Meets monthly with ASES Administrator and other Liaisons.</li> <li>• Meets with school staff as needed</li> </ul>	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 appropriate 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**

<b>STRATEGY:</b>
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  ORC	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  Contact, recruit and support parent attendance at meetings. 8/15-6/16	See Goals #1 & #2			0

**Strategy #4**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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	2000-2999: Classified Personnel Salaries	Title III	250
			Snacks			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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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
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	2000-2999: Classified Personnel Salaries	LCFF - Targeted	200
			Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	200
			Materials	4000-4999: Books And Supplies	LCFF - Targeted	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 drill 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>• Meets monthly with ASES Administrator and other Liaisons.</li> <li>• Meets with school staff as needed</li> </ul>	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:

<b>SUBJECT: Environmental Science</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
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.
<b>Data Used to Form this Goal:</b>
Assessments are still being created for the assessment of this goal.
<b>Findings from the Analysis of this Data:</b>
Data is expected after Environmental Science assessments have been created.
<b>How the School will Evaluate the Progress of this Goal:</b>
Evaluation of this goal will be both the implementation of the program and data from assessments.

**Strategy #1**

<b>STRATEGY:</b>
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	4 teachers, 12 hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3360
		Plan and teach lessons 6/15-8/16	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**

<b>STRATEGY:</b>
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	Coordinate Assembly (1/15)	K-5th grade assemblies	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	4500
	Teachers	Field Trips (K-5) (2/15)	1 Field trip per class	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	7184
	Office Staff, Translators, and Playground Aides	Provide support (6/15)	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 than 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 respond 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 families	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

<b>Funding Source</b>	<b>Total Expenditures</b>
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			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

### Recommendations and Assurances

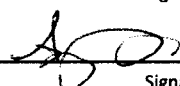
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

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):

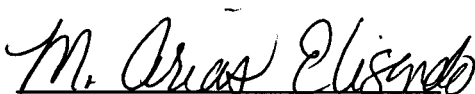
\_\_\_\_\_  
Signature

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:

Mary Arias Elisondo

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



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

9/30/15  
\_\_\_\_\_  
Date

Cynthia Morales

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



\_\_\_\_\_  
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 acerca de la participación general de los padres de familia en el distrito),
- ✓ De la participación de la escuela en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Ramona debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de la política acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso de los estudiantes, y los niveles de dominio que se espera de los estudiantes.

- ✓ **La carpeta de recursos para los padres de familia y la comunidad incluye:**
  - **Normas de la política acerca de la participación escolar,**
  - **Calendario escolar y calendario de reuniones,**
  - **Manual para los padres de familia y los alumnos,**
  - **Solicitud para registrarse como voluntario e información,**
- ✓ **Un folleto de los estándares escolares (Common Core State Standards) son disponibles en la oficina de la escuela**

A petición de los padres de familia, se definirán oportunidades para realizar reuniones ordinarias con el fin de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad.

**El convenio entre la escuela, los padres y el estudiante** forma parte de las normas de la política acerca de la participación de los padres en la escuela. El

convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres, con el fin de mejorar el rendimiento de los estudiantes y los medios por el cual deben ejercerse.

Padres interesados en ser voluntarios en un salón de clase en distrito escolar de Oxnard requiere pases por un proceso de revisión de antecedentes. Después de completar los requisitos los voluntarios serán finalmente aprobados por el maestro y director antes de brindar sus servicios.

A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible.

# 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](mailto:banguiano@oxnardsd.org)

**The District Governing Board approved this revision of the SPSA on September 28, 2015.**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	5
CAASPP Results (All Students) .....	5
CELDT (Annual Assessment) Results.....	7
Title III Accountability (School Data) .....	8
Title III Accountability (District Data).....	9
Planned Improvements in Student Performance .....	10
School Goal #1.....	10
Strategy #1.....	13
Strategy #2.....	16
Strategy #3.....	19
Strategy #4.....	20
Strategy #5.....	21
Strategy #6.....	22
Strategy #7.....	24
School Goal #2.....	25
Strategy #1.....	27
Strategy #2.....	29
Strategy #3.....	31
Strategy #4.....	32
Strategy #5.....	33
Strategy #6.....	34
Strategy #7.....	36
School Goal #3.....	37
Strategy #1.....	39
Strategy #2.....	41
Strategy #3.....	43
Strategy #4.....	44
Strategy #5.....	45
Strategy #6.....	46
Strategy #7.....	48
School Goal #4.....	49
Strategy #1.....	51

Strategy #2.....	53
Strategy #5.....	54
Strategy #6.....	55
Strategy #7.....	56
School Goal #5.....	57
Strategy #1.....	58
Strategy #2.....	60
Strategy #5.....	61
Strategy #6.....	62
Strategy #7.....	63
Centralized Services for Planned Improvements in Student Performance .....	64
Summary of Expenditures in this Plan.....	65
Total Expenditures by Object Type and Funding Source.....	65
Total Expenditures by Funding Source .....	66
Annual Evaluation.....	67
School Site Council Membership .....	70
Recommendations and Assurances.....	71
Parent Involvement Policy.....	72

## School Vision and Mission

### Emilie Ritche Elementary School's Vision and Mission Statements

#### Vision Statement

Emilie Ritche 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 Ritche 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 Ritche 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:

Ritche 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					2	33			4	67	6
<b>1</b>			1	2	17	37	11	24	17	37	46
<b>2</b>	1	2	10	17	23	40	19	33	5	9	58
<b>3</b>	2	4	6	12	24	46	13	25	7	13	52
<b>4</b>			3	9	20	57	8	23	4	11	35
<b>5</b>			15	39	17	45	2	5	4	11	38
<b>Total</b>	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 as 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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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**

<b>STRATEGY:</b>
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
<p>A. Teacher Liaison:</p> <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with and communicates with school staff as needed</li> </ul>	Principal, Teacher Liaison, City Staff and ASP coordinator	September 2015 through June 2016	Centralized Services	None Specified	District Funded	0
<p>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.</p>	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:

<b>SUBJECT: Math</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
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 to 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
The school will support the district implementation of the After School Education and Safety-ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teacher Liaison: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with and communicates with school staff as needed</li> </ul>	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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 June 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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with and communicates with school staff as needed</li> </ul>	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:

<b>SUBJECT: Safety</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #4:</b>
<p>A. Positive Behavior Plan</p> <ul style="list-style-type: none"><li>• All students will be educated in learning environments that are safe, drug-free and conducive to learning.</li><li>• Students will be supported in attending school on time on a daily basis as evidence of 96% of monthly attendance rate.</li><li>• All students will be supported in building positive peer relations as evidence of a reduction of office referrals.</li></ul> <p>B. Emergency Preparedness</p> <ul style="list-style-type: none"><li>• All staff and students will participate in regular safety drills.</li></ul> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, GATE, Foster Youth and Hispanic.</p>
<b>Data Used to Form this Goal:</b>
Office Referrals Discipline files Suspension report Attendance reports Review of School Safety Plan Review of OSD Crisis Intervention/Emergency Operation Plan

**Findings from the Analysis of this Data:**

Increase in complaints about bullying 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**

<b>STRATEGY:</b>
The School will ensure opportunity and educational access/interventions and enrichment for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hold Rtl/SST consultation meetings to discuss additional assistance for students with 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 assistance 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
The school will support the district implementation of the After School Education and Safety-ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teacher Liaison: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with and communicates with school staff as needed</li> </ul>	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:

<b>SUBJECT: Academic Strand Focus</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
All students will engage in learning opportunities to expand their experience with the school-wide Strand focus of Science and Technology.
<b>Data Used to Form this Goal:</b>
First year of implementation.
<b>Findings from the Analysis of this Data:</b>
No data available.
<b>How the School will Evaluate the Progress of this Goal:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with and communicates with school staff as needed</li> </ul>	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.

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance</b>
<b>SCHOOL GOAL #1:</b>
<p>E. Kindergarten - 100% students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.</p> <p>F. 1st Grade - 100% students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency.</p> <p>G. 2nd – 6th Grades: 100% of students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the 2013 STAR in Language Arts.</p> <p>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.</p>

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

## 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

<b>Funding Source</b>	<b>Total Expenditures</b>
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			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

**Recommendations and Assurances**

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

Ava 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

\_\_\_\_\_  
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

*J. 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.
  - Appointments of PTA Board Members at PTA meetings.
- ✓ Participation of a parent on the Superintendent's Parent Advisory Council.
  - This parent reports back to ELAC and SSC.
- ✓ Notifications of all parent meetings, special events and activities via the monthly school newsletter, school marquee and through Connect Ed phone messages.
- ✓ Holding Family Math, Literacy and Technology Nights to provide parents with information on grade level standards, curriculum and ways to help their children at home.
- ✓ Providing appropriate opportunities for parent education through various agencies and programs including the Parent Project and Triple P. All classes are available in English and Spanish.



**Emilie 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 Título 1
- ✓ Acerca de los requisitos del Título 1
- ✓ Acerca de sus derechos de participar (una copia de la Póliza de Involucramiento de los Padres del distrito)
- ✓ Acerca de la participación de la escuela en el Título I (estado del programa de ayuda específica)

Además, la escuela Emilie Ritchen lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar más a los padres en el desarrollo y el acuerdo en común de la Póliza de Involucramiento de los Padres en la escuela.

Los padres son proporcionados con una descripción y explicación del plan de estudios en uso en la escuela, acerca de las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que los estudiantes deben cumplir.

- ✓ El Cuaderno de Recursos de Padres y de la Comunidad incluirá:
  - Póliza de Involucramiento de Padres
  - Calendario de la Escuela/Reuniones
  - Guía de Padres/Estudiantes
  - Aplicaciones / Información acerca de Voluntarios
  - Información de Evaluación
  - Descripciones del plan de estudios para Artes del Lenguaje Inglés y Matemáticas y otras áreas de contenido.
- ✓ El sitio Web de la escuela proporciona información acerca del personal, actividades en el salón y recursos para los padres.
- ✓ El boletín mensual proporciona información de actividades y eventos en la escuela.



Si los padres solicitan, se les dará la oportunidad en las reuniones regulares formular sugerencias y participar, según corresponda, en decisiones relacionadas a la educación de sus hijos, y se tratará de responder a cualquier sugerencia tan pronto sea posible. A los padres y miembros de la comunidad se les dará respuestas oportunas a sus inquietudes y sugerencias.

- ✓ Consejo Escolar
- ✓ Comité Asesor de Aprendices al Inglés
- ✓ Café con la Directora

**El Acuerdo de la Escuela/Padres/Estudiantes** es una parte de la Póliza de Involucramiento de los Padres. El Acuerdo fue desarrollado por maestros, padres y administradores. En él se describen las responsabilidades de la escuela y los padres para mejorar el desempeño de los estudiantes y los medios de cómo hacerlo.

**Desarrollo de capacidades** para la participación de los padres y la comunidad se muestra en la Póliza de Involucramiento de Padres del distrito. Incluyendo las siguientes actividades específicas:

- ✓ Elecciones para el Consejo Escolar y miembros de ELAC.
- ✓ Peticiones de voluntarios para la PTA durante las reuniones y a través del Boletín mensual.
  - Nombramiento de miembro de la junta de PTA en las reuniones de la PTA.
- ✓ La participación de los padres en el Consejo Asesor de Padres del Superintendente.
  - El padre da el informe durante las reuniones del ELAC y del Consejo Escolar.
- ✓ Las notificaciones de todas las reuniones de padres, eventos y actividades especiales a través del boletín mensual, el letrero enfrente de la escuela y a través de mensajes de teléfono de conexión ed.
- ✓ Tener Noches Familiares de Matemáticas, Lectura y Tecnología para proporcionar información a los padres acerca de las normas de nivel de grado, plan de estudios y maneras de cómo puede ayudar a sus hijos en casa.
- ✓ Brindar oportunidades adecuadas para la educación de los padres a través de agencias y programas que incluye el Proyecto de Padres y Triple P. Todas las clases están disponibles en inglés y español.

# The Single Plan for Student Achievement

**School:** Rose Avenue Elementary School-The School of Science and Wellness  
**CDS Code:** 5672538605370  
**District:** Oxnard School District  
**Principal:** Dr. Shannon Coletti  
**Revision Date:** 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 .**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	5
CAASPP Results (All Students) .....	5
CELDT (Annual Assessment) Results.....	7
Title III Accountability (School Data) .....	8
Title III Accountability (District Data).....	9
Planned Improvements in Student Performance .....	10
School Goal #1.....	10
Strategy #1.....	12
Strategy #2.....	13
Strategy #3.....	16
Strategy #4.....	17
Strategy #5.....	18
Strategy #6.....	19
Strategy #7.....	20
School Goal #2.....	21
Strategy #1.....	23
Strategy #2.....	24
Strategy #3.....	25
Strategy #4.....	26
Strategy #5.....	27
Strategy #6.....	28
Strategy #7.....	29
School Goal #3.....	30
Strategy #1.....	32
Strategy #2.....	34
Strategy #3.....	35
Strategy #4.....	36
Strategy #5.....	37
Strategy #6.....	38
Strategy #7.....	39
School Goal #4.....	40
Strategy #1.....	42

Strategy #2.....	44
Strategy #3.....	45
Strategy #4.....	46
Strategy #5.....	47
Strategy #6.....	48
Strategy #7.....	49
School Goal #5.....	50
Strategy #1.....	51
Strategy #2.....	52
Strategy #3.....	53
Strategy #4.....	54
Strategy #5.....	55
Strategy #6.....	56
Strategy #7.....	57
Centralized Services for Planned Improvements in Student Performance .....	58
Summary of Expenditures in this Plan .....	63
Total Expenditures by Object Type and Funding Source .....	63
Total Expenditures by Funding Source .....	64
Annual Evaluation.....	65
School Site Council Membership .....	68
Recommendations and Assurances.....	69
Parent Involvement Policy.....	70

## 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			1	9	3	27	5	45	2	18	11
<b>1</b>	1	1	6	5	48	40	33	28	32	27	120
<b>2</b>	2	2	14	15	31	32	33	34	16	17	96
<b>3</b>	1	1	15	15	44	45	25	26	12	12	97
<b>4</b>	1	2	16	27	29	49	7	12	6	10	59
<b>5</b>	4	6	21	31	35	51	6	9	2	3	68
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

#### 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	August 2015-June 2016	Substitute cost	1000-1999: Certificated Personnel Salaries	Title I	20,100.00
	Teachers for each grade level	August 2015-June 2016				
	Principal	August 2015-June 2016				
	Assistant Principal					
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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, teachers	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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	March 2016-June 2016	None Specified			

**Strategy #5**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Migrant –School Readiness Program (MESRP)</li> </ul> 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**

<b>STRATEGY:</b>
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 from the Intermediate feeder schools.	Principal, teachers	March 2016 -June 2016		None Specified		

**Strategy #5**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>School wide attendance program.</li> <li>Parent mediation meetings.</li> <li>Attendance Club.</li> <li>A2A program (Attention to attendance)</li> </ul>	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**

<b>STRATEGY:</b>
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 <ul style="list-style-type: none"> <li>• Monthly fire drill</li> <li>• Bi-monthly Priority 1/2 drills</li> <li>• Quarterly earthquake drills</li> <li>• Annual evacuation drill</li> <li>• Professional development for first aid and safety.</li> </ul>	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
AFTER SCHOOL PROGRAM:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Designate a Teacher Liaison to coordinate the After School Program with principal and staff. <ul style="list-style-type: none"> <li>Attend monthly coordination meetings at District and on site.</li> </ul>	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:

<b>SUBJECT: Science and Wellness Strand Focus</b>
<b>LEA GOALS:</b>
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
<b>SCHOOL GOAL #5:</b>
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.
<b>Data Used to Form this Goal:</b>
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
<b>Findings from the Analysis of this Data:</b>
School wide achievement in all areas has occurred.
<b>How the School will Evaluate the Progress of this Goal:</b>
Weekly, monthly, quarterly and annual progress monitoring and evaluation.

**Strategy #1**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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
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

<b>Funding Source</b>	<b>Total Expenditures</b>
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:

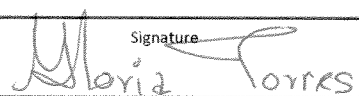
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Shannon Coletti, Ed.D.	X				
Pablo Ordaz	X				
Raquel Rodriguez			X		
Laura Ambriz		X			
Elizabeth Favila		X			
Virginia Delgado				X	
Yvonne Hernandez				X	
Joaquin Moreno				X	
Mayra Rivera				X	
Jo Ann Olivares			X		
<b>Numbers of members of each category:</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>5</b>	

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

### Recommendations and Assurances



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

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

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

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		10-8-15
Typed Name of School Principal	Signature of School Principal	Date
		10-8-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



OXNARD SCHOOL DISTRICT  
[www.oxnardsd.org](http://www.oxnardsd.org)  
**Rose Avenue Elementary School**  
220 South Driskill Street, Oxnard CA 93030  
(805) 385-1575 Fax: (805) 485-8061

## **School Parental Involvement Policy**

### STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

- ✓ **Parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, 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):**

*The School of Science and Wellness*



## OXNARD SCHOOL DISTRICT

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- ✓ 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.

*The School of Science and Wellness*





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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**

*The School of Science and Wellness*



## OXNARD SCHOOL DISTRICT

[www.oxnardsd.org](http://www.oxnardsd.org)

### Rose Avenue Elementary School

220 South Driskill Street, Oxnard CA 93030

(805) 385-1575 Fax: (805) 485-8061

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 acerca de la participación general de los padres de familia en el distrito)
- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela 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.



OXNARD SCHOOL DISTRICT

[www.oxnardsd.org](http://www.oxnardsd.org)

**Rose Avenue Elementary School**

220 South Driskill Street, Oxnard CA 93030

(805) 385-1575 Fax: (805) 485-8061

**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](mailto:swennes@oxnardsd.org)

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

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	7
CAASPP Results (All Students) .....	7
CELDT (Annual Assessment) Results.....	9
Title III Accountability (School Data) .....	10
Title III Accountability (District Data).....	11
Planned Improvements in Student Performance .....	12
School Goal #1.....	12
Strategy #1.....	14
Strategy #2.....	18
Strategy #3.....	20
Strategy #4.....	21
Strategy #5.....	22
Strategy #6.....	24
Strategy #7.....	26
School Goal #2.....	27
Strategy #1.....	29
Strategy #2.....	31
Strategy #3.....	33
Strategy #4.....	34
Strategy #5.....	35
Strategy #6.....	36
Strategy #7.....	38
School Goal #3.....	39
Strategy #1.....	41
Strategy #2.....	43
Strategy #3.....	44
Strategy #4.....	45
Strategy #5.....	46
Strategy #6.....	47
Strategy #7.....	48
School Goal #4.....	49
Strategy #1.....	51

Strategy #2.....	53
Strategy #3.....	54
Strategy #4.....	55
Strategy #5.....	56
Strategy #6.....	57
Strategy #7.....	59
School Goal #5.....	60
Strategy #1.....	61
Strategy #2.....	62
Strategy #3.....	63
Strategy #4.....	64
Strategy #5.....	65
Strategy #6.....	66
Strategy #7.....	67
Centralized Services for Planned Improvements in Student Performance .....	68
Summary of Expenditures in this Plan.....	70
Total Expenditures by Object Type and Funding Source .....	70
Total Expenditures by Funding Source .....	71
Annual Evaluation.....	72
School Site Council Membership.....	75
Recommendations and Assurances.....	76
Parent Involvement Policy.....	77

## 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					3	50	2	33	1	17	6
<b>1</b>	2	3	8	11	28	40	18	26	14	20	70
<b>2</b>			5	8	23	38	21	35	11	18	60
<b>3</b>	3	4	14	18	33	42	16	21	12	15	78
<b>4</b>			16	32	21	42	7	14	6	12	50
<b>5</b>	2	5	18	49	11	30	4	11	2	5	37
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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 2014/2015, 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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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  2000-2999: Classified Personnel Salaries	LCFF - Targeted	500.00
					Discretionary	500.00

**Strategy #4**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
-STAR Math Assessments (grades K-5)
<b>Findings from the Analysis of this Data:</b>
The percentage of students at/above benchmark on the STAR Math Assessment: <ul style="list-style-type: none"><li>• Kindergarten - not given</li><li>• 1st grade - 40%</li><li>• 2nd grade - 18%</li><li>• 3rd grade - 38%</li><li>• 4th grade - 41%</li><li>• 5th grade - 44%</li></ul>

**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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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:

<b>SUBJECT: English Learners</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #3:</b>
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.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• CELDT</li><li>• AMAO data</li><li>• Interim Formative Assessments</li></ul>
<b>Findings from the Analysis of this Data:</b>
CELDT data <ul style="list-style-type: none"><li>• AMAO #1 - 50.2%</li><li>• AMAO #2 - a. less than 5 years - 14.6%</li></ul> 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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> <li>Meets monthly with ASES Administrator and other Liaisons.</li> <li>Meets with school staff as needed</li> </ul>	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:

<b>SUBJECT: Academic Strand Focus</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
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.
<b>Data Used to Form this Goal:</b>
This is the first year for this goal, and therefore we will be collecting baseline data.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Classroom observation</li><li>• Performance Task assessment outcomes</li><li>• Physical Fitness Testing</li></ul>

**Strategy #1**

<b>STRATEGY:</b>
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 - 5800: Artist in the Classroom, Art Trek, and Focus on the Masters	Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	13,000.00



**Strategy #2**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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.

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance</b>	
<b>SCHOOL GOAL #1:</b>	
<p><b>GOAL #1: ELA</b> Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth.</p>	
<p><b>GOAL #2: MATH</b> Students shall obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative assessments.</p>	
<p><b>GOAL #3: ENGLISH LEARNERS</b> 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.</p>	
<p><b>GOAL #4: SAFETY</b> A. Positive Behavior Plan:</p> <ul style="list-style-type: none"> <li>All students will be educated in learning environments that are safe, drug-free and conducive to learning.</li> <li>Students will be supported in attending school on time on a daily basis.</li> </ul> <p>B. Emergency Preparedness:</p> <ul style="list-style-type: none"> <li>All students and staff are aware of emergency plans and participate in regular safety drills.</li> </ul>	
<p>These goals pertain to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>	

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
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	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Otilia 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:

Sally Wennes

Typed Name of School Principal

Sally Wennes  
Signature of School Principal

9/23/15  
Date

Mary Marx

Typed Name of SSC Chairperson

Mary Marx  
Signature of SSC Chairperson

9/23/15  
Date

**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 hayan enseñado 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.**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
School and Student Performance Data .....	5
CAASPP Results (All Students) .....	5
CELDT (Annual Assessment) Results.....	7
Title III Accountability (School Data) .....	8
Title III Accountability (District Data).....	9
Planned Improvements in Student Performance .....	10
School Goal #1.....	10
Strategy #1.....	12
Strategy #2.....	20
Strategy #3.....	30
Strategy #4.....	31
Strategy #5.....	33
Strategy #6.....	37
Strategy #7.....	42
School Goal #2.....	43
Strategy #1.....	45
Strategy #2.....	50
Strategy #3.....	60
Strategy #4.....	61
Strategy #5.....	63
Strategy #6.....	66
Strategy #7.....	69
School Goal #3.....	70
Strategy #1.....	72
Strategy #2.....	79
Strategy #3.....	85
Strategy #4.....	86
Strategy #5.....	88
Strategy #6.....	93
Strategy #7.....	96
School Goal #4.....	97
Strategy #1.....	99

Strategy #2.....	110
Strategy #3.....	114
Strategy #4.....	115
Strategy #5.....	116
Strategy #6.....	119
Strategy #7.....	123
School Goal #5.....	124
Strategy #1.....	125
Strategy #2.....	128
Strategy #3.....	131
Strategy #4.....	132
Strategy #5.....	133
Strategy #6.....	135
Strategy #7.....	137
Centralized Services for Planned Improvements in Student Performance .....	138
Summary of Expenditures in this Plan.....	140
Total Expenditures by Object Type and Funding Source .....	140
Total Expenditures by Funding Source .....	141
Annual Evaluation.....	142
School Site Council Membership.....	145
Recommendations and Assurances.....	146
Parent Involvement Policy.....	147

## 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			2	29	3	43	1	14	1	14	7
<b>1</b>	3	5	11	20	21	38	18	32	3	5	56
<b>2</b>			6	11	30	53	14	25	7	12	57
<b>3</b>	2	3	13	21	25	41	15	25	6	10	61
<b>4</b>			14	24	33	57	9	16	2	3	58
<b>5</b>	2	5	17	46	17	46	1	3			37
<b>6</b>	1	4	10	40	9	36	5	20			25
<b>7</b>	3	16	6	32	9	47	1	5			19
<b>8</b>	2	11	9	50	5	28	2	11			18
<b>Total</b>	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
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### 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:

<b>SUBJECT: Language Arts</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #1:</b>
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.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• DIBELS data</li><li>• Essential Skills</li><li>• Interim Formative Assessments (K-5)</li></ul>
<b>Findings from the Analysis of this Data:</b>
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	September 2015-May 2016  Actively participate in Instructional Rounds. Develop their own Language Arts lessons.				
	Site Administration	September 2015-May 2016  Provide needed support and resources.				
	District EL TOSA	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	August 2015- June 2016  Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	N/A	None Specified		
	Site Academic Coach	August 2015- June 2016  Prepare and deliver professional development in the area of Language Arts .				



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
<p>Technology will be integrated consistently with the Common Core Language Arts Standards:</p> <p>Students will be provided with additional opportunities to practice and strengthen their literacy skills through the computer based programs Accelerated Reader, LightSail, MyOn and CORE 5.</p>	Teachers	<p>August 2015-July 2015</p> <p>Integrate AR and CORE 5 in their lessons in order to reinforce and/or enrich academic concepts.</p>	<p>Yearly subscription to Accelerated Reader 360</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	District Funded	
			<p>Yearly Subscription to CORE 5 LightSail</p> <p>MyOn</p>	<p>None Specified</p> <p>None Specified</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>		
<p>Technology will be integrated consistently with the Common Core Language Arts Standards:</p> <p>Teachers will integrate iPad applications and e-books in their lessons in order to reinforce and enrich academic concepts.</p>	Teachers	<p>August 2015-July 2016</p> <p>Integrate iPad applications lessons in order to reinforce and/or enrich academic concepts.</p>	<p>Purchase Academic Applications</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	Title I	7000
			<p>Purchase Academic Applications</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	LCFF - Targeted	3000
			<p>E-Books</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	LCFF - Targeted	5000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Technology will be integrated consistently with the Common Core Language Arts Standards:</p> <p>The school will provide and replenish technology equipment in order to enhance our current technology for students (Student Headphones, Smart Board Adapters, etc.).</p>	Teachers	August 2015-July 2016	Apple TVs	4000-4999: Books And Supplies	Discretionary	1000
		Teachers will use the Smart Board Adapters and Apple TVs to enhance daily lessons for students.	Student Headphones	4000-4999: Books And Supplies	Title I	1500
		Teachers will allow students to use headphones when needed for their iPads.	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
<p>Materials and supplies will be purchased to support the core instructional program.</p>	Teachers	August 2015-June 2016	Materials and Supplies	4000-4999: Books And Supplies	Title I	1000
		Identify and request supplemental materials.	Novels	4000-4999: Books And Supplies	LCFF - Targeted	5000
	Site Administration	August 2015- June 2016				
		Allocate funds to purchase the needed supplemental materials.				

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
	Teachers	August 2015-June 2016  Identify the needed supplemental materials to enrich and review lessons for students.	Maintenance Agreements	5000-5999: Services And Other Operating Expenditures	Discretionary	3500
			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
	District Office	August 2015-June 2016  Allocate financial resources to pay for conference, travel and accommodations.	Conference registration fees and travel expenses	5000-5999: Services And Other Operating Expenditures	Title I	4000
			Professional Membership Dues	5800: Professional/Con sulting 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	August 2015-June 2016  Will implement the school wide writing program.	EST (2-5)	1000-1999: Certificated Personnel Salaries	District Funded	
	EST (2-5)	August 2015-June 2016  Will provide support to teachers in the area of writing.				
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	4000-4999: Books And Supplies	District Funded	
			Professional Development	1000-1999: Certificated Personnel Salaries	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	August 2015-June 2016  Provide required support.	EST (2-5) Salary	1000-1999: Certificated Personnel Salaries	District Funded	
	EST (2-5)	August 2015-June 2016  Support teachers in the are of technology.	Site Technology Technician	2000-2999: Classified Personnel Salaries	District Funded	
	Site Technology Technician	August 2015-June 2016  Maintain equipment and software.	Additional Site Technology Support	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	10360
			Additional Site Technology Support	2000-2999: Classified Personnel Salaries	Discretionary	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: Certified 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	ISPs	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	30000	
		Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester.	Para-Educators	2000-2999: Classified Personnel Salaries	Title I	37000	
		Provide Substitutes	Para-Educators	2000-2999: Classified Personnel Salaries	LCFF - Targeted	13173	
	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	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	Teacher Extra Pay	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000	
		Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester.	Student Monitoring Teacher Coverage	1000-1999: Certificated Personnel Salaries	Discretionary	1000	
		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.				
			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	January 2016-May 2016  Meet with students at least two times during the school year.	N/A	None Specified		
	Teachers	August 2015-June 2016  Provide information to school administration of students' progress.				
	ORC	August 2015-June 2016  Support students and their families with sources.				
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	August 2015-June 2016  Guide students in the use of appropriate technology tools.	Site Technology Technician Salary	2000-2999: Classified Personnel Salaries	District Funded	
	Site Technology Technician	August 2015- June 2016  Maintain equipment and software to support student learning.	Applications Light Sail			
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)	1000-1999: Certificated Personnel Salaries	District Funded	
			Materials	4000-4999: Books And Supplies	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 Administration	August 2015-June 2016  Schedule IEP meetings and attend as the district representative.	Floater Substitute	1000-1999: Certificated Personnel Salaries	Discretionary	2000
	Special Education Team	August 2015-June 2016  Prepare IEPs and communicate with families IEP goals and student progress in meeting such goals.				
	Parents	August 2015-June 2016  Attend Meetings and provide feedback to the team.				
Administration will hold end of the year grade level meetings to discuss future placement of students.	Site Administration	May 2015  Allocate resources and facilitate a collaborative meeting.	Floater Substitute	1000-1999: Certificated Personnel Salaries	Discretionary	500
	Teachers	May 2015  Prepare students' articulation cards and provide feedback on students' needs.				

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	August 2015-June 2016 Allocate resources	Academic Incentives	4000-4999: Books And Supplies	LCFF - Targeted	5000
	Teachers	August 2015-June 2016 Identify students who will be recognized	Student/Parent Breakfast	None Specified		
The school will hold Awards Assemblies for (6-8) students each trimester to recognize their academic achievements.	Site Administration	August 2015-June 2016 Allocate resources	Honor Roll T-Shirts	4000-4999: Books And Supplies	LCFF - Targeted	5000
	Teachers	August 2015-June 2016 Identify students who will be recognized	Student/Parent Breakfast	None Specified		
The school will actively promote students' attendance by offering each trimester rewards for attending school every day on time.	Site Administration	August 2015-June 2016 Allocate resources	Attendance Incentives	4000-4999: Books And Supplies	LCFF - Targeted	3000
	ORC	August 2015-June 2016 Provide tools and assist families with appropriate resources.				
	Attendance Technician	August 2015-June 2016 Monitor student attendance				

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	June 2015	AVID Field Trips	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	500
		Develop a master schedule which includes MESA and AVID.	AVID Tutors	2000-2999: Classified Personnel Salaries	Discretionary	2000
	Teachers	June 2015	MESA Field Trips	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	250
		Active recruitment of students for MESA and AVID.	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	Buses to support field trips	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	1000
		Identify and organize field trips which will enrich current units of study.	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.	Extra Hours for Middle School Teachers	1000-1999: Certificated Personnel Salaries	Discretionary	1000
		Work collaboratively with Elementary School Teachers.				
	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	Extra hours for teachers	1000-1999: Certificated Personnel Salaries	Title I	3000
		Provide Arts lessons to students K-2 grade.				
	Club Advisors	September 2015-June 2016	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1000
		Monitor Students during club meetings and advice them of best practices.	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
	Kindergarten Teachers	June 2015  Prepare and facilitate the parent meetings.	Materials	4000-4999: Books And Supplies	LCFF - Targeted	500
			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	April 2016-June 2016  Provide release time to allow for the collaboration meetings.	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000
	Site Academic Coach	April 2016-June 2016  Provide student data.				
	Teachers	April 2016-June 2016  Be active participants of all Collaboration Meetings.				
Administration will hold parent and student meetings to address the upcoming transition from elementary to middle school/ middle school to high school.	Site Administration	April 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	June 2016 Provide release time to allow for the collaboration meetings.	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000
	Site Academic Coach	June 2016 Provide student data.				
	Teachers	June 2016 Be active participants of all Collaboration Meetings.				

**Strategy #5**

**STRATEGY:**

PROFESSIONAL DEVELOPMENT: The school will provide professional development to support the Common Core State Standards for Language Arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and administration will attend academic conferences in order to enhance their current practices ( AVID, CAG, 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	August 2015- June 2016  Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	Refer to Goal # 1 Strategy # 1			
	Site Academic Coach	August 2015- June 2016  Prepare and deliver professional development based on the Common Core.				
	District EL TOSA	August 2015- June 2016  Prepare and deliver professional development based on SIOP.				
SIP Days:  The school will provide staff Development for teachers in the area of the Language Arts Common Core.	Site Administration	August 2015 and October 2015  Facilitate and provide professional development.	Refer to Goal # 1 Strategy # 1			
	Teachers	August 2015 and October 2015  Be active participants during the professional development.				

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	August 2015-June 2016  Allocate resources for registration fees and teacher coverage.	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000
	Teachers	August 2015-June 2016  Be active participants during the professional development.	Registration Fees	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	2500
				Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Discretionary
Teachers and administration will participate in school visitations to successful (K-8) DLI sites.	Site Administration	August 2015-June 2016  Allocate resources and schedule visits.	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	2000
	DLI Teachers	August 2015-June 2016  Be active participants during the visits.				
Middle School AVID teachers will continue to develop AVID strategies and skills.	Site Administration	August 2015-June 2016  Allocate resources	Refer to Goal # 1 Strategy #1			
	AVID 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
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	August 2015-June 2016  Allocate resources and collaborate directly with VCOE's Director of Curriculum.	ATDLE PD Services	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
	DLI Teachers	August 2015-June 2016  Be active participants during the professional development.				

**Strategy #6**

<b>STRATEGY:</b>
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	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.	Child Care  Refer to Goal 1 Strategy # 1  Interpreting Services  Refer to Goal 1 Strategy # 7			
	Site Administration	August 2015-June 2016  Administration will provide incentives for parent/community participation in school sponsored meetings.	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	August 2015  Organize and facilitate with parents/community the development of the school's Parent Compact.	N/A	None Specified		
	Parents/Community	August 2015  Work collaboratively with Site Administration in developing the school's Parent Compact.				

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	August 2015  Organize and facilitate with parents/community the development of the school's Parent Involvement Policy.	N/A	None Specified		
	Parents/Community	August 2015  Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.				
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.	Administration	August 2015- June 2016  Allocate the needed resources.	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1500
	Teachers	August 2015-2016  Prepare materials and prepare content for family nights.	Materials	4000-4999: Books And Supplies	LCFF - Targeted	500
	Parents	August 2015-2016  Attend family nights				

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	August 2015-2016  Prepare materials and prepare content for the meeting.	Materials	4000-4999: Books And Supplies	LCFF - Targeted	500
	Parents	August 2015-2016  Attend meetings	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			
Parent/Teacher conferences will be held to inform families of students' progress.	Teachers	August 2015-June 2016  Schedule and prepare content for parent/teacher conferences	N/A	None Specified		
	Parents	August 2015-June 2016  Attend meetings				

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	September 2015  Allocate financial resources for parents to attend the Ventura County CABE Conference.	Registration Fees	5000-5999: Services And Other Operating Expenditures	Discretionary	1000
	Parents	September 2015  Attend the Ventura County CABE Conference.  Share information during parent meetings such as ELAC, SSC and PTA.				

**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:

<b>SUBJECT: Math</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #2:</b>
<p>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.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic.</p>
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Envisions End of the Year tests (K-5)</li><li>• Interim Formative Assessments (3-8)</li></ul>

**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**

<b>STRATEGY:</b>
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	Refer to goal # 1			
		Collaborate once a month to plan and modify instructional lessons based on the Common Core.				
	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	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.	Refer to goal # 1			
	Teachers	September 2015-May 2016  Actively participate in the coaching cycle. Develop their own Common Core lessons.				
	District EL TOSA	September 2015-May 2016  Support teachers and the Academic Coach in integrating SIOP with the Common Core.				
	Site Administration	September 2015-May 2016  Arrange coverage for teachers				
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	August 2015-June 2016  Identify and request supplemental materials.	Refer to goal #1			
	Site Administration	August 2015- June 2016  Allocate funds to purchase the needed supplemental materials.				
Teachers will have the opportunity to copy instructional materials in order to supplement and reinforce Math Common Core Lessons.	Site Academic Coach	August 2015-June 2016  Work with teachers to identify the needed supplemental materials to enrich and review lessons for students.	Refer to goal #1			
	Teachers	August 2015-June 2016  Identify the needed supplemental materials to enrich and review lessons for students.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Technology will be integrated consistently with the Common Core Math Standards:</p> <p>Provide extra support to teachers in the area of educational applications in order to directly support students direct access to the required technology.</p> <p>Site Technology Technician will maintain equipment and software to support student learning through technology.</p>	<p>Site Administration</p> <p>EST (2-5)</p> <p>Site Technology Technician</p>	<p>August 2015 -June 2016</p> <p>Provide needed resources</p> <p>August 2015-June 2016</p> <p>Support teachers in the are of technology.</p> <p>August 2015-June 2016</p> <p>Maintain equipment and software.</p>	Refer to goal #1			
<p>The school will provide the IXL Math software/iPad program to students K-8 for differentiated Common Core Math practice.</p>	<p>Teachers</p> <p>Site Administration</p>	<p>Structure time and monitor student use of the IXL Math program. Students will work at their independent Math level.</p> <p>Allocate resources to acquire the IXL yearly site license.</p>	Yearly License Fee	5000-5999: Services And Other Operating Expenditures	Title I	9000
<p>The school will provide STAR 360 Math program to students K-8 for differentiated Common Core Math practice.</p>	<p>Teachers</p> <p>Site Administration</p>	<p>Structure time and monitor student use of STAR 360 Math program. Students will work at their independent Math level.</p> <p>Allocate resources to acquire the STAR 360 Math yearly site license.</p>	Yearly Licence Fee	None Specified		

**Strategy #2**

<b>STRATEGY:</b>
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	September 2015-June 2016  Facilitate the meetings and provide resources and support.	Refer to goal # 1			
	ORC	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.				

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.

	<p>Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester.</p> <p>Allow for grade level meetings at least once a month.</p>
Teachers	<p>August 2015-May 2016</p> <p>Be active participants of Student Monitoring Meetings and of Grade Level meetings.</p>
ORC	<p>August 2015-May 2016</p> <p>Support Teachers with resources for students and their families.</p>
Site Academic Coach	<p>August 2015-May 2016</p> <p>Guide and support ISPs with resources.</p>
ISP	<p>August 2015-May 2016</p> <p>Provide targeted instruction to students K-8.</p>
Para-Educator	<p>August 2015-May 2016</p> <p>Support the classroom teacher in providing targeted instruction to</p>



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	August 2015 -May 2016	Refer to goal # 1			
		Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester.				
		Allow for grade level meetings at least once a month.				
	Teachers	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
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	August 2015-June 2016  Guide students in the use of appropriate technology tools	Refer to goal #1			
	Site Technology Technician	August 2015- June 2016  Maintain equipment and software to support student learning.				
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	August 2015-June 2016  Schedule IEP meetings and attend as the district representative.	Refer to goal #1			
	Special Education Team	August 2015-June 2016  Prepare IEPs and communicate with families IEP goals and student progress in meeting such goals.				
	Parents	August 2015-June 2016  Attend Meetings and provide feedback to the team.				
Site Administration will hold end of the year grade level meetings to discuss future placement of students.	Site Administration	May 2015  Allocate resources and facilitate a collaborative meeting.	Refer to goal #1			
	Teachers	May 2015  Prepare students' articulation cards and provide feedback on students' needs.				

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	August 2015-June 2016 Allocate resources	Refer to goal #1			
	Teachers	August 2015-June 2016 Identify students who will be recognized				
The school will hold Awards Assemblies for (6-8) students each trimester to recognize their academic achievements.	Site Administration	August 2015-June 2016 Allocate resources	Refer to goal #1			
	Teachers	August 2015-June 2016 Identify students who will be recognized				
The school will actively promote students' attendance by offering each trimester reward for attending school every day on time.	Site Administration	August 2015-June 2016 Allocate resources	Refer to goal # 1			
	ORC	August 2015-June 2016 Provide tools and assist families with appropriate resources.				
	Attendance Technician	August 2015-June 2016 Monitor student attendance				

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	March 2015  Develop a master schedule which includes MESA and AVID.	Refer to goal # 1			
	Teachers	March 2015  Active recruitment of students for MESA and AVID.				
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	September 2015-June 2016  Develop and deliver art lessons based on specific grade level.	Refer to goal # 1			
	Club Advisors	September 2015-June 2016  Monitor students during club meetings and advice them of best practices.				

**Strategy #3**

<b>STRATEGY:</b>
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	June 2016  Facilitate resources for teachers to successfully conduct the meetings.	Refer to goal # 1			
	Kindergarten Teachers	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
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	April 2016-June 2016  Provide release time to allow for the collaboration meetings.	Refer to goal # 1			
	Site Academic Coach	April 2016-June 2016  Provide student data.				
	Teachers	April 2016-June 2016  Be active participants of all Collaboration Meetings.				
Administration will hold parent and student meetings to address the upcoming transition from elementary to middle school/ middle school to high school.	Site Administration	April 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	February 2016 Provide release time to allow for the collaboration meetings.	Refer to goal # 1			
	Site Academic Coach	February 2016 Provide student data.				
	Teachers	February 2016 Be active participants of all Collaboration Meetings.				

**Strategy #5**

<b>STRATEGY:</b>
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	August 2015- June 2016  Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	Refer to goal # 1			
	Site Academic Coach	August 2014- June 2015  Prepare and deliver professional development based on the Common Core.				
	District EL TOSA	August 2014- June 2015  Prepare and deliver professional development based on SIOP.				
SIP Days:  The school will provide staff Development for teachers in the area of math Common Core.	Site Administration	August 2015 and October 2015  Facilitate and provide professional development.	Refer to goal # 1			
	Teachers	August 2015 and October 2015  Be active participants during the professional development.				

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	August 2015-June 2016  Allocate resources for registration fees and teacher coverage.	Refer to goal # 1			
	Teachers	August 2015-June 2016  Be active participants during the professional development.				
Teachers and administration will participate in school visitations to successful (K-8) DLI sites.	Site Administration	August 2015-June 2016  Allocate resources and schedule visits.	Refer to goal # 1			
	DLI Teachers	August 2015-June 2016  Be active participants during the visits.				
Middle School AVID teachers will continue to develop AVID strategies and skills.	Site Administration	August 2015-June 2016  Allocate resources	Refer to goal # 1			
	AVID Teachers	August 2015-June 2016  Be active participants during the professional development.				

**Strategy #6**

<b>STRATEGY:</b>
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	August 2015  Organize and facilitate with parents/community the development of the school's Parent Compact.	N/A	None Specified		
	Parents/Community	August 2015  Work collaboratively with Site Administration in developing the school's Parent Compact.				
School Administration and parents/community will jointly develop a Parent Involvement Policy.	Site Administration	August 2015  Organize and facilitate with parents/community the development of the school's Parent Involvement Policy.	N/A	None Specified		
	Parents/Community	August 2015  Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.				
A series of parent Outreach/Informational Meetings will be held in order to inform parents of math expectations.	Site Administration	August 2015-2016  Prepare materials and prepare content for the meeting.	Refer to goal #1			
	Parents	August 2015-2016  Attend meetings				

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	August 2015-June 2016 Schedule and prepare content for parent/teacher conferences	Refer to goal #1			
	Parents	August 2015-June 2016 Attend 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	August 2015-June 2016  Will maintain constant communication with the After School Program Personnel.	Refer to goal # 1			
	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.	Refer to goal # 1			
	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 #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:

<b>SUBJECT: English Learners</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #3:</b>
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.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• CELDT</li><li>• STAR 360</li><li>• AMAO Data</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• AMAO #1: 49.6%</li><li>• AMAO #2: Less than 5 years 19.5%, More than 5 years 44.8%</li><li>• AMAO #3:</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• CELDT</li><li>• STAR 360</li><li>• AMAO Data</li><li>• ELRT Progress Monitoring Data</li><li>• IPT</li></ul>



**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	Refer to goal # 1			
		Collaborate to plan and modify ELD instructional lessons.				
	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	Refer to goal # 1			
		Prepare and deliver demonstration lessons based on ELD for primary grades (K-6).				
	Engage teachers in the coaching cycle.					
	District EL TOSA	August 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	August 2015-June 2016  Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	Refer to goal # 1			
	Site Academic Coach	August 2015-June 2016  Prepare and deliver professional development based on ELD.				
	District EL TOSA	August 2015-June 2016  Prepare and deliver professional development based on SIOP and ELD.				
School Leadership Meetings:  The school's Leadership Team will meet monthly to discuss and collaboratively develop a school plan in order to improve 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
<p>Technology will be integrated consistently with the Common Core ELD standards:</p> <p>Students will be provided with additional opportunities to practice and strengthen their literacy skills through the computer based programs Accelerated Reader, Rosetta Stone, E-Books and CORE 5.</p>	Teachers	<p>August 2015-June 2016</p> <p>Integrate AR, Rosetta Stone and CORE 5 in their lessons in order to reinforce and/or enrich language academic concepts.</p>	Refer to goal # 1			
<p>Technology will be integrated consistently with the Common Core ELD standards:</p> <p>Integrate iPad applications to reinforce and enrich academic concepts.</p>	Teachers	<p>August 2015-June 2016</p> <p>Integrate iPad applications lessons in order to reinforce and/or enrich language academic concepts.</p>	Refer to goal # 1			
<p>Technology will be integrated consistently with the Common Core ELD standards:</p> <p>The school will provide technology equipment in order to enhance our current technology for students (Student Headphones, Smart Board Adapters).</p>	<p>Teachers</p> <p>Site Administration</p>	<p>August 2015-June 2016</p> <p>Teachers will use the Smart Board Adapters to enhance daily language lessons for students. Teachers will allow students to use headphones when needed for their iPads.</p> <p>Provide needed resources.</p>	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will have the opportunity to copy instructional materials in order to supplement and reinforce ELD Common Core Lessons.	Site Academic Coach	August 2015-June 2016  Work with teachers to identify the needed supplemental materials to enrich and review language lessons for students.	Refer to goal # 1			
	Teachers	August 2015-June 2016  Identify the needed supplemental materials to enrich and review language lessons for students.				
Administration will meet with teachers prior and post evaluation, offer coaching support to teachers in order to enhance their practice in regards to English Learners 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	August 2015-June 2016  Identify and request supplemental materials.	Materials for EL students	4000-4999: Books And Supplies	Title III	3097
	Site Administration	August 2015- June 2016  Allocate funds to purchase the needed supplemental materials.				
Site Administration and Teachers will follow the EL Master Plan when designing and implementing programs specific to EL students.	District EL TOSA	August 2015- June 2016  Provide Professional Development	District EL TOSA salary	1000-1999: Certificated Personnel Salaries	District Funded	
	Teachers	August 2015- June 2016  Refer to the EL Master Plan when implementing programs specific to EL students.				
	Site Administration	August 2015- June 2016  Refer to the EL Master Plan when implementing and designing programs specific to EL students.				

**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	August 2015-June 2016  Work with the school's leadership team to identify appropriate applications.	Refer to goal # 1			
	Leadership Team	August 2015-June 2016  Work with their grade levels to identify appropriate applications for each level.				
	Teachers	August 2015-June 2016  Give input on specific applications to their leadership representative.				
Teachers will scaffold content instruction for students through the use of SIOP.	Site Academic Coach	August 2015-June 2016  Provide support to teachers in the area of SIOP.	N/A	None Specified		
	District EL TOSA	August 2015-June 2016  Provide support to teachers in the area of SIOP.				
	Teachers	August 2015-June 2016  Develop lessons using SIOP.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold ELRT meetings to monitor catch- up plans for all 3rd – 8th grade ELL students identified as at risk by the ELS department/school.	Site Administration	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	August 2015-June 2016  Provide time to collaborate as grade level teams.	Refer to goal # 1			
	Site Academic Coach	August 2015-June 2016  Guide and support teachers in the development of goals.				
	District EL TOSA	August 2015-June 2016  Provide professional development in the area of ELD.				
	Teachers	August 2015-June 2016  Actively participate in collaboration meetings. Develop SMART goals and plan ELD lessons.				
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	1000-1999: Certificated Personnel Salaries	Title III	10300
			Materials Refer to Goal #3 Strategy #1			

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**

<b>STRATEGY:</b>
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	April 2016-June 2016  Provide release time to allow for the collaboration meetings.	Refer to goal # 1			
	Site Academic Coach	April 2016-June 2016  Provide student data.				
	Teachers	April 2016-June 2016  Be active participants of all Collaboration Meetings.				
Have parent and student meetings to address the upcoming transition from elementary to middle school/ middle school to high school.	Site Administration	April 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	February 2016 Provide release time to allow for the collaboration meetings.	Refer to goal # 1			
	Site Academic Coach	February 2016 Provide student data.				
	Teachers	February 2016 Be active participants of all Collaboration Meetings.				

**Strategy #5**

**STRATEGY:**  
**PROFESSIONAL DEVELOPMENT:** The school will provide professional development in order to support English Language Development instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school and district will provide teachers professional Development in the area of SIOP.	Site Administration	August 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	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 ELD instruction.				
	District EL TOSA	August 2015-June 2016 Provide support and professional development to teachers in the area of ELD instruction.				
SIP Days: The school will provide staff Development for teachers in the area of the ELD Common Core.	Site Administration	August 2015 and October 2015 Facilitate and provide professional development.	District	None Specified		
Teachers	August 2015 and October 2015 Be active participants during the professional development.					

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and administration will attend academic conferences in order to enhance their current practices (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**

<b>STRATEGY:</b>
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	August 2015  Organize and facilitate with parents/community the development of the school's Parent Compact.	Refer to goal #1			
	Parents/Community	August 2015  Work collaboratively with Site Administration in developing the school's Parent Compact.				
Site Administration and parents/community will jointly develop a Parent Involvement Policy.	Site Administration	August 2015  Organize and facilitate with parents/community the development of the school's Parent Involvement Policy.	Refer to goal #1			
	Parents Community	August 2015  Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.				

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	September 2015  Allocate financial resources for parents to attend the Ventura County CABE Conference.	Refer to goal # 1			
	Parents	September 2015  Attend the Ventura County CABE Conference.  Share information during parent meetings such as ELAC, SSC and PTA.				

**Strategy #7**

**STRATEGY:**

AFTER SCHOOL PROGRAM (AFTER SCHOOL EDUCATION AND SAFETY- ASES): The school will support the district implementation of the (After School and Education and Safety-ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain constant communication between the After School Program and School.	After School Teacher Liaison	August 2015-June 2016  Will maintain constant communication with the After School Program Personnel.	Refer to goal # 1			
	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.	Refer to goal # 1			
	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 #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 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	August 2015-June 2016  Develop positive behavior support programs for all students.	Behavior Incentives (K-5)	4000-4999: Books And Supplies	LCFF - Targeted	2000
	Site Administration	August 2015-June 2016  Support ORC and provide the needed resources.	Behavior Incentives (6-8)	4000-4999: Books And Supplies	LCFF - Targeted	1000
The school will provide Social Skills Building Groups targeting bullying, decision making and motivation.	School Counselor	August 2015-June 2016  Identify students who would benefit from students groups. Lead the social groups and monitor students progress.	N/A	None Specified		
	Outreach Resource Specialist	August 2015-June 2016  Support the School Counselor with additional resources for students.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The School will offer parenting classes to parents in need.	Outreach Resource Specialist	<p>August 2015-June 2016</p> <p>Identify parents who would benefit from the classes.</p> <p>The school's ORC will teach the parenting classes.</p> <p>Work directly with outside agencies to provide additional parent information.</p>	ORC Extra Hours	2000-2999: Classified Personnel Salaries	LCFF - Targeted	1500
<p>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.</p> <p>The school will offer support and resources to students, parents and teachers.</p>	<p>Outreach Resource Specialist/School Counselor</p> <p>Site Administration</p>	<p>August 2015-June 2016</p> <p>Facilitate anti bullying assemblies for parents, teachers, and students.</p> <p>August 2015-June 2016</p> <p>Provide the needed resources.</p>	N/A	None Specified		
The school will promote drug-free school zone and will highlight Red Ribbon Week/Club Live (Friday Night Live).	<p>Outreach Resource Specialist</p> <p>Parent Teacher Association (PTA)</p>	<p>October 2015</p> <p>Organize events</p> <p>October 2015</p> <p>Provide financial support</p>	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	August 2015-June 2016 Coordinate the program	TUPE Grant	None Specified		
	6th, 7th and 8th Grade Teachers	August 2015-June 2016 Teach the curriculum				
	Site Administration	August 2015-June 2016 Facilitate resources and assure implementation of the program.				
The school will refer students to outside Counseling Services : <ul style="list-style-type: none"> <li>• Interface</li> <li>• City Impact</li> <li>• Coalition</li> <li>• VCBH</li> </ul>	Outreach Resource Specialsit	August 2015-June 2016 Coordinate with families and agencies.	Outside Agencies	None Specified		
	School Counselor	August 2014-June 2015 Coordinate with families and agencies				





Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will develop and implement a school wide progressive discipline plan for middle school students.	Site Administration	August 2015-June 2016  Collaborate with teachers to develop an effective school wide progressive discipline plan.	N/A	None Specified		
	Teachers	August 2015-June 2016  Collaborate with administration to develop an effective school wide progressive discipline plan.				
	Outreach Resource Specialist /School Counslor	August 2015-June 2016  Provide additional resources to students in need.  Gather student behavior data.				
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	August 2015-June 2016  Keep track of student attendance data.	Refer to goal # 1			
	Site Administration	August 2015-June 2016  Provide needed resources				

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
<p>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.</p> <p>Incorporate the SPARKS Physical Education Curriculum (K-6)</p>	<p>PE Teachers</p> <p>Site Administration</p>	<p>August 2015</p> <p>Identify the needed P.E. equipment.</p> <p>August 2015</p> <p>Allocate needed resources.</p>	P.E. Equipment	4000-4999: Books And Supplies	LCFF - Discretionary	2000
<p>The school staff and students will participate in fire drills, lock-down drills, school evacuation drills and bi-monthly earthquake drills.</p>	<p>Site Administration</p> <p>School Staff</p> <p>Students</p>	<p>August 2015-June 2016</p> <p>Schedule safety drills and evaluate proper procedures.</p> <p>August 2015-June 2016</p> <p>Actively participate in safety drills.</p> <p>August 2015-June 2016</p> <p>Actively participate in safety drills.</p>	N/A	None Specified		
<p>The school's Safety Committee will monitor the Site's Safety Plan and make revisions as necessary.</p>	<p>Site Administration</p> <p>Safety Committee</p>	<p>August 2015-June 2016</p> <p>Schedule and facilitate meetings.</p> <p>August 2015-June 2016</p> <p>Meet to evaluate the effectiveness of the plan,</p>	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	August 2015-June 2016  Will schedule time to be available before school, after school, and during recess.	N/A	None Specified		
	ORC	August 2015-June 2016  Will schedule time to be available before school, after school, and during recess.				
	School Counselor	August 2015-June 2016  Will schedule time to be available before school, after school, and during recess.				



**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: <ul style="list-style-type: none"> <li>• Trimester Assemblies</li> <li>• Accelerated Reader Awards</li> <li>• Middle School end of the year activities</li> </ul>	Site Administration	August 2015-June 2016	Refer to goal # 1			
		Provide needed resources				
	Teachers	August 2015-June 2016				
		Provide administration with the list of students who will be recognized for their academic achievements				

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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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	August 2015 Provide Training	N/A	None Specified		
	Site Administration	August 2015 Facilitate resources				
	Teachers	August 2015 Actively participate during the MTSS professional development.				
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	February 2016 Facilitate resources	Refer to strategy # 2			
	Teachers	October 2016 Actively participate during the MTSS professional development.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The site will train Campus Supervisors on proper procedures and expectations.</p> <p>Campus Supervisors will be trained using the Safety Playground Course Certification Videos.</p>	Site Administration	<p>August 2015-June 2016</p> <p>Provide training, support and resources to all campus supervisors.</p> <p>Meet with Campus Supervisors at least once a month.</p>	<p>Extra hours for Campus Supervisors</p> <p>Purchase Course Videos</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Discretionary</p> <p>PTA</p>	2000
	Campus Supervisors	<p>August 2015-June 2016</p> <p>Actively participate during the training.</p>				
<p>The school will purchase/replenish recess equipment helping to maintain a safe environment for students.</p> <p>Will utilize the Peaceful Playground layout, equipment and activities.</p>	Campus Supervisors	<p>August 2015-June 2016</p> <p>Identify the playground equipment needed</p>	<p>Playground Equipment</p> <p>Peaceful Playground</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>PTA</p>	2000
	Site Administration	<p>August 2015-June 2016</p> <p>Provide the needed resources</p>				
The school will provide the necessary playground student supervision	Site Administration	<p>August 2015-June 2016</p> <p>Provide the needed resources</p>	Campus Supervisor Salaries/Fringes	1000-1999: Certificated Personnel Salaries	District Funded	
The school will provide the required administrative support.	Site Administration	<p>August 2015-June 2016</p> <p>Provide the needed resources</p>	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**

<b>STRATEGY:</b>
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	August 2015  Organize and facilitate with parents/community the development of the school's Parent Compact.	Refer to goal # 1			
	Parent/Community	August 2015  Work collaboratively with Site Administration in developing the school's Parent Compact.				
School Administration and parents/community will jointly develop a Parent Involvement Policy.	Site Administration	August 2015  Organize and facilitate with parents/community the development of the school's Parent Involvement Policy.	Refer goal to # 1			
	Parents/Community	August 2015  Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.				
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	August 2015-2016  Prepare materials and prepare content for the meeting.	Refer to goal # 1			
	Parents/Community	August 2015-2016  Attend meetings				

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	August 2015-2016  Prepare materials and prepare content for the meeting.	N/A	None Specified		
	Parents/Community	August 2015-2016  Attend meetings				
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:  <ul style="list-style-type: none"> <li>• Trimester Assemblies</li> <li>• Accelerated Reader Awards</li> <li>• Middle School end of the year activities</li> </ul>	Site Administration	August 2015-June 2016  Provide needed resources	Refer to goals # 1			
	Teachers	August 2015-June 2016  Provide administration with the list of students who will be recognized for their academic achievements				
	Parents	August 2015-June 2016  Attend Meetings				

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 <ul style="list-style-type: none"> <li>• Facilitate Safety Committee meetings</li> <li>• Organize trainings and practice drills</li> <li>• Work directly with the district to obtain the required Safety equipment and materials</li> </ul>	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:

<b>SUBJECT: Academic Strand Focus</b>
<b>LEA GOALS:</b>
<ol style="list-style-type: none"><li>1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.</li><li>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.</li><li>3. By 2005-06, all students will be taught by highly qualified teachers.</li><li>4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.</li><li>5. All students will graduate from high school</li></ol>
<b>SCHOOL GOAL #5:</b>
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.
<b>Data Used to Form this Goal:</b>
Parent, teacher, and student feedback.
<b>Findings from the Analysis of this Data:</b>
A school wide focus on technology, the arts and language will will enrich our curriculum while supporting our current academic goals.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ul style="list-style-type: none"><li>• Student developed products based on technology, the arts and language.</li><li>• Increased student academic scores in all academic areas.</li></ul>

**Strategy #1**

<b>STRATEGY:</b>
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)	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.	N/A	None Specified		
	Site Academic Coach	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.				
	Teachers	September 2015-May 2016  Actively participate in the coaching cycle. Develop their own Common Core lessons.				
	Site Administration	September 2015-May 2016  Arrange coverage for teachers.				
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	August 2015-June 2016	Materials	4000-4999: Books And Supplies	LCFF - Targeted	6334
		Identify and request supplemental materials.	Materials	4000-4999: Books And Supplies	LCFF - Discretionary	2176
	Site Administration	August 2015- June 2016				
	Allocate funds to purchase the needed supplemental materials.					

**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	August 2015-June 2016  Guide students in the use of appropriate technology tools.	Refer to goal # 1			
	Site Technology Technician	August 2015- June 2016  Maintain equipment and software to support student learning.				
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**

<b>STRATEGY:</b>
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**

<b>STRATEGY:</b>
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	August 2015-June 2016	Refer to goal # 1			
		Provide follow-up support				
	EST (2-5)	August 2015-June 2016				
		Provide support and professional development to teachers.				
	Site Academic Coach	August 2015-June 2016				
		Provide support and professional development to teachers.				



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	August 2015-June 2016  Will maintain constant communication with the After School Program Personnel.	Refer to goal # 1			
	Site Administration	August 2015-June 2016  Will maintain open communication with the After School Teacher Liaison.				
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the After School Program to the regular school day programs and services.	ASES Administration	August 2015-June 2016  Arrange to meet monthly with school administration and communicate needs of the program.	Refer to goal # 1			
	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.				

## 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

<b>Funding Source</b>	<b>Total Expenditures</b>
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	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>7</b>	

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

**Recommendations and Assurances**

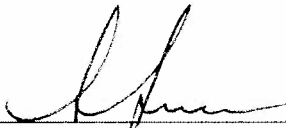
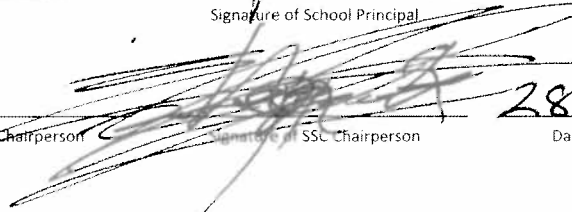
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	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:

<p>Aracely Fox</p> <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small;">Typed Name of School Principal</p>	 <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small;">Signature of School Principal</p>	<p>9/28/15</p> <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small;">Date</p>
<p>Everardo Rivera</p> <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small;">Typed Name of SSC Chairperson</p>	 <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small;">Signature of SSC Chairperson</p>	<p>28 Sept 15</p> <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small;">Date</p>



# 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 Título 1,
- ✓ Sobre los requisitos del Título 1,
- ✓ De sus derechos a estar involucrados,
- ✓ Sobre la participación de la escuela en el Título 1

Adicionalmente, Juan L. Soria lleva a cabo un foro abierto para los padres y miembros de la comunidad para involucrar más a los padres en el desarrollo conjunto a su 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 inglés (ELAC)
  - ✓ Asociación de padres y maestros (PTA)
  - ✓ Consejo escolar (SSC)
  - ✓ Reuniones sobre el Título 1
- Participa activamente en los comités escolares:
  - ✓ Comité asesor del idioma inglés (ELAC)
  - ✓ Asociación de padres y maestros (PTA)
  - ✓ Consejo escolar (SSC)

BOARD AGENDA ITEM

Name of Contributor: Dr. Morales

Date of Meeting: 10-21-15

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

**Consideration of Resolution #15-19 Supporting the California Emerging Technology Fund’s “Internet For All Now” Proposal to Secure Affordable Broadband Internet for All Low-Income Households**

Access to the internet is vital to our children's educational achievement and to our nation's prosperity. In particular, broadband internet access at home facilitates job and college applications, school homework, healthcare coverage, workforce training, and education scholarships, among other things. It is clear that participating in daily life, as well maximizing educational opportunities, requires such access. However, as it stands, more than 20% of all California households remain without internet in the home, and 35% of low-income households (under \$20,000 annual income), 30% of Latino families (37% for Spanish-speaking households), and 41% of people with disabilities are not connected to the internet at home.

Closing the Digital Divide is one of the most powerful strategies to help the next generation succeed in a competitive global economy and access to affordable high-speed internet is a vital tool to achieve this goal. At present, the Oxnard School District provides a 1:1 internet capable electronic device for each District student but cannot provide internet access to those in need. This Resolution expresses support of the “Internet For All Now” proposal to secure an affordable Broadband Lifeline Program for all low-income households from the Federal Communications Commission (FCC).

**FISCAL IMPACT:**

There will be no fiscal impact.

**RECOMMENDATION:**

It is recommended that the Board of Trustees discuss and consider Resolution #15-19 Supporting the California Emerging Technology Fund’s “Internet For All Now” Proposal to Secure Affordable Broadband Internet for All Low-Income Households.

**ADDITIONAL MATERIAL(S):**

- Resolution #15-19

**DISTRICT GOAL(S):**

*District Goal One: All Students Will Achieve High Academic Standards in a Nurturing, Creative and Technology Rich Learning Environment that Prepares Students For College and Career Opportunities*

*District Goal Two: Improve Communication With Parents, Community and Staff*

**OXNARD SCHOOL DISTRICT  
RESOLUTION NO.: 15-19**

**RESOLUTION SUPPORTING THE CALIFORNIA EMERGING TECHNOLOGY FUND'S  
"INTERNET FOR ALL NOW" PROPOSAL TO SECURE AFFORDABLE BROADBAND  
INTERNET FOR ALL LOW-INCOME HOUSEHOLDS**

**WHEREAS**, Access to the internet is vital to our children's educational achievement and to our nation's prosperity; and

**WHEREAS**, participating in daily life, as well maximizing educational opportunities, requires broadband internet access at home, which facilitates job and college applications, school homework, healthcare coverage, workforce training, and education scholarships; and

**WHEREAS**, more than 20% of all California households remain without internet in the home, and 35% of low-income households (under \$20,000 annual income), 30% of Latino families (37% for Spanish-speaking households), and 41% of people with disabilities are not connected to the internet at home; and

**WHEREAS**, closing the Digital Divide is one of the most powerful strategies to help the next generation succeed in a competitive global economy and access to affordable high-speed internet is a vital tool to achieve this goal; and

**WHEREAS**, the Oxnard School District provides a 1:1 internet capable electronic device for each District student but cannot provide internet access to those in need; and

**NOW, THEREFORE, BE IT RESOLVED**, that the Governing Board of the Oxnard School District joins the California Emerging Technology Fund (CETF), 54 leading organizations, State Senate Education Committee Chair Carol Liu, 26 State Legislators, 19 Local Government Officials and Congresswoman Karen Bass in support of the "Internet For All Now" proposal to secure an affordable Broadband Lifeline Program for all low-income households from the Federal Communications Commission (FCC); and

**BE IT FURTHER RESOLVED** that this Board does endorse the establishment by the FCC of an affordable high-speed Internet service plan for all low-income households offered by and through all broadband providers with sufficient speeds and a wireless modem for compatibility with school-issued devices; and

**BE IT FURTHER RESOLVED** this Board does endorse the "Internet For All Now" proposed independent fund to support community-based organizations (CBOs), schools and libraries (as "trusted messengers") through performance-based grants to assist in enrolling eligible low-income households; and

**BE IT FURTHER RESOLVED** that the Board write a letter in support of the Internet For All Now proposal to the FCC to establish a workable Broadband Lifeline Program; and

**BE IT FURTHER RESOLVED** that the Governing Board of the Oxnard School District will monitor the status of the issues raised herein to determine if additional action is warranted; and

**BE IT FURTHER RESOLVED** that the Superintendent provide copies of this resolution, along with appropriate attachments to the Federal Communications Commission, the office of the Honorable Delaine Eastin, the California Emerging Technology Fund, and to interested citizens of this district.

This Resolution was adopted at a duly called regular meeting of the Board of Trustees of the Oxnard School District held this 21st day of October, 2015.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

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Veronica Robles-Solis  
President, Board of Trustees  
Oxnard School District

I, Albert Duff Sr., Clerk of the Board of Trustees of the Oxnard School District, do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees during its meeting held on the 21st day of October, 2015.

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Albert Duff Sr.  
Clerk, Board of Trustees  
Oxnard School District

**BOARD AGENDA ITEM**

**Name of Contributor:** Lisa Cline

**Date of Meeting:** 10/21/15

**STUDY SESSION** \_\_\_\_\_

**CLOSED SESSION** \_\_\_\_\_

**SECTION B: HEARINGS** \_\_\_\_\_

**SECTION C: CONSENT** \_\_\_\_\_

**SECTION D: ACTION**     **X**    

**SECTION E: REPORTS/DISCUSSION** \_\_\_\_\_

**SECTION F: BOARD POLICIES**

1<sup>st</sup> Reading \_\_\_\_\_

2<sup>nd</sup> Reading \_\_\_\_\_

**Approval of Notice of Completion, Ritchen Special Day Classroom Project, Bid #14-04 (Cline/CFW)**

The contractor, GRD Construction, has completed the work of Bid #14-04 to perform the work for Ritchen Special Day Classroom Project, as of August 17, 2015. It is recommended that the Board of Trustees approve the Notice of Completion for this project, which will be filed by the District with the County Recorder's Office.

**FISCAL IMPACT:**

None

**RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, Inc., that the Board of Trustees approve the Notice of Completion and filing of such notice with the County Recorder's Office, for Bid #14-04, Ritchen Special Day Classroom Project with GRD Construction.

**ADDITIONAL MATERIALS:**

**Attached:** Notice of Completion (1 Page)

Return Recorded Notice of Completion to:

Lisa A. Franz  
Oxnard School District  
1051 South "A" Street  
Oxnard, CA 93030

**NO FEE PER GOVT CODE 27383**

**NOTICE OF COMPLETION**

Notice is hereby given that the Oxnard School District, a school district in Ventura County, is the owner in fee of the following described real property, to-wit:

Description: Ritchen School, 2200 Cabrillo Way, Oxnard, CA 93030, for Bid #14-04, and Agreement #15-22 Ritchen Special Day Classroom Project:

That on or about the 24th day of June 2015 the said Oxnard School District of Ventura County entered into a contract with GRD Construction for the work of site improvement located at Ritchen School that certain real property hereinbefore described; that said building(s) and improvements were substantially completed on the 17th day of August 2015; that the address of said Oxnard School District is 1051 South A Street, City of Oxnard, Ventura County, California 93030.

Oxnard School District

By \_\_\_\_\_  
Secretary of its Board of Trustees

STATE OF CALIFORNIA     )  
COUNTY OF VENTURA    )

Cesar Morales, being first duly sworn deposes and says: that he is Secretary and Clerk of the Board of Trustees of the Oxnard School District, a school district of Ventura County, California; that he therefore verifies the forgoing Notice of Completion on behalf of said Oxnard School District; that the Oxnard School District, of Ventura County, California, is owner of the property described in the forgoing notice; that he has read the forgoing notice and knows the contents thereof; that he has personal knowledge of the facts therein stated; that the same are true.

\_\_\_\_\_  
Subscribed and sworn to (**or affirmed**) before me on this \_\_\_\_\_ day of \_\_\_\_\_, 2015, by \_\_\_\_\_, **proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.**

\_\_\_\_\_  
\_\_\_\_\_

**BOARD AGENDA ITEM**

Name of Contributor(s): Lisa Cline

Date of Meeting: 10/21/15

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

**RATIFICATION OF CHANGE ORDER #1 TO CONSTRUCTION SERVICES AGREEMENT #14-21 WITH BERNARDS FOR THE HARRINGTON ELEMENTARY SCHOOL RECONSTRUCTION PROJECT (Cline/CFW)**

---

On August 20, 2014, The District entered into Lease Lease-Back Contracts with Bernards Brothers Construction (“Bernards”) to complete the re-construction of the Harrington Elementary School. Bernards agreed to a Guaranteed Maximum Price (GMP) of \$18,179,000.00 for the completed project.

The District staff, in consultation with Caldwell Flores Winters, Inc., is recommending a modification of the Guaranteed Maximum Price in the amount of \$194,733.00 to include scope of work related primarily to the Interim Kindergarten Facilities and minor unforeseen, underground conditions that were not contemplated as a part of the original scope of work. The amount will be funded from the approved Project Budget maintained in a Project Reserve.

The Scope of Work includes the interim Pre-school facility; however, the Division of the State Architect (“DSA”) did not approve the relocation and use of one of the existing buildings resulting in an impact to schedule and phasing.

In addition to the delays, additional work was required by the State Licensing agency, modifications to a newly leased portable building and work requested by the program administrator. The District also requested additional repairs to relocated and existing pre-school buildings, including replacement of carpeting, additional fencing, replacement of storage buildings, irrigation and landscaping for the interim pre-school, and temporary power to the former NFL Program building.

All interim pre-school facility work, including all additional work, was successfully completed in time for State inspection, and occupancy on November 17, 2014.

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**FISCAL IMPACT:**

One Hundred Ninety Four Thousand Seven Hundred Thirty Three Dollars. [\$194,733.00]. To be funded using Harrington Reconstruction Project Reserve (Measure “R” funds).

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**RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, in consultation with Caldwell Flores Winters, Inc, that the Board of Trustees approve Change Order #1 to Construction Services Agreement #14-21 and GMP with Bernards for the Harrington Elementary School Reconstruction Project.

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**ADDITIONAL MATERIAL(S):**

- Change Order #1 to Agreement #14-21 with Bernards (3 Pages)
- 

**GOALS:**

- ***District Goal Three: Adopt and Implement a Comprehensive Facilities Program that Improves Student Performance, Maximizes State Funding Opportunities and Reduces Overcrowding at Existing School Sites***





# CHANGE ORDER

**Date:** March 17, 2015

**CHANGE ORDER NO.** 001

**PROJECT:** Harrington Elementary School

**OWNER:** Oxnard School District  
1051 South A Street  
Oxnard, CA. 93030

**O.S.D. Agreement No.** #14-21 Construction Services Agreement

**ARCHITECT:** Dougherty + Dougherty  
Architecture  
3194-D Airport Loop  
Costa Mesa, CA 92626  
(714) 427-0277

**CONTRACTOR:** Bernards  
555 First Street  
San Fernando, CA 91340

**Architects Proj. No.:** 21336.00  
**D.S.A. File No.:** 56-22  
**D.S.A. App. No's:** 03-115469  
03-115932

**Attn:** Mr. Jack Hall

**CONFORMANCE WITH CONTRACT DOCUMENTS, PROJECT MANUAL, DRAWINGS AND SPECIFICATION. All Change Order work shall be in strict conformance with the Contract Documents, Project Manual, Drawings, and Specifications as they pertain to work of a similar nature.**

<b>ORIGINAL CONTRACT SUM</b> .....	<b>\$ 18,179,000.00</b>
<b>NET CHANGE - ALL PREVIOUS CHANGE ORDERS</b> .....	<b>\$ 0.00</b>
<b>ADJUSTED CONTRACT SUM</b> .....	<b>\$ 18,179,000.00</b>
<b>NET CHANGE -</b>	<b>\$ 194,733.00</b>
<hr/>	
<b>Total Change Orders to Date:</b> .....	<b>\$ 194,733.00</b>
<b>ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO.001.</b> .....	<b>\$ 18,373,733.00</b>
<b>Commencement Date:</b> .....	August 25, 2014
<b>Original Completion Date:</b> .....	March 16, 2016
<b>Original Contract Time:</b> .....	569 Calendar Days
<b>Time Extension for all Previous Change Orders:</b> .....	Zero Days
<b>Time Extension for this Change Order:</b> .....	Zero Days
<b>Adjusted Completion Date:</b> .....	N/A
<b>Percentage</b> .....	<u>1.07%</u>

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	<b>Additional Site Work per A # 03-115932</b> (Plan 03-115932) was not approved by DSA at the time the Construction Services Agreement was executed. This is additional Work to the GMP.		\$16,253.00		
2.	<b>Temporary Power for NFL Building</b> Delayed DSA approval of Plan 03-115932 caused phase 1 (Pre-School improvements) and phase 2 (new Elementary School) to be performed concurrently. New pre-school facilities were not available to house the NFL program, requiring temporary electrical service until the new facilities were completed.	\$10,595.00			
3.	<b>Credit for sewer connection in Millie Lane</b> The determination was made to connect new sewer service for the Interim Pre-school facilities to the existing Harrington E.S. sewer system to expedite completion of those facilities			-( \$2,458.00)	
4.	<b>Interim Pre-School landscaping</b> Construction activities damaged the existing turf area. It was requested by the Facilities Director at the time to place an irrigation system and sod to provide a play ready area for the Interim Pre-School		\$16,327.00		
5.	<b>Owner requested changes</b> A total of 35 items were combined into one line item. Those items include work that was required to provide a turnkey Interim Pre-School facility. Including: removal, disposal and replacement of existing carpeting in a District re-locatable classroom, additional asphalt work to provide ADA compliant access to Staff Restroom Building, repairs to the existing irrigation system, interior wall demolition and framing due to a change in wall layout, ceiling tile work to accommodate the change in the wall layout, a change to the flooring in a student restroom, restroom modifications, re-work to deteriorated seals in District provided Staff Restroom Building, installation of an insta-hot water heater, re-work to exterior drinking fountains, low-voltage work to all Pre-School buildings, additional electrical service for on-site sewer lift station, additional electrical work to electrical panels due to existing main panel requirements, temporary alarm connection for existing NFL Building, purchase and installation of storage buildings to replace those that were too deteriorated to re-locate, additional fencing and miscellaneous building materials and rental equipment required to perform Work shown on plan 03- 115932, which was not approved by DSA at the time the GMP was executed.		\$154,016.00		
	<b>Totals</b>	\$10,595.00	\$186,596.00	-( \$2,458.00)	\$0.00

**Total Change Order No. .... \$ 194,733.00**

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**APPROVAL (REQUIRED):**

**ARCHITECT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**CONTRACTOR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**RECOMMENDED FOR APPROVAL:**

**OSD DSA INSPECTOR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**ASST. SUPT. BUSINESS SVCS:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**APPROVAL (REQUIRED):**

**BOARD APPROVAL**

**DATE:** \_\_\_\_\_

**ASST. SUPT./ PURCHASING DIRECTOR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**DSA APPROVAL**

**DATE:** \_\_\_\_\_

**BOARD AGENDA ITEM**

**Name of Contributor(s):** Cline/CFW

**Date of Meeting:** 10/21/15

**STUDY SESSION** \_\_\_\_\_  
**CLOSED SESSION** \_\_\_\_\_  
**SECTION B: HEARINGS** \_\_\_\_\_  
**SECTION C: CONSENT AGENDA** \_\_\_\_\_  
**SECTION D: ACTION**     X      
**SECTION E: REPORTS/DISCUSSION** \_\_\_\_\_  
**SECTION F: BOARD POLICIES** 1<sup>st</sup> Reading \_\_\_\_\_ 2<sup>nd</sup> Reading \_\_\_\_\_

**Approval of Supplemental Work Authorization Letter #001S to WAL #003 and Master Agreement #13-126 with MNS Engineers Inc. for Site Survey and Utility location services for the Marshall E.S. 12 classroom building (Cline/CFW)**

On August 26, 2015 the Board of Trustees approved Work Authorization Letter #003 for MNS Engineers, in the amount of Seven Thousand Two Hundred Dollars to provide topographic survey and utility location services in support of design development for the 12 classroom building project at Marshall Elementary School. MNS Engineers Inc. is one of the firms selected by the Board of Trustees pursuant to a competitive prequalification process and rotation schedule conducted in October and November of 2013.

The initial Work Authorization Letter (WAL #001) issued to MNS Engineers was prepared utilizing the conceptual design presented to the Board of Trustees during the April 6, 2015 Board Meeting. During the design phase, CSDA Design Group—the District’s Architect of Record for the project—provided additional detail and some minor clarifications to the project that resulted in the need to perform additional surveying and utility location work. This Supplemental Work Authorization expands the scope of work to include the additional work required by CSDA Design Group to complete the design work for the Project.

The District, in consultation with CFW, recommends issuing Supplemental Work Authorization Letter (WAL) #001S to MNS Engineers Inc. to perform the required additional surveying and utility location services as requested by CSDA Design Group. The Supplemental Work Authorization Letter consists of and is related to:

Master Agreement #13-126  
WAL #001S  
Consultant: MNS Engineers Inc.  
Date to be Issued: 10-21-15  
Amount: \$3,100.00

MNS Engineers Inc.’s proposal for the additional services is attached for the Board’s reference.

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**FISCAL IMPACT:**

The Additional Surveying and Utility location services will be completed for a lump sum fixed fee of: Three Thousand One Hundred Dollars and Zero Cents [\$3,100.00] to be funded from Measure "R", Developer Fees, State Aid Reimbursements and/or other capital fund balances. The total fee for MNS Engineers Inc., including the original WAL, is Ten Thousand Three Hundred Dollars and Zero Cents (\$10,300.00).

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**RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent, Business and Fiscal Services, in consultation with Caldwell Flores Winters, that the Board of Trustees approve Supplemental WAL #001S for surveying and utility location services per Master Agreement #13-126 with MNS Engineers Inc.

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**ADDITIONAL MATERIAL(S):**

- Supplemental WAL #001S, MNS Engineers Inc. (1 Page)
  - Proposal, MNS Engineers (2 Pages)
  - Master Agreement #13-126, MNS Engineers Inc. (32 Pages)
- 

**GOALS:**

- ***District Goal Three: Adopt and Implement a Comprehensive Facilities Program that Improves Student Performance, Maximizes State Funding Opportunities and Reduces Overcrowding at Existing School Sites***



**WORK AUTHORIZATION LETTER**

**GENERAL INFORMATION**

<b>PROJECT #:</b> 7	<b>DATE:</b> 21-Oct-15
<b>SITE NAME:</b> Marshall E.S. 12 Classroom Building	<b>DSA #</b>
<b>MASTER AGREEMENT #:</b> 13-126	<b>OPSC #</b>
Supplemental WAL No. 001S to WAL	
<b>WAL #:</b> No.'003, dated 8.26.2015	<b>VENDOR ID:</b>

**PURSUANT TO MASTER AGREEMENT BETWEEN:**

DISTRICT	CONSULTANT
<b>OXNARD SCHOOL DISTRICT</b> 1051 South A Street Oxnard, CA 93030 (805) 385-1501	Firm Name: MNS Engineers Inc. Street: 4580 East Thousand Oaks Blvd., Ste. 101 City, State, Zip: Westlake Village, CA 91362 Phone: (805) 719-9809

**SCOPE OF SERVICES TO BE PERFORMED UNDER THIS WAL**

Provide Surveying and Utility location services to support design development of the 12 classroom building at Marshall School  
 (ATTACH ADDITIONAL PAGES AS NECESSARY)

**SCHEDULE OF SERVICES TO BE PERFORMED UNDER THIS WAL**

<b>START DATE:</b> 10.22.2015	<b>COMPLETION DATE:</b> 10.30.2015
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**FIXED FEE AMOUNT:** Three Thousand One Hundred Dollars (\$3,100.00)

*This fee amount is based upon Consultant's proposal dated 16-Sep-15 and subsequent negotiations mutually agreed to by all parties*

*This WAL is inherently a part of the Master Agreement referenced above. It is bound by the general terms and conditions of the Master Agreement. This WAL describes in detail the Consultants specific Scope of Services, agreed upon lump sum fixed fee, agreed upon schedule for completion of Services, and other provisions required to clearly indicate the required Services, and terms of this WAL.*

*This WAL and associated Master Agreement hereby supercede any and all terms, conditions, and other provisions of the Consultant's Proposal; and such terms, conditions, and other provisions are null and void, and are not incorporated to any extent as part of this WAL and associated Master Agreement whether or not they are directly superceded by this WAL and/or the associated Master Agreement.*

**IN WITNESS THEREOF, THE PARTIES HAVE AGREED TO AND EXECUTED THIS WAL AS SET FORTH BELOW:**

DISTRICT	CONSULTANT
OXNARD SCHOOL DISTRICT	CONSULTANT
(SIGNATURE)	(SIGNATURE)
(DATE)	(DATE)

**FOR DISTRICT USE ONLY**

<b>PROJECT MANAGER:</b>	<b>PREPARED BY:</b> Greg Grant
<b>P.O. #</b>	<b>P.O. AMOUNT:</b>
<b>SOURCE OF FUNDS:</b> <input checked="" type="checkbox"/> MEASURE "R" <input type="checkbox"/> DEF. MAINT. <input type="checkbox"/> DEV. FEES <input type="checkbox"/> OTHER _____	
<b>COST ID:</b>	

(PM APPROVAL SIGNATURE)	(DATE)
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**SPECIAL INSTRUCTIONS:**



## WESTLAKE VILLAGE

4580 E. Thousand Oaks Blvd., Suite 101  
Westlake Village, CA 91362  
805.648.4840 Phone

September 16, 2015

Greg Grant  
CFW, Inc.  
1901 S. Victoria Ave., No. 106  
Oxnard, CA 93035

Re: **Oxnard School District Thurgood Marshall Elementary School  
Survey Services Cost Estimate for Additional Topo due to Building Location and Area Change**

Dear Greg,

Thank you for requesting a proposal for our professional surveying services for this project. The following is our proposed scope of services and corresponding fee.

### PROPOSED SCOPE OF SERVICES

MNS Engineers will provide additional Topographic base map for the new proposed 2 story classroom as per exhibit provided by CFW on 9/15/2015. The additional topographic locations will include all surface/observable utilities and all site hardscape in the revised building area west to Thurgood Marshal dr. This will include the fire access drive and the adjacent buildings to the north. This will include a 100' additional area outside of the requested areas. This 100' area is necessary for the design effort.

This cost estimate is based on our phone conversation on 9/15/2015. CFW will provide a Record of Survey, Title report and the vesting deed for the Oxnard School District, Thurgood Marshall Elementary School. MNS Engineers will perform field survey for the topographic locations and will provide a base map. This base map will show the record boundary as per provided as builds and record maps. This will only include water and sewer easements on the existing fire access road starting at Thurgood Marshall Drive east to the fire truck turnaround area as per sheet T-2.1 provided. The base map will be provided in an ACAD format that will be used in the design effort.

COST ESTIMATE  
\$3,100

Please let me know if you have any questions regarding this proposal. You can contact me at 805-719-9809 or at [ftice@mnsengineers.com](mailto:ftice@mnsengineers.com).

Sincerely,

MNS Engineers, Inc.

A handwritten signature in cursive script that reads "Fred Tice".

Fred Tice, PLS  
Principal Surveyor



## STANDARD SCHEDULE OF FEES

*Effective July 1, 2015 through June 30, 2016*

### Surveying

Principal Surveyor/Project Manager	\$200/hr.
Project Surveyor	\$150/hr.
Supervising CADD Technician	\$120/hr.
2 person crew (Prevailing wage)	\$250/hr.
1 person crew (Prevailing Wage)	\$180/hr.

### Direct Expenses:

Use of outside consultants as well as copies, blueprints, monuments, computer plots, travel (out of area) and all similar charges directly connected with the work will be charged at cost per agreement.

### Prevailing Wage Rates:

MNS surveyors are signatory to IUOE Local 12. A 2 person survey crew is \$250 per hour.





**OXNARD SCHOOL DISTRICT  
AGREEMENT FOR CONSULTANT SERVICES  
(MASTER AGREEMENT)**

This Agreement for Consultant Services ("Agreement") is entered into as of this 13<sup>th</sup> day of November, 2013 by and between the **Oxnard School District** ("District"), with offices located at 1051 South A Street, Oxnard, CA 93030, and **MNS Engineers, Inc.** ("Consultant") with a business address at 4580 E. Thousand Oaks Blvd., Suite 101, Westlake Village, CA 91362. 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 Qualifications, the performance of certain services, with the precise scope of work to be specified at the time of assignment of work.

B. Following submission of a Statement of Qualifications for the performance of services, Consultant was prequalified by District to perform services on behalf of District that may be assigned, or not assigned, at the District's sole discretion.

C. The Parties desire to formalize the prequalification of Consultant for performance of 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 herein 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. **Master Agreement.** This Agreement sets forth the basic terms and conditions between District and Consultant. It may be supplemented from time to time with an individual Work Authorization Letter ("WAL") which shall be considered an amendment to this Agreement, and which shall be subject to all the terms and conditions of this Agreement, and any further terms and conditions as set forth in the WAL.
3. **Scope of Services.** The scope of Services to be assigned to Consultant pursuant to a WAL is further defined in **Exhibit F – Scope of Services**, wherein the general responsibilities of Consultant are described pursuant to the discipline(s) for which the Consultant has been deemed prequalified by District as described in this Agreement.
4. **Agreement, Scope of Work, and Assignment of Projects.** District may, from time to time, and at the sole discretion of District, assign to Consultant specific services to be performed by Consultant (the "Services") pursuant to a WAL. The WAL assignment procedure and associated forms are set forth in **Exhibit A**, which is attached hereto. This Agreement, together with the WAL, sets forth the terms and conditions pursuant to which Consultant will perform such Services on behalf of District. The WAL

shall particularize and describe, among other things, such project(s) for which Consultant is to perform Services, such Services to be performed by Consultant at such project(s), the timeline for the performance of such Services, and the compensation to be paid to Consultant for the performance of such Services.

5. **Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from November 13, 2013 through November 12, 2018 (the "Term"). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term. Such agreement for extension shall be based upon the showing of good and sufficient cause by Consultant that such extension(s) shall be granted. District shall not be obligated to compensate Consultant for any additional costs if such an extension has been granted to this Agreement. Any provision for additional compensation shall be accommodated via the WAL process as indicated in **Exhibit A**.
6. **Time for Performance.** The scope of the Services set forth in the WAL shall be completed during the Term pursuant to the schedule specified in the WAL. If Services indicated in the WAL cannot be completed within the schedule set forth in the WAL, or if the schedule exceeds the Term of this Agreement, it is the responsibility of Consultant to notify District at least ninety (90) days prior to the expiration of either, with a request for a time extension clearly identifying the cause(s) for the failure to complete the Services within the schedule and/or the Term. Should Consultant fail to provide such notice, and/or the Services not be completed pursuant to that schedule or within the Term, Consultant shall be deemed to be in Default as provided below. 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.
7. **Additional Services.** Additional Services are services in addition to the Services set forth in the WAL that are provided by Consultant pursuant to a written request by District. Additional Services will require a written request or pre-authorization in writing by District following specific approval of such services by the District Board of Trustees. It is understood and agreed that Consultant shall not perform any Additional Services unless and until Consultant receives specific written approval for such Additional Services from the District Board of Trustees. Any modification of the compensation to be paid to Consultant as a result of Additional Services must be specifically approved in writing by the District Board of Trustees. In the event that the District Board of Trustees approves in writing a modification of the compensation, then Consultant shall be paid for such Additional Services pursuant to Section 8, below. However, it is understood and agreed that if the cause of the Additional Services is the sole or partial responsibility of Consultant, its agents, or any subconsultants or other parties under the charge of Consultant, no additional compensation shall be paid to Consultant. If such conditions exist so as to justify Additional Services as indicated above, which require additional compensation or time in order to be performed, it is the sole responsibility of Consultant to submit a request for Additional Services within ten (10) days of Consultant's discovery of such conditions which require Additional Services. It is understood and agreed that if Consultant performs any services that it claims are Additional Services without receiving prior written approval from the District Board of Trustees, Consultant shall not be paid for such claimed Additional Services.
8. **Compensation and Method of Payment.** This Agreement does not guarantee that District will issue a WAL to Consultant nor does this Agreement guarantee any compensation to Consultant. This Agreement does not create any obligation on the part of District to compensate Consultant absent a WAL indicating compensation due to Consultant once Services are performed. Specific compensation and payment amounts, including approved reimbursable expenses, shall be set forth in the WAL. However, it is understood and agreed that the compensation to be paid to Consultant shall not be in excess of or exceed the rates set forth in **Exhibit B** "Compensation".

a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month for Services performed pursuant to a WAL. The invoice shall clearly indicate the assigned project, the approved WAL, and 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 Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement and the WAL. 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 and a WAL shall not be deemed to waive any defects in work performed by Consultant.

#### **9. Responsibilities of Consultant:**

a. Consultant shall perform all Services as indicated in this Agreement and the WAL to the satisfaction of District.

b. The specific Services of Consultant to be performed shall be indicated in the WAL.

c. Consultant hereby represents and warrants that (a) it is an experienced consultant in the discipline(s) identified in **Exhibit F**, having the skill and the legal and professional ability and the flexibility necessary to perform all of the Services required under this Agreement; (b) it has the capabilities and resources necessary to perform its obligations hereunder; (c) it is familiar with all current laws, rules, regulations and other restrictions which are and may become applicable to the scope of Services under this Agreement, including but not limited to all local ordinances, building codes, and requirements of all Authorities Having Jurisdiction (AHJ) including but not limited to the Division of State Architect (DSA), the Office of Public School Construction (OPSC), the State Facilities Planning Division (SFPD), California Department of Education (CDE), the California Department of General Services (DGS), the Department of Toxic Substances Control (DTSC), the California Environmental Quality Act (CEQA), Title 24 of the California Code of Regulations, the California Education Code, State and Local Fire Authorities, air quality districts, water quality and control boards, and any/all other AHJ; (d) that it will assume full responsibility for all Services performed and all work prepared and furnished to District by its employees, agents, and subconsultants; (e) that it has sufficient financial strength and resources to undertake and complete the Services provided for under this Agreement within the schedule set forth in the WAL; and (f) that it certifies and covenants that all reports, certifications, studies, analyses, and other documents prepared by Consultant shall be prepared in accordance with all applicable laws, rules, regulations, and other requirements in effect at the time of their preparation, or required at their time of submittal to District and or agencies.

d. Consultant shall follow accepted industry standards and practices and comply with all federal, state, and local laws and ordinances applicable to the Services required by this Agreement and the WAL.

#### **10. Responsibilities of District.**

- a. District will prepare and furnish to Consultant upon Consultant's request, such information as is reasonably necessary to the performance of the Services required under this Agreement and the WAL. Consultant understands that all information provided to Consultant remains the property of District and shall only be removed from District's possession/premises and/or be photocopied, reproduced, distributed, or otherwise made available to others if such activities are expressly approved in writing by District and/or the Program Manager. Failure to comply with the above requirements shall be reasonable cause for termination of this Agreement, and may subject Consultant to liability for damages to District.
  - b. If needed by Consultant, District shall provide information as to the requirements and educational program for each project assigned by a WAL, including approved budget and schedule limitations.
  - c. District shall facilitate and coordinate cooperation amongst and between District consultants, including but not limited to architects, construction managers, surveyors, geotechnical engineers, inspectors, testing laboratories, hazardous materials specialists, CEQA/DTSC compliance specialists, technology experts, and any other professional consultants District deems necessary to execute the Facilities Implementation Program. Such coordination shall include the distribution of documentation prepared by individual consultants which may be of service to Consultant in the course of completing the Services.
  - d. District shall facilitate and coordinate cooperation amongst and between District staff and Consultant, as required to complete the Services.
  - e. District shall provide for the timely approval and execution of the WALs, Additional Services requests, invoices, and any other documentation that requires District action in order for Consultant to complete the Services.
11. **Suspension.** District may, for any reason or no reason, in District's sole discretion, suspend all or a portion of this Agreement, the WAL, or the Services by giving ten (10) calendar days written notice of suspension to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress. If District suspends the Services for a period of ninety (90) consecutive calendar days or more and, in addition, if such suspension is not caused by Consultant or the acts or omissions of Consultant, then if the Services are resumed, Consultant's compensation shall be subject to adjustment to provide for actual direct costs and expenses incurred by Consultant as a direct result of the suspension and resumption by District of the Services.
12. **Termination.** This Agreement, the WAL, or the Services may be terminated at any time by mutual agreement of the Parties or by either Party as follows:
- a. District may terminate all or a portion of this Agreement, the WAL, or the Services without cause at any time by giving ten (10) calendar days written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or
  - b. District may terminate all or a portion of this Agreement, the WAL, or the Services for cause in the event of a Default by giving written notice pursuant to Section 15, below; or
  - c. Consultant may terminate this Agreement or the WAL at any time upon thirty (30) calendar days written notice if District fails to make any undisputed payment to Consultant when due and such failure remains uncured for forty-five (45) calendar days after written notice to District.

13. **Similar or Identical Services.** In the event that this Agreement, the WAL, or any of the Services are terminated in whole or in part as provided herein, District may procure, upon such terms and in such manner as District may determine appropriate, services similar or identical to those terminated to complete any unfinished Services or new services as needed by District.
14. **Inspection and Final Acceptance.** District acceptance of any of work or Services, whether specifically in writing or by virtue of payment, shall not constitute a waiver of any of the provisions of this Agreement or the WAL including, but not limited to, indemnification and insurance provisions.
15. **Default.** Failure of Consultant to perform any Services or comply with any provisions of this Agreement or the WAL constitutes a Default. District may terminate all or any portion of this Agreement, the WAL, or the Services for cause in the event of a Default. The termination shall be effective if Consultant fails to cure such Default within thirty (30) calendar days following issuance of written notice thereof by District, or if the cure by its nature takes longer, fails to commence such cure within thirty (30) calendar days from the date of issuance of the notice and diligently prosecutes such cure to the satisfaction of District. If Consultant has not cured the Default, District may hold all invoices and may choose to proceed with payment on said invoices only after the Default is cured to District's satisfaction. In the alternative, District may, in its sole discretion, during the period before Consultant has cured the Default, elect to pay any portion of outstanding invoices that corresponds to Services satisfactorily rendered. Any failure on the part of District to give notice of Consultant's default shall not be deemed to result in a waiver of District's legal rights or any rights arising out of any provision of this Agreement or the WAL.
- a. In addition to District's termination rights set forth above, District shall have (i) the right to cure Consultant's Default at Consultant's cost, in which case all amounts expended by District in connection with such cure shall accrue interest from the date incurred until repaid to District by Consultant at the rate of ten percent (10%) per annum; and (ii) all other rights and remedies available to District at law and in equity, including, without limitation, an action for damages. District shall have the right to retain unpaid earned balances to offset damages, and/or charge Consultant for all damages above and beyond unpaid balance of WAL.
16. **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 or the WAL (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 Consultant. Upon completion, expiration or termination of this Agreement or the WAL, Consultant shall turn over to District all such Documents.
17. **Use of Documents by District.** If and to the extent that District utilizes for any purpose not related to this Agreement or the WAL any Documents, Consultant's guarantees and warranties related to Standard of Performance under this Agreement or the WAL shall not extend to such use of the Documents.
18. **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 or the WAL for a minimum of four years after termination or expiration of this Agreement and the WAL, or longer if required by law. Such records shall include at minimum a detailed record of daily performance, staff time records, subconsultants time records, documentation of all costs incurred by Consultant that were billed to District, and detailed records of all Consultant fees, overhead, and profit on earned amounts.

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 or the WAL for a minimum of four 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 or the WAL.

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 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.

19. **Independent Contractor.** Consultant is retained as an independent contractor and is not employed by District. No employee or agent of Consultant shall become, or be considered to be, an employee of District for any purpose. It is agreed that District is interested only in the results obtained from the Services under this Agreement and the WAL and that Consultant shall perform as an independent contractor with sole control of the manner and means of performing the Services required under this Agreement and the WAL. Consultant shall complete this Agreement and the WAL according to its own methods of work which shall be in the exclusive charge and control of Consultant and which shall not be subject to control or supervision by District except as to results of the Services. Consultant shall provide all of its own supplies, equipment, facilities, materials, manpower, and any/all other resources that may become necessary in the course of completing the Services. It is expressly understood and agreed that Consultant and its employees shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's compensation benefits, sick or injury leave or other benefits. Consultant will be responsible for payment of all of 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 payments under this Agreement or the WAL.

a. The personnel performing the Services under this Agreement and the WAL 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.

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.

20. **Standard of Performance.** Consultant represents and warrants that it has the skill, qualifications, experience and facilities necessary to properly perform the Services required under this Agreement and the WAL in a thorough, competent and professional manner. Consultant represents and warrants that its employees and subcontractors have all legally required licenses, permits, qualifications and approvals necessary to perform the Services and that all such licenses and approvals shall be maintained throughout the term of this Agreement and the WAL. Consultant shall at all times faithfully, competently and to the best of its ability, experience and talent, perform all Services

described herein and the WAL. In meeting its obligations under this Agreement and the WAL, Consultant shall employ, at a minimum, the standard of care utilized by persons engaged in providing services similar to those required of Consultant under this Agreement and the WAL for California school districts in or around the same geographic area of District (the “Standard of Performance”).


21. **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 and the WAL shall be considered confidential (“confidential information”). Consultant shall not release or disclose any such confidential information, Documents or work product to persons or entities other than District without prior written authorization from the Superintendent of District and/or Program Manager, except as may be required by law. Confidential information does not include information that: (i) Consultant had in its possession prior to considering entering into this Agreement; (ii) becomes public knowledge through no fault of Consultant; (iii) Consultant lawfully acquires from a third party not under an obligation of confidentiality to the disclosing party; or (iv) is independently developed by Consultant without benefit of the information provided by District. In connection with confidential information:

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 WAL or the Services performed hereunder or the WAL.

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.

22. **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 the Services under this Agreement or the WAL. Consultant further covenants that in the performance of this Agreement and the WAL, no person having any such interest shall be employed by it as an officer, employee, agent or subcontractor without the express written consent of District. 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 and the WAL.


a. Bylaws of the Board 2030(A) E, 2030(B) E and 2030(C) 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 (i) represents that it has received and reviewed a copy of the Bylaws of the Board 2030(A) E, 2030(B) E and 2030(C) E and that it [ ] does [X] does not qualify as a “designated employee”; and (ii) agrees to notify District, in writing, if Consultant believes that it is a “designate employee” and should be filing financial interest disclosures, but has not been previously required to do so by District.

 (Initials)

23. **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, unless exempted, shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with District's pupils. Consultant must complete District's certification form, attached herein as Exhibit E, prior to any of Consultant's employees coming into contact with any of District's pupils. Consultant also agrees to comply with all other operational requirements of District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.

 (Initials)

24. **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 or the WAL, 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.
25. **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, sexual orientation, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement or the WAL.
26. **Disabled Veteran Business Enterprise Participation.** Pursuant to Education Code section 17076.11, District has a participation goal for disabled veteran business enterprises (DVBEs) of at least three (3) percent, per year, of funds expended each year by District on projects that use funds allocated by the State Allocation Board pursuant to the Leroy F. Greene School Facilities Act. Unless waived in writing by District, Consultant shall provide proof of DVBE compliance, in accordance with any applicable policies of District or the State Allocation Board, within thirty (30) days of its execution of this Agreement
27. **Assignment.** The expertise and experience of Consultant are material considerations for this Agreement and the WAL. 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 and the WAL. In recognition of that interest, Consultant shall not assign or transfer this Agreement or any portion of this Agreement or any portion of the WAL or the performance of any of Consultant's duties, Services or obligations under this Agreement or the WAL without the prior written consent of District and approved by District's Board of Trustees. Any attempted assignment shall be ineffective, null and void, and shall constitute a material breach of this Agreement and the WAL entitling District to any and all remedies at law or in equity, including summary termination of this Agreement and the WAL.
28. **Subcontracting.** Notwithstanding the above, Consultant may utilize subcontractors in the performance of its duties pursuant to this Agreement and the WAL, but only with the prior written consent of District. Consultant shall be as fully responsible to District for the acts and omissions of its subcontractors, and of persons either directly or indirectly employed by Consultant's subcontractors, as if the acts and omissions were performed by Consultant directly.




29. **District Administrator.** Lisa Franz shall be in charge of administering this Agreement on behalf of District, (the “Administrator”) provided that any written notice or any consent, waiver or approval of District must be signed by the Superintendent or a designated employee of District to be valid. The Administrator has completed **Exhibit D** “Conflict of Interest Check” attached hereto.

30. **Continuity of Personnel.** Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant’s staff and subcontractors consistent with the staff proposed as part of the Statement of Qualifications, if any, assigned to perform Services under this Agreement and the WAL.

a. Consultant shall provide District and the Administrator a list of all personnel and subcontractors providing Services and shall maintain said list current and up to date at all times during the Term. The list 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; (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 and the WAL.

31. **Indemnification.** To the fullest extent permitted by law, Consultant shall defend and indemnify District and its officials, elected board members, employees and agents (“Indemnified Parties”) from and against all claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Consultant, its officers, employees, consultants, subcontractors, or agents, pursuant to this Agreement and/or the WAL, but not for any loss, injury, death or damage caused by the active negligence or willful misconduct of any of the Indemnified Parties.

a. Consultant agrees to obtain executed indemnity agreements with provisions identical to the above from each and every subcontractor retained or employed by Consultant in the performance of this Agreement and the WAL. Failure of District to monitor compliance with these requirements imposes no additional obligations on District and will in no way act as a waiver of any rights hereunder. Consultant’s obligation to indemnify and defend District as set forth above is binding on the successors, assigns or heirs of Consultant and shall survive the termination of this Agreement and the WAL.

 (Initials)

32. **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.

33. **Notices.** All notices required or permitted to be given under this Agreement or the WAL 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: Lisa Cline  
*Assistant Superintendent , Business & Fiscal Services*  
Re: [Insert Project Name]

**With electronic copy to:** Caldwell Flores Winters, Inc.  
Oxnard School District Program Manager  
6425 Christie Ave., Suite 270  
Emeryville, California 94608  
Attention: Yuri Calderon  
T: 510-596-8170  
Email: ycalderon@cfwinc.com

To Consultant: MNS Engineers, Inc.  
4580 E. Thousand Oaks Blvd., Suite 101  
Westlake Village, CA 91362  
Attention: Fred Tice  
T: (805) 648-4840  
Email: ftice@mnsengineers.com

All notices, demands, or requests to be given under this Agreement or the WAL shall be given in writing and conclusively shall be deemed received when delivered in any of the following ways: (i) on the date delivered if delivered personally; (ii) on the date sent if sent by facsimile transmission and confirmation of transmission is received; (iii) on the date it is accepted or rejected if sent by certified mail; and (iv) the date it is received if sent by regular United States mail.

34. **Excusable Delays.** Neither Party will be liable to the other for unanticipated delays or failures in performance resulting from causes beyond the reasonable control of that Party, including, but not limited to, acts of God, labor disputes or disturbances, material shortages or rationing, riots, acts of war, governmental regulations, communications or utility failures, or casualties; provided that the delayed Party: (i) gives the other Party prompt written notice of such cause; and (ii) uses its reasonable efforts to correct such failure or delay in its performance. The delayed Party's time for performance or cure under this section will be extended for a period equal to the duration of the cause or sixty (60) days, whichever is less.
35. **Entire Agreement; Binding Effect.** This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. Consultant shall be entitled to no other benefits other than those specified herein. No changes, amendments or alternations shall be effective unless in writing and signed by both Parties and approved by District's Board of Trustees. Consultant specifically acknowledges that in entering into this Agreement, Consultant relied solely upon the provisions contained in this Agreement and no others. This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the Parties.
36. **Amendment.** No changes, amendments to or modifications of this Agreement or the WAL shall be valid, effective or binding unless made in writing and signed by both Parties and approved by the District's Board of Trustees. The Parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.
37. **Waiver.** Waiver by any Party of any term, condition, or covenant of this Agreement or the WAL 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 or the WAL shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement or the WAL. None of the provisions of this Agreement or the WAL shall be considered waived by either Party unless such waiver is specifically specified in writing. Neither District's review, approval of, nor payment for, any of the Services required under this Agreement or the WAL shall be construed to operate as a waiver of

any rights under this Agreement or the WAL, and Consultant shall remain liable to District in accordance with this Agreement and the WAL for all damages to District caused by Consultant's to perform any of the Services to the Standard of Performance. This provision shall survive the termination of this Agreement and the WAL.

38. **Governing Law.** This Agreement and the WAL shall be interpreted, construed and governed according to the laws of the State of California. With respect to litigation involving this Agreement, the WAL or the Services, venue in state trial courts shall lie exclusively in the County of Ventura, California.

39. **Severability.** If any term, condition or covenant of this Agreement or the WAL is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement and the WAL shall not be affected thereby and the Agreement and WAL shall be read and construed without the invalid, void or unenforceable provision(s).

40. **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.

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

**OXNARD SCHOOL DISTRICT:**

Lisa A. Franz  
Signature

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

11-20-13  
Date

Tax Identification Number: 95-6002318

**MNS ENGINEERS INC.:**

[Signature]  
Signature

JAMES A. SALVIO, PRESIDENT & CEO  
Typed Name/Title

29 OCTOBER 2013  
Date

Tax Identification Number: 95-2000889

- Not Project Related  
 Project #13-126

**EXHIBIT A**  
**TO AGREEMENT FOR CONSULTANT SERVICES #13-126**

**WORK AUTHORIZATION PROCEDURES**

**1. Assignment of Work Authorization**

- 1.1. Request For Proposal (RFP): At the sole discretion of District, one or more prequalified professional services consultants shall be solicited with a Request For Proposal (“RFP”) for a specific lump sum fixed fee proposal for defined Services to be complete within a defined timeline. For a proposal to be valid it must clearly acknowledge the complete Services requested by District and must include a lump sum fixed fee amount to complete all defined Services, a clearly defined schedule for completion of Services which meets the required timeline defined by District and shows final completion to occur within the Term of this Agreement.
- 1.2. Evaluation of Proposal: District’s Program Manager, in consultation with District, shall review each proposal for validity, accuracy, competitiveness, and overall quality of the Services proposed to be performed. In the case where more than one firm is solicited for a scope of defined Services, the Program Manager shall evaluate each proposal thoroughly based on predetermined, objective criteria to ensure a just and fair review of all proposals.
- 1.3. Selection of Consultant: Following evaluation of proposals, the consultant whose proposal exhibits the best value for the benefit of District shall be recommended to the Superintendent for approval.
- 1.4. Work Authorization Letter (WAL): With the approval of the District Superintendent, the Program Manager shall issue a Work Authorization Letter (“WAL”) to the selected consultant to perform the defined Services as indicated in the RFP, for the lump sum fixed fee amount reflected in the proposal, with all Services to complete within the timeline indicated in the RFP, and the Term set forth in this Agreement. District retains the right to negotiate all terms of the WAL subsequent to the receipt of proposal(s) in order to clarify the scope of Services, and/or make any adjustments to the fee amount and required schedule prior to issuance of the WAL. The WAL shall be considered a binding agreement, and amendment to this Agreement, once executed by Consultant, approved by the District Board of Trustees, and executed by the Superintendent.
- 1.5. Performance of Services Set Forth in the WAL: Performance of Services set forth in the WAL shall not commence until final approval by the District Superintendent and Board of Trustees, unless expressly authorized by the District Superintendent and Program Manager. During the course of completing the Services, Consultant shall comply will all provisions of this Agreement and the WAL. All Services set forth in the WAL shall be completed within the schedule set forth in the WAL.
- 1.6. Close Out of WAL Services: Upon completion of all Services required by the WAL, Consultant shall submit all required close-out documentation, certifications, records, reports, warranties, and any other information required or requested by District prior to submitting Consultant’s invoice for final payment.
- 1.7. WAL Form: See next page for sample Work Authorization Letter.

- Not Project Related  
 Project #13-126

	<b>WORK AUTHORIZATION LETTER (WAL)</b>	
	<b>GENERAL INFORMATION</b>	
	PROJECT #:	DATE:
	SITE NAME:	DSA #:
MASTER AGREEMENT #:	OPSC #:	
WAL #:	VENDOR ID:	
<b>PURSUANT TO MASTER AGREEMENT BETWEEN:</b>		
<b>DISTRICT</b>	<b>CONSULTANT</b>	
<b>OXNARD SCHOOL DISTRICT</b> 1051 South A. St. Oxnard , CA 93030 (805) 385-1501	Firm Name: Street: City, State, Zip: Phone:	
<b>SCOPE OF SERVICES TO BE PERFORMED UNDER THIS WAL</b>		
(ATTACH ADD'L PAGES AS NECESSARY)		
<b>SCHEDULE OF SERVICES TO BE PERFORMED UNDER THIS WAL</b>		
<b>START DATE:</b>		<b>COMPLETION DATE:</b>
<b>FIXED FEE AMOUNT:</b> _____		
<p><i>This fee amount is based upon Consultant's proposal dated _____, and subsequent negotiations mutually agreed to by all parties.</i></p> <p><i>This WAL is inherently a part of the Master Agreement indicated above. It is bound by the general terms and conditions of the Master Agreement. This WAL describes in detail the Consultants specific scope of Services, agreed upon lump sum fixed fee, agreed upon schedule for completion of Services, and other provisions required to clearly indicate the required Services, and terms of this WAL.</i></p> <p><i>This WAL and associated Master Agreement hereby supersede any and all terms, conditions, and other provisions of the Consultant's proposal, and such terms, conditions, and other provisions are null and void and are not incorporated to any extent as part of this WAL and associated Master Agreement whether or not they are directly superseded by this WAL and/or the associated Master Agreement.</i></p>		
<b>IN WITNESS THEREOF, THE PARTIES HAVE AGREED TO AND EXECUTED THIS WAL AS SET FORTH BELOW:</b>		
<b>DISTRICT</b>	<b>CONSULTANT</b>	
<b>OXNARD SCHOOL DISTRICT</b>	<b>CONSULTANT:</b>	
(SIGNATURE)	(DATE)	(SIGNATURE) (DATE)
<b>FOR DISTRICT USE ONLY</b>		
PROJECT MANAGER:	PREPARED BY:	
PO #:	PO AMOUNT:	
SOURCE OF FUNDS:	<input type="checkbox"/> MEASURE "R" <input type="checkbox"/> DEF. MAINT. <input type="checkbox"/> DEV. FEES <input type="checkbox"/> OTHER: _____	
COST ID:		
(PM APPROVAL SIGNATURE)		(DATE)
<b>SPECIAL INSTRUCTIONS:</b>		

- Not Project Related  
 Project #13-126

**EXHIBIT B**  
**TO AGREEMENT FOR CONSULTANT SERVICES #13-126**

**COMPENSATION & RATE/FEE SCHEDULE**

**I. The following rates of pay shall apply in the performance of the Services under this Agreement and the WAL:**

**MNS Engineers Standard Schedule of Fees**

**Effective July 1, 2013 through June 30, 2014**

**Project Management**

Principal-In-Charge	\$210
Senior Project Manager	200
Project Manager	185
Project Coordinator	100

**Surveying**

Principal Surveyor	\$195
Supervising Surveyor	170
Senior Project Surveyor	155
Project Surveyor	140
Senior Land Title Analyst	125
Assistant Project Surveyor	120
Party Chief	125
Chainperson	120
One-Person Survey Crew	170

**Technical Support**

Supervising CADD/Engineering Technician	110
Senior CADD/Engineering Technician	100
CADD/Engineering Technician	90
Senior GIS Analyst	140
GIS Analyst	120
Senior GIS Technician	110
GIS Technician	95

**II. Consultant may utilize subcontractors as permitted in the Agreement and the WAL. The hourly rate for any subcontractor shall be consistent with the rate and fee schedule indicated in Section I above, unless other direction is provided with written authorization from District Superintendent or his/her designee.**

**III. Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. Consultant may be reimbursed for those reasonable out-of-pocket expenses set forth below that are incurred and paid for by Consultant beyond the typical obligations under this Agreement and the WAL, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by District in writing and do not cause the amounts paid to Consultant to exceed the amounts**

Not Project Related

Project #13-126

**allowed under this Agreement and the WAL. No mark-up of any expense is permitted. The following is the EXCLUSIVE list of reimbursable expenses:**

**A. Travel and Mileage. Consultant must request the travel in writing and justify why the travel should be reimbursed. Travel expenses must be approved in writing by District, in its sole discretion. Trips from any Consultant's office to District's office or to the subject project site will not be approved for reimbursement.**

**B. Reimbursable Reprographic Services. Print sets or copies requested in writing by District beyond the quantities required under the WAL.**

**C. Fees for Subcontractors. Fees for subcontractors hired and paid by Consultant at the written request of District and are permitted in the Agreement and the WAL.**

**D. Fees advanced for securing approval of public agencies having jurisdiction over any project hereunder.**

**IV. Consultant shall provide to District a complete Schedule of Values (SOV), identifying major work activities required to complete the authorized scope of work. All invoices must reflect the appropriate progress percentage for each SOV item billed, to be verified by District. District will compensate Consultant for the Services performed upon approval by District of a valid and complete invoice, in form and substance acceptable to District. See Exhibit G for required Invoice Approval Form and Billing Cover Sheet. The Billing Cover Sheet shall reflect the approved SOV. In connection with Services that are only partially completed at the time an invoice is paid, notwithstanding any provision of the Agreement, the WAL, or any other document, payment of the invoice does not constitute acceptance of the partially completed work or Service. Each invoice is to include:**

- 1) Billing Cover Sheet/SOV with all appropriate progress percentages identified toward completion of the Services.
- 2) Acceptable back-up for billings shall include, but not be limited to:
  - a) Records for all personnel describing the work performed, the number of hours worked, and the hourly rate, for all time charged to the Services.
  - b) Records for all supplies, materials and equipment properly charged to the Services.
  - c) Records for all travel pre-approved by District and properly charged to the Services.
  - d) Records for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

Unless otherwise directed by District, in writing, completed invoices are to be submitted to the attention of the Director of Purchasing and the Assistant Superintendent, Business and Fiscal Services. To be considered complete, the invoice packet shall include all back-up documentation required by District and sign-off from District staff, Program Manager or project manager assigned by District to supervise the Services.

**V. The total compensation for the Services shall be provided for in the WAL(s) issued subsequent to this Agreement.**

**VI. Compensation Upon Termination.** In the event that District suspends or terminates this Agreement, the WAL or any of the Services pursuant to Section 11 or Section 12a of the Agreement, District will pay Consultant as provided herein and the WAL for all Services and authorized Additional Work actually performed, and all authorized reimbursable expenses actually incurred and paid, under and in accordance with

Not Project Related

Project #13-126

this Agreement and the WAL, up to and including the date of suspension or termination; provided that such payments shall not exceed the amounts specified in the Agreement and the WAL as compensation for the Services completed, plus any authorized Additional Work and authorized reimbursable expenses completed prior to suspension or termination. No payment for demobilization shall be paid unless District at its sole discretion determines that demobilization or other compensation is appropriate. After a notice of termination is given, Consultant shall submit to District a final claim for payment, in the form and with certifications prescribed by District. Such claim shall be submitted promptly, but in no event later than forty (40) calendar days after the Termination Date specified on the notice of termination. Such payment shall be Consultant's sole and exclusive compensation and District shall have no liability to Consultant for any other compensation or damages, including without limitation, anticipated profit, prospective losses, legal fees or costs associated with legal representation or consequential damages, of any kind.



- Not Project Related
- Project #13-126

**EXHIBIT C**  
**TO AGREEMENT FOR CONSULTANT SERVICES #13-126**

**INSURANCE**

I. **Insurance Requirements.** Consultant shall provide and maintain insurance, acceptable to District Superintendent or District Counsel, in full force and effect throughout the Term of this Agreement and the WAL, 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, subcontractors, representatives and/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 the WAL and grounds for immediate termination**

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

Not Project Related

Project #13-126

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 and/or Services 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 Agreement and the WAL, certificates of insurance necessary to satisfy District that the insurance provisions of this Agreement have been complied with. 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 a 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 #13-126

**EXHIBIT D**  
**TO AGREEMENT FOR CONSULTANT SERVICES #13-126**

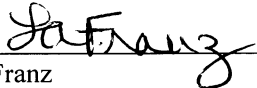
**CONFLICT OF INTEREST CHECK**

Bylaws of the Board 2030(C)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 District's Conflict of Interest Code (commencing with Bylaws of the Board 2030 BB).

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

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

Date: 11-20-13

By:   
Lisa A. Franz  
Director, Purchasing

- Not Project Related  
 Project #13-126

**EXHIBIT “E”  
TO AGREEMENT FOR CONSULTANT SERVICES #13-126**

**BACKGROUND CHECK AND FINGERPRINTING PROCEDURES  
FOR CONTRACTORS**

The successful Bidder will be required to assure that its employees, subcontractors of any tier, material suppliers, and consultants do not have direct contact with the District’s students during the performance of the Contract in compliance with Education Code §§ 45125.1 and 45125.2. To assure these provisions, the successful Bidder’s supervisor shall be fingerprinted, and proof of same shall be provided to the District prior to start of on-site work. The supervisor will monitor the workers’ conduct while on school grounds. In addition, the successful Bidder shall barricade the Work area to separate its workers from the students. Costs associated with this process are the responsibility of the successful Bidder.

The Contractors’ construction supervisors or their unsupervised employees who will be working outside of fenced areas during the school hours **must** have submitted a fingerprint identification card to the Department of Justice (DOJ) and have a proof of clearance in the form of an affidavit filed in the Oxnard School District’s Purchasing Office **prior to** the start of the Work.

California Education Code §§45125.1 and 45125.2 require that criminal checks be completed for contractors (Contracting Firm) who provide architectural, construction, janitorial, administrative, landscape, transportation, food-related, or other similar services to school districts.

The undersigned does hereby certify to the Board of Trustees of the Oxnard School District as follows:

That I am a representative of the Contractor currently under contract (“Contract”) with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor certifies that it has taken the following actions with respect to the construction Project that is the subject of the Contract:

1. Pursuant to Education Code §45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, which will limit contact between Contractor’s employees and District pupils at all times (mandatory for all Projects); AND
2. The Contractor has complied with the fingerprinting requirements of Education Code §45125.1 with respect to all Contractor’s employees and all of its subcontractors’ employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the California Department of Justice has determined that none of those employees has been convicted of a felony, as that term is defined in Education Code §45122.1. A complete and accurate list of Contractor’s employees and of all its subcontractors’ employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; AND/OR

- Not Project Related
- Project #13-126

3. Pursuant to Education Code §45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of each employee who will be supervising Contractor's employees and its subcontractors' employees is:

Name: FRED TICE

Title: PRINCIPAL SURVEYOR

AND/OR

4. The Work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contract with District pupils.

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: 10.29.2013

Proper Name of Contractor: MINS ENGINEERS, INC.

Signature: 

By: JAMES A. SALVITO

Its: PRESIDENT & CEO

Not Project Related

Project #13-126

**EXHIBIT “F”  
TO AGREEMENT FOR CONSULTANT SERVICES #13-126**

**SCOPE OF SERVICES – PROJECT SURVEYOR**

**The Project Surveyor’s Scope of Work includes, but is not limited to, the following:**

Consultant shall ensure that project design documents are in accordance with all legal boundaries, representative of actual topographical elevations, and inclusive of all existing improvements including locations, extents, and depths/heights, of all existing structures, slabs, utilities, and other physical infrastructure and other improvements.

**1) Boundary Survey-General Requirements:**

- a. Obtain a preliminary title report for the assigned property.
- b. Perform a field survey to located boundary monuments related to a project site boundary. If an existing Record of Survey, Parcel Map or Final Map exists for the project site, and sufficient record monuments are found, locate and place the record boundary lines in the topographic mapping. Reference monuments used to place boundary lines in the topographic map will also be shown. No missing or destroyed monuments will be replaced.
- c. If no Record of Survey, Parcel Map or Final Map exists for the project site, perform a field survey in accordance with Business and Professions Code §§8762. Monuments shall be set at property corners or at alternate locations if corner monument cannot be set. A supplemental drawing of the boundary and monuments will be provided to the Client for placement in the topographic mapping. The location of easements and rights-of-way, both over and in favor of subject properties should be included in this proposal, including costs for obtaining a preliminary title report for the subject property if such report is not readily available from the District.

**2) Topographic Survey Scope of Services:**

- a. Consultant shall retain a qualified underground utility location service to provide thorough data collection and facilitate completion of the work tasks listed below:
  1. Note width of adjoining roadways, width and type of pavement. Identify existing landmarks and monuments;
  2. Plot location of existing structures and corners on the property and structures on adjacent properties within 75 feet;
  3. Locate and describe relevant features, including, but not limited to fences, power poles, light standards, signage, equipment, play structures, and walls;
  4. Show recorded or otherwise known easements and rights-of-way; state the owner of right of each;
  5. Note possibilities of prescriptive rights-of-way and the nature of each;
  6. Establish a minimum of one permanent benchmark on site; description and elevation to nearest .01’. Location of benchmark to be determined by Architect of Record;
  7. Indicate contours at one foot intervals; error shall not exceed one half contour interval;
  8. Indicate spot elevations at each intersection of a 50 foot square grid covering the property;
  9. Provide spot elevations at joint points and match lines where new pavement and/or structures will interface with existing surfaces and/or building finish floor, and roof elevations in the area of project construction;

Not Project Related

Project #13-126

10. Provide spot elevations at street or walkway intersections and at 25 feet on center on curb, sidewalk and edge of paving, including center line and far side of street. If elevations vary from established grades, state established grades;
11. Plot location of existing structures, above and below ground, man-made (e.g., paved areas and buildings or structures covered or obscured by trees will be located by conventional survey methods, together with finished floor elevations for all buildings within the survey limits that are to be retained for future use. Individual trees greater than two (2) inches in diameter are to be located by conventional methods. Clusters of trees will be shown by locating the center of the cluster, with a perimeter drip line. Frontage improvements within the survey limits, (such as curbs, gutter, walks, paving and centerlines will be supplemented by conventional survey methods) and natural features; all finish floor elevations and elevations at each entrance of buildings on the property including elevations of adjacent natural grade and/or existing pavement and curbs, cross slopes of adjacent walks, etc.;
12. Retain Underground Utility Location service to:
  - a. Indicate location, size, depth and pressure of water and gas mains, central steam and other utilities including, but not limited to: buried tanks and septic fields serving, or on, the property;
  - b. Indicate location of fire hydrants available to the property and the size of the main serving each;
  - c. Indicate location, depth, and characteristics of power and communications systems above and below grade; and,
  - d. Indicate location, size, depth and direction of flow of sanitary sewers, combination sewers, storm drains and culverts serving, or on, the property; location and elevation of catch basins and manholes, and inverts of pipe at each;
13. Review District archives for relevant information and compare to field observations; Review county recorder and city clerk archives for relevant information and compare to field observations.

### **3) Reports**

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

1. Six (6) copies of complete site survey map, stamped, certified and wet-signed by licensed civil engineer, indicating all information noted above. Digital file must accompany final survey with all information indicated above provided in an Auto Cad file, 2007 and 2010 versions. Layering shall be as directed by the Architect of Record.
2. Add-alternate may be considered for delivery final survey documentation in GIS mapping format for use in 3D design model.

### **4) Time**

The surveys shall be completed and hard copies with electronic files transmitted within 30 calendar days of the notice to proceed.

### **5) Accuracy Standards**

Precision of the survey shall be based on the positional accuracy concept. The Surveyor shall recommend positional accuracy limits and error of closure limits for the property being surveyed in the proposal.







Not Project Related

Project #13-126

## Consultant/Vendor Billing Instructions

### Invoice Cover Sheet Set-Up.

- 1 See "billing tab" below for spreadsheet, these are the instructions
- 2 Enter Project Site name, DSA project number, Project Type, Invoice #, Date, Your Company Name, fax, phone, etc...
- 3 Enter PO # (Purchase Order #) provided to you when contract issued.
- 4 Feel free to include your company logo if you wish.
- 5 Enter approved contract agreements, amendments, re-imbursables, allowances, etc. for which you are billing. Include summary scope of work. Enter "Cost Code" provided to you by Program Manager.
- 6 If you wish to break the contract work items down into portions that you would typically separate for progressive payments, please do that now. If your contract allows re-imbursables in addition to contract fee, please separate these values. If you require more line items to complete this step, please highlight the entire last row by clicking on the grey row # at left, press CTRL+C to copy row, right click grey row # immediately below, select "Insert Copied Cells". This can be repeated as many times as necessary. Multiple rows can be copied/inserted in a single step by highlighting multiple rows prior to copying.

### First Billing.

- 5 **IMPORTANT!** When you are entering costs for your first billing, enter values (dollar amounts) ONLY into the green column. The percentages will change automatically. **NOTE:** Select the (% Complete) billing tab if you prefer to track your billings based on total project % complete. Once % complete is entered, billable amount will populate automatically. Select the (lump sum) billing tab if you prefer to track your billings as a lump sum billable amount to date. Once lump sum amount is entered, % complete will populate automatically.
- 6 Send invoice based on the Dollar value at the PRE-RETENTION value, if applicable.

### Subsequent Billings

- 7 Manually input the dollar values from the "cost completed to date" column into the blue "total previous billings" column
- 8 Enter the corresponding dollar values,% complete values into the green column for total work complete to date.
- 9 Submit a conditional release waiver with the billing. Submit signed pay request certification form.
- 10 Email (tmiddlestadt@cfwinc.com), or mail to the CFW Oxnard office at 1901 Victoria Ave, Suite 106 Oxnard, CA 93035. Please allow 4-6 weeks for invoice processing prior to payment.
- 11 Please note that invoice amounts which exceed remaining contract balance will not be processed, and will be returned to Vendor pending additional contract agreement(s). Incorrect contract amounts, cost codes, or other errors & miscalculations can delay/prevent processing of payment.

**NOTE:** All Consultant/Vendor invoices must be accompanied by this worksheet to ensure proper payment. Invoices without this worksheet may be rejected and may delay payment until the next billing cycle or until the spreadsheet becomes accurate. Invoices not received by the 25<sup>th</sup> may be delayed until the next billing cycle. Contact the Program Manager with any questions regarding billing values, or any other information required, prior to submitting a billing.



**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

**BLANKET ADDITIONAL INSURED  
(ARCHITECTS, ENGINEERS AND SURVEYORS)**

This endorsement modifies insurance provided under the following:  
**COMMERCIAL GENERAL LIABILITY COVERAGE PART**

**A. The following is added to WHO IS AN INSURED (Section II):**

Any person or organization that you agree in a "contract or agreement requiring insurance" to include as an additional insured on this Coverage Part, but only with respect to liability for "bodily injury", "property damage" or "personal injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- a. In the performance of your ongoing operations;
- b. In connection with premises owned by or rented to you; or
- c. In connection with "your work" and included within the "products-completed operations hazard".

Such person or organization does not qualify as an additional insured for "bodily injury", "property damage" or "personal injury" for which that person or organization has assumed liability in a contract or agreement.

The insurance provided to such additional insured is limited as follows:

- d. This insurance does not apply on any basis to any person or organization for which coverage as an additional insured specifically is added by another endorsement to this Coverage Part.
- e. This insurance does not apply to the rendering of or failure to render any "professional services".
- f. The limits of insurance afforded to the additional insured shall be the limits which you agreed in that "contract or agreement requiring insurance" to provide for that additional insured, or the limits shown in the Declarations for this Coverage Part, whichever are less. This endorsement does not increase the limits of insurance stated in the **LIMITS OF INSURANCE (Section III)** for this Coverage Part.

**B. The following is added to Paragraph a. of 4. Other Insurance in COMMERCIAL GENERAL LIABILITY CONDITIONS (Section IV):**

However, if you specifically agree in a "contract or agreement requiring insurance" that the insurance provided to an additional insured under this Coverage Part must apply on a primary basis, or a primary and non-contributory basis, this insurance is primary to other insurance that is available to such additional insured which covers such additional insured as a named insured, and we will not share with the other insurance, provided that:

- (1) The "bodily injury" or "property damage" for which coverage is sought occurs; and
- (2) The "personal injury" for which coverage is sought arises out of an offense committed;

after you have entered into that "contract or agreement requiring insurance". But this insurance still is excess over valid and collectible other insurance, whether primary, excess, contingent or on any other basis, that is available to the insured when the insured is an additional insured under any other insurance.

**C. The following is added to Paragraph 8. Transfer Of Rights Of Recovery Against Others To Us in COMMERCIAL GENERAL LIABILITY CONDITIONS (Section IV):**

We waive any rights of recovery we may have against any person or organization because of payments we make for "bodily injury", "property damage" or "personal injury" arising out of "your work" performed by you, or on your behalf, under a "contract or agreement requiring insurance" with that person or organization. We waive these rights only where you have agreed to do so as part of the "contract or agreement requiring insurance" with such person or organization entered into by you before, and in effect when, the "bodily

injury" or "property damage" occurs, or the "personal injury" offense is committed.

- D. The following definition is added to **DEFINITIONS (Section V)**:

"Contract or agreement requiring insurance" means that part of any contract or agreement under which you are required to include a person or organization as an additional insured on this Coverage Part, provided that the "bodily injury" and "property damage" occurs, and the

"personal injury" is caused by an offense committed:

- a. After you have entered into that contract or agreement;
- b. While that part of the contract or agreement is in effect; and
- c. Before the end of the policy period.

Policy No. BA2220L967

**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

## AUTO COVERAGE PLUS ENDORSEMENT

This endorsement modifies insurance provided under the following:

### BUSINESS AUTO COVERAGE FORM

With respect to coverage provided by this endorsement, the provisions of the Coverage Form apply unless modified by the endorsement.

**GENERAL DESCRIPTION OF COVERAGE-** This endorsement broadens coverage. However, coverage for any injury, damage or medical expenses described in any of the provisions of this endorsement may be excluded or limited by another endorsement to the Coverage Part, and these coverage broadening provisions do not apply to the extent that coverage is excluded or limited by such an endorsement. The following listing is a general coverage description only. Limitations and exclusions may apply to these coverages. Read all the provisions of this endorsement and the rest of your policy carefully to determine rights, duties, and what is and is not covered.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><b>A. BLANKET ADDITIONAL INSURED</b></li> <li><b>B. EMPLOYEE HIRED AUTO</b></li> <li><b>C. EMPLOYEES AS INSURED</b></li> <li><b>D. SUPPLEMENTARY PAYMENTS- INCREASED LIMITS</b></li> <li><b>E. TRAILERS -INCREASED LOAD CAPACITY</b></li> <li><b>F. HIRED AUTO PHYSICAL DAMAGE</b></li> <li><b>G. PHYSICAL DAMAGE – TRANSPORTATION EXPENSES – INCREASED LIMIT</b></li> </ul> | <ul style="list-style-type: none"> <li><b>H. AUDIO, VISUAL AND DATA ELECTRONIC EQUIPMENT – INCREASED LIMIT</b></li> <li><b>I. WAIVER OF DEDUCTIBLE-GLASS</b></li> <li><b>J. PERSONAL EFFECTS</b></li> <li><b>K. AIRBAGS</b></li> <li><b>L. AUTO LOAN LEASE GAP</b></li> <li><b>M. BLANKET WAIVER OF SUBROGATION</b></li> </ul> |
|---|--|

**A. BLANKET ADDITIONAL INSURED**

The following is added to Paragraph A.1., **Who Is An Insured, of SECTION II – LIABILITY COVERAGE:**

Any person or organization who is required under a written contract or agreement between you and that person or organization, that is signed and executed by you before the "bodily injury" or "property damage" occurs and that is in effect during the policy period, to be named as an additional insured is an "insured" for Liability Coverage, but only for damages to which this insurance applies and only to the extent that person or organization qualifies as an "insured" under the Who Is An Insured provision contained in Section II.

**B. EMPLOYEE HIRED AUTO**

1. The following is added to Paragraph A.1., **Who Is An Insured, of SECTION II – LIABILITY COVERAGE:**

An "employee" of yours is an "insured" while operating a covered "auto" hired or rented under a contract or agreement in that "employee's" name, with your permission, while

performing duties related to the conduct of your business.

2. The following replaces Paragraph b. in B.S., **Other Insurance, of SECTION IV – BUSINESS AUTO CONDITIONS:**

b. For Hired Auto Physical Damage Coverage, the following are deemed to be covered "autos" you own:

- (1) Any covered "auto" you lease, hire, rent or borrow; and
- (2) Any covered "auto" hired or rented by your "employee" under a contract in that individual "employee's" name, with your permission, while performing duties related to the conduct of your business.

However, any "auto" that is leased, hired, rented or borrowed with a driver is not a covered "auto".

**C. EMPLOYEES AS INSURED**

The following is added to Paragraph A.1., **Who Is An Insured, of SECTION II – LIABILITY COVERAGE:**

## COMMERCIAL AUTO

Any "employee" of yours is an "insured" while using a covered "auto" you don't own, hire or borrow in your business or your personal affairs.

### D. SUPPLEMENTARY PAYMENTS- INCREASED LIMITS

1. The following replaces Paragraph A.2.a.(2) of **SECTION II- LIABILITY COVERAGE:**

(2) Up to \$3,000 for cost of bail bonds (including bonds for related traffic law violations) required because of an "accident" we cover. We do not have to furnish these bonds.

2. The following replaces Paragraph A.2.a.(4) of **SECTION II- LIABILITY COVERAGE:**

(4) All reasonable expenses incurred by the "insured" at our request, including actual loss of earnings up to \$500 a day because of time off from work.

### E. TRAILERS -INCREASED LOAD CAPACITY

The following replaces Paragraph C.1. of **SECTION I- COVERED AUTOS:**

1. "Trailers" with a load capacity of 3,000 pounds or less designed primarily for travel on public roads.

### F. HIRED AUTO PHYSICAL DAMAGE

The following is added to Paragraph A.4., **Coverage Extensions, of SECTION III - PHYSICAL DAMAGE COVERAGE:**

#### Hired Auto Physical Damage Coverage

If hired "autos" are covered "autos" for Liability Coverage but not covered "autos" for Physical Damage Coverage, and this policy also provides Physical Damage Coverage for an owned "auto", then the Physical Damage Coverage is extended to "autos" that you hire, rent or borrow subject to the following:

(1) The most we will pay for "loss" in any one "accident" to a hired, rented or borrowed "auto" is the lesser of:

- (a) \$50,000;
- (b) The actual cash value of the damaged or stolen property as of the time of the "loss"; or
- (c) The cost of repairing or replacing the damaged or stolen property with other property of like kind and quality.

(2) An adjustment for depreciation and physical condition will be made in determining actual cash value in the event of a total "loss".

(3) If a repair or replacement results in better than like kind or quality, we will not pay for the amount of betterment.

(4) A deductible equal to the highest Physical Damage deductible applicable to any owned covered "auto".

(5) This Coverage Extension does not apply to:

- (a) Any "auto" that is hired, rented or borrowed with a driver; or
- (b) Any "auto" that is hired, rented or borrowed from your "employee".

### G. PHYSICAL DAMAGE - TRANSPORTATION EXPENSES - INCREASED LIMIT

The following replaces the first sentence in Paragraph A.4.a., **Transportation Expenses, of SECTION III - PHYSICAL DAMAGE COVERAGE:**

We will pay up to \$50 per day to a maximum of \$1,500 for temporary transportation expense incurred by you because of the total theft of a covered "auto" of the private passenger type.

### H. AUDIO, VISUAL AND DATA ELECTRONIC EQUIPMENT - INCREASED LIMIT

Paragraph C.2.. **Limit Of Insurance, of SECTION III - PHYSICAL DAMAGE COVERAGE** is deleted.

### I. WAIVER OF DEDUCTIBLE- GLASS

The following is added to Paragraph D., **Deductible, of SECTION III - PHYSICAL DAMAGE COVERAGE:**

No deductible for a covered "auto" will apply to glass damage if the glass is repaired rather than replaced.

### J. PERSONAL EFFECTS

The following is added to Paragraph A.4., **Coverage Extensions, of SECTION III - PHYSICAL DAMAGE COVERAGE:**

#### Personal Effects Coverage

We will pay up to \$400 for "loss" to wearing apparel and other personal effects which are:

- (1) Owned by an "insured"; and
- (2) In or on your covered "auto".

This coverage only applies in the event of a total theft of your covered "auto".

No deductibles apply to Personal Effects coverage.

**K. AIRBAGS**

The following is added to Paragraph **B.3., Exclusions, of SECTION III – PHYSICAL DAMAGE COVERAGE:**

Exclusion 3.a. does not apply to "loss" to one or more airbags in a covered "auto" you own that inflate due to a cause other than a cause of "loss" set forth in Paragraphs **A.1.b.** and **A.1.c.**, but only:

- a. If that "auto" is a covered "auto" for Comprehensive Coverage under this policy;
- b. The airbags are not covered under any warranty; and
- c. The airbags were not intentionally inflated.

We will pay up to a maximum of \$1,000 for any one "loss".

**L. AUTO LOAN LEASE GAP**

The following is added to Paragraph **A.4., Coverage Extensions, of SECTION III – PHYSICAL DAMAGE COVERAGE:**

**Auto Loan Lease Gap Coverage for Private Passenger Type Vehicles**

In the event of a total "loss" to a covered "auto" of the private passenger type shown in the Schedule or Declarations for which Physical Damage Coverage is provided, we will pay any unpaid amount due on the lease or loan for such covered "auto" less the following:

- (1) The amount paid under the Physical Damage Coverage Section of the policy for that "auto"; and

(2) Any:

- (a) Overdue lease or loan payments at the time of the "loss";
- (b) Financial penalties imposed under a lease for excessive use, abnormal wear and tear or high mileage;
- (c) Security deposits not returned by the lessor;
- (d) Costs for extended warranties, Credit Life Insurance, Health, Accident or Disability Insurance purchased with the loan or lease; and
- (e) Carry-over balances from previous loans or leases.

**M. BLANKET WAIVER OF SUBROGATION**

The following replaces Paragraph **A.S., Transfer Of Rights Of Recovery Against Others To Us, of SECTION IV – BUSINESS AUTO CONDITIONS:**

**5. Transfer Of Rights Of Recovery Against Others To Us**

We waive any right of recovery we may have against any person or organization to the extent required of you by a written contract executed prior to any "accident" or "loss", provided that the "accident" or "loss" arises out of the operations contemplated by such contract. The waiver applies only to the person or organization designated in such contract.



## **BOARD AGENDA ITEM**

Name of Contributor: Lisa Cline

Date of Meeting: 10/21/15

STUDY SESSION \_\_\_\_\_  
CLOSED SESSION \_\_\_\_\_  
SECTION A: PRELIMINARY \_\_\_\_\_  
SECTION B: HEARINGS \_\_\_\_\_  
SECTION C: CONSENT \_\_\_\_\_  
SECTION D: ACTION \_\_\_\_\_  
SECTION E: REPORTS/DISCUSSION   X    
SECTION F: BOARD POLICIES 1<sup>ST</sup> Reading \_\_\_\_\_ 2<sup>nd</sup> Reading \_\_\_\_\_

### **PRESENTATION ON LIVING WAGE (Cline)**

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The administration will provide a report regarding Living Wage.

### **FISCAL IMPACT**

None.

### **RECOMMENDATION**

None – Information only.

### **ADDITIONAL MATERIAL**

Attached: Living Wage Report Presentation (8 pages)



# LIVING WAGE REPORT

Presented October 21, 2015

# Living Wage Resolution

2

- Resolution # 14-15 was unanimously adopted on November 12, 2014 and specified the following:
  - Effective November 13, 2014, a “living wage” will be established in the Oxnard School District that is equal to a minimum of \$12.17 per hour;
  - An employee of the District eligible for the minimum “living wage” level shall be defined as a full-time or part-time employee, regardless of the number of hours per week worked. Those that would be considered ineligible for this benefit would include: student workers, substitutes, interns, consultants, contract labor or volunteers;

# Living Wage Resolution (continued)

3

- This practice will be reviewed annually by the Board of Trustees;
- The District, through the appropriate collective bargaining sessions and procedures and consistent with the state law shall, within no more than one year, negotiate and implement collective bargaining agreements that provide for a living wage for all District employees as defined herein;
- This resolution shall not be interpreted in such a way as to call for any decreases in District employee wages;

# Living Wage Resolution (continued)

4

At the time the resolution was adopted, the District had 2 categories of positions that were affected, Substitute Cafeteria Workers and Substitute Campus Assistants. A total of 114 employees were employed in these categories during the 2014-15 school year. Of the 114 employees, 23 were retirees.

# Current Employees

5

- Currently the Living Wage for the Oxnard area is \$12.61.
- The same group of substitute employees would still be paid at a rate under the current living wage if it were adjusted.
- In 2014-15, the District and CSEA successfully negotiated to move non-substitute Campus Assistant positions to the CSEA salary schedule at range 11.0. That rate is currently \$12.82 to \$15.60.

# Other Considerations

6

- AB1522 “Healthy Workplaces, Healthy Families Act of 2014”. Allows for 3 days of paid sick leave a year for all employees, if certain work hour criteria are met. This bill went into effect on July 1, 2015.

# Next Steps

7

- At Board direction, District staff would bring back a revised resolution to include the new living wage amount.



# Questions?

8



BOARD AGENDA ITEM

Name of Contributor(s): **Robin I. Freeman**

Date of Meeting: **10/21/15**

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

Approve: CAASPP Report (Freeman)

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**EXECUTIVE SUMMARY:**

CA Assessment of Student Performance and Progress (CAASPP) results for Oxnard School District were received for students tested in Spring 2015. A review of student performance on this new assessment will be provided by district and by school site.

**FISCAL IMPACT:**

None

**RECOMMENDATION:**

It is the recommendation of the Assistant Superintendent Educational Services that the Board of Trustees receives this report as presented.

**ADDITIONAL MATERIAL(S):**

CAASPP results is included.

# **CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS**

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## **CAASPP**

# College and Career Ready

- California has developed a comprehensive plan for high-quality teaching and learning in every school.
  - higher academic standards
  - more decision-making in the hands of schools and communities
  - more resources dedicated to schools and to students with the greatest needs
- System-wide changes are focused on helping students succeed in the long run, achieving their dreams of college and a career.

# Common Core State Standards

- Rigorous academic standards emphasize subject knowledge and also the critical thinking, analytical writing, and problem-solving skills students need to be successful in college and career.
- California's new assessment system promotes high-quality teaching and learning to improve student outcomes. This plan recognizes that assessments can play an important role in promoting and modeling high-quality instruction.

# SBAC (Smarter Balanced Assessment Consortium)

- New computer based tests that measure student knowledge of California's English Language Arts/Literacy (ELA) and mathematics standards in grades three through eight and grade eleven.
- Uses both computer-based and computer-adaptive tests.
- Includes performance tasks.

# SBAC (Smarter Balanced Assessment Consortium)

- Measures standards that address appropriate expectations for the preparation of high school graduates who are ready for success.
- Results are available to teachers, schools and school districts much more quickly than results from previous tests.
- Include supports for English learners and students with special needs.

# Teaching

- Emphasis on teaching and learning.
- The system provides a Digital Library of professional learning and instructional resources to help teachers assess individual student learning during instruction, provide feedback to students in a timely manner, and adjust teaching and learning as needed.
- Patience and persistence will be required to help our schools continue to succeed during this time of transition.



# Baseline

- This year's test results will establish a baseline for the progress we expect students to make over time.
- The scores indicate that most students will need to make significant progress to reach the standards set for math and ELA that accompany college and career readiness.
- We will not be discouraged by scores. Results will provide an opportunity to focus on the needs of students and support teachers and schools in their work.

# Parent Communication

- The student report has been mailed home to parents.
- It was accompanied by a letter explaining the report.
- Principals were provided with a PowerPoint presentation they can present to parents at their site meetings.
- Handouts and links to resources on the CDE website were made available to them.

# English/Language Arts

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

# Mathematics

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862

# Comparison of Scores-District, County, State

STANDARDS MET and EXCEEDED	Grade	DISTRICT		COUNTY		STATE	
		ELA	MATH	ELA	MATH	ELA	MATH
	3	16	18	37	40	38	40
	4	13	10	39	35	40	35
	5	24	11	47	33	44	30
	6	21	14	44	33	43	33
	7	21	13	46	35	44	34
	8	25	15	46	33	43	33

# Scores by School and Grade

## 3<sup>rd</sup> Grade

3 <sup>rd</sup> Grade	% Exceeding Standards		% Meeting Standards		% Nearly Meeting Standards		% Not meeting Standards	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
<b>School</b>								
Brekke	9	3	17	30	35	38	38	28
Elm	0	1	6	4	19	33	75	62
Harrington	3	1	1	7	14	16	82	76
Marina West	3	1	8	16	30	22	59	61
Marshall	4	4	17	15	20	29	58	52
McAuliffe	16	9	13	21	22	33	48	37
McKinna	2	3	11	13	20	16	67	69
Ramona	1	1	7	14	22	22	70	63
Ritchen	4	1	8	4	25	28	62	67
Rose Ave.	1	0	6	12	21	34	72	54
Sierra Linda	3	2	12	14	22	24	63	60
<b>Chavez</b>	<b>3</b>	<b>2</b>	<b>13</b>	<b>17</b>	<b>23</b>	<b>34</b>	<b>61</b>	<b>47</b>
Curren	9	6	20	26	33	30	38	38
Driffill	3	3	8	16	18	27	70	54
Kamala	2	1	5	9	17	26	77	64
Lemonwood	3	1	9	13	32	32	56	54
Soria	7	4	13	21	24	23	55	53

# Scores by School and Grade

## 4<sup>th</sup> Grade

4 <sup>th</sup> Grade	% Exceeding Standards		% Meeting Standards		% Nearly Meeting Standards		% Not meeting Standards	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Brekke	9	2	20	14	27	36	44	49
Elm	1	2	6	4	17	38	75	56
Harrington	0	0	3	3	9	29	86	69
Marina West	2	2	6	3	18	33	74	62
Marshall	11	5	12	13	24	31	53	51
McAuliffe	19	14	17	13	21	40	43	33
McKinna	2	1	2	2	10	19	85	78
Ramona	1	0	6	7	15	47	78	46
Ritchen	5	1	18	17	16	35	61	46
Rose Ave.	0	1	8	12	18	39	74	48
Sierra Linda	5	1	11	11	22	42	63	46
Chavez	4	4	8	7	18	28	70	60
Curren	0	1	10	9	31	43	59	47
Driffill	2	2	5	6	14	42	80	50
Kamala	1	1	6	4	19	30	74	65
Lemonwood	8	2	14	7	21	33	58	58
Soria	7	1	10	7	21	25	61	68

# Scores by School and Grade

## 5<sup>th</sup> Grade

5 <sup>th</sup> Grade	% Exceeding Standards		% Meeting Standards		% Nearly Meeting Standards		% Not meeting Standards	
	School	ELA	Math	ELA	Math	ELA	Math	ELA
Brekke	5	7	26	8	25	27	44	59
Elm	5	5	16	6	21	26	59	63
Harrington	12	5	22	20	28	40	38	35
Marina West	10	3	21	7	19	26	51	64
Marshall	6	4	29	17	26	35	39	44
McAuliffe	9	12	30	16	26	38	36	33
McKinna	1	0	7	2	10	7	82	91
Ramona	6	0	10	4	20	17	65	79
Ritchen	2	2	20	4	21	24	57	69
Rose Ave.	2	1	12	7	24	27	62	65
Sierra Linda	2	2	14	4	24	21	60	73
Chavez	3	-	17	5	24	30	55	64
Curren	2	2	15	8	23	27	60	64
Driffill	3	1	11	9	19	28	67	62
Kamala	5	3	20	8	25	36	50	53
Lemonwood	11	5	23	10	26	28	40	57
Soria	4	2	22	10	25	26	49	62



# Scores by School and Grade

## 6<sup>th</sup> Grade

6 <sup>th</sup> Grade	% Exceeding Standards		% Meeting Standards		% Nearly Meeting Standards		% Not meeting Standards	
	School	ELA	Math	ELA	Math	ELA	Math	ELA
Chavez	3	2	12	9	25	16	60	73
Curren	2	3	21	11	36	28	42	58
Driffill	1	1	12	5	28	33	59	62
Frank	6	6	20	9	27	31	47	54
Fremont	8	8	17	13	27	24	49	56
Haydock	2	0	14	9	32	27	53	64
Kamala	1	0	8	5	27	27	64	68
Lemonwood	1	0	17	8	43	32	39	60
Soria	10	5	30	12	32	35	28	48

# Scores by School and Grade

## 7<sup>th</sup> Grade

7 <sup>th</sup> Grade	% Exceeding Standards		% Meeting Standards		% Nearly Meeting Standards		% Not meeting Standards	
School	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Chavez	3	2	12	5	28	22	57	70
Curren	3	1	17	6	34	32	46	61
Driffill	2	3	19	9	18	33	62	55
Frank	5	4	22	10	27	30	46	57
Fremont	3	6	19	9	24	31	53	54
Haydock	3	4	15	10	24	29	58	57
Kamala	3	4	25	11	30	24	42	61
Lemonwood	0	0	6	3	28	20	65	78
Soria	3	3	20	9	31	41	46	47

# Scores by School and Grade

## 8<sup>th</sup> Grade

8 <sup>th</sup> Grade	% Exceeding Standards		% Meeting Standards		% Nearly Meeting Standards		% Not meeting Standards	
School	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Curren	4	5	27	11	27	26	41	58
Driffill	0	1	5	3	15	10	80	86
Frank	3	5	23	10	33	24	42	62
Fremont	5	9	24	11	25	19	46	61
Haydock	2	5	22	9	37	23	40	63
Kamala	0	0	11	2	34	16	54	82
Soria	5	8	32	15	37	30	27	47

# Next Steps

- Student and site data will be analyzed by principals and teachers.
- Plans will be developed to address areas needing support.
- Formative assessments and STAR360 projections will assist in identifying standards that need special attention.

# Questions





# 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
	<b>26</b>	<b><i>Regular Board Meeting</i></b>
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.”*