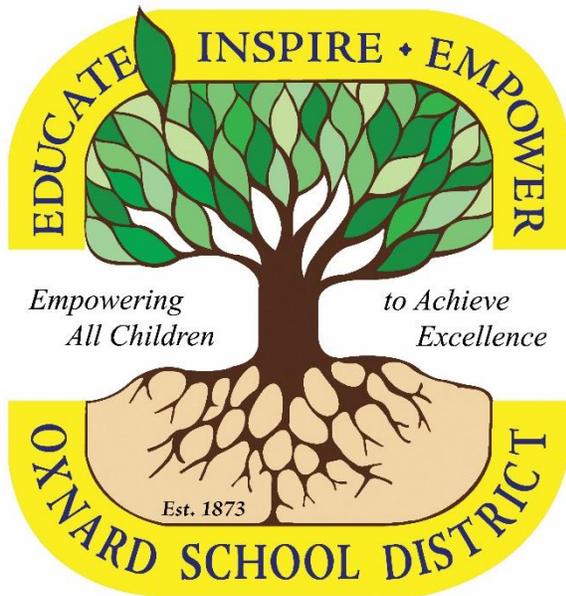


OXNARD SCHOOL DISTRICT

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



BOARD OF TRUSTEES

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

ADMINISTRATION

Dr. Cesar Morales
Superintendent
Ms. Lisa Cline
Deputy Superintendent,
Business & Fiscal Services
Dr. Jesus Vaca
Assistant Superintendent,
Human Resources & Support Services
Ms. Robin I. Freeman
Assistant Superintendent,
Educational Services

AGENDA #7
REGULAR BOARD MEETING
Wednesday, November 2, 2016
5:00 p.m. – Study Session
Closed Session To Follow
7:00 PM - Regular Board Meeting

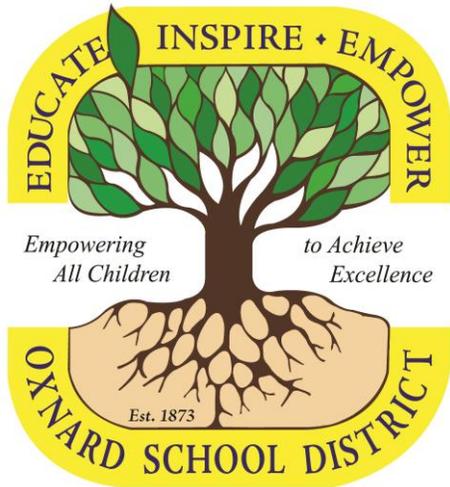
***NOTE:** In accordance with requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact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

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

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

www.oxnardsd.org

OPIE TV – Channel 20 &
Verizon FIOS - Channel 37



Vision:

Empowering All Children to Achieve Excellence

Mission:

Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities.



Visión:

Capacitar a cada alumno para que logre la excelencia académica

Misión:

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

**Section A
PRELIMINARY**

A.1 Call to Order and Roll Call **5:00 PM**

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

A.2 Pledge of Allegiance to the Flag

Dr. Liam Joyce, Principal at R.J. Frank Academy of Marine Science & Engineering, will introduce student Genevieve Sanchez, 8th grader in Mr. De Los Santos’ class, who will lead the audience in the Pledge of Allegiance.

A.3 District’s Vision and Mission Statements

The District’s Vision and Mission Statements will be read by student Jayleen Lopez, 7th grader in Mr. De Los Santos’ class, in English and in Spanish.

A.4 Presentation by R.J. Frank Academy of Marine Science & Engineering

Dr. Liam Joyce will provide a short presentation to the Board regarding R.J. Frank Academy of Marine Science & Engineering. 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:
Vote:

ROLL CALL VOTE:

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

A.6 Study Session – Title III Presentation (Freeman)

The Board of Trustees will receive a presentation on the District’s Title III Accountability Plan.

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

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

The Board will now convene in closed session to consider the items listed under Closed Session.

A.8 Closed Session

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

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

**Section A
PRELIMINARY**
(continued)

A.8 Closed Session (continued)

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

3. Pursuant to Section 54956.8 of the *Government Code*:
 - Conference with Real Property Negotiators (for acquisition of new school site):
Property: Parcel located Teal Club Road, North of Teal Club Road, South of Doris Avenue
Agency
Negotiators: Superintendent/Deputy Superintendent, Business & Fiscal Services/ Garcia Hernandez & Sawhney, LLP/ Caldwell Flores Winters Inc.
Negotiating
Parties: Dennis Hardgrave on behalf of the property owners
Under
Negotiations: Instruction to agency negotiator on price and terms.

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
 - Public Employee(s) Reassignment/Appointment:
 - Director, English Learner Services
 - Public Employee(s) Evaluation:
 - Deputy/Assistant Superintendents

A.9 Reconvene to Open Session **7:00 PM**

A.10 Report Out of Closed Session

The Board will report on any action taken in closed session or take action on any item considered in closed session, including expulsion of students.

A.11 Recognition of Oxnard School District’s Million Word Readers (Freeman/Curtis)

The Board of Trustees will recognize Oxnard School District Students who have read One Million Words.

A.12 Resolution #16-13 “2016 School Psychology Awareness Week” (Freeman/Sugden)

It is recommended that the Board of Trustees adopt and present Resolution #16-13 in Recognition of School Psychology Awareness Week, November 14-18, 2016.

Notes:
Moved:
Seconded:

ROLL CALL VOTE:

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

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.13 Recognition of Jessy Tapia, Program Director, Oxnard Scholars (Dr. Morales)

The Board of Trustees will recognize Jessy Tapia, Program Director, Oxnard Scholar After School Program for receiving the State of California Expanded Learning Emerging Leadership Award.

A.14 Introduction of New Administrator(s) (Dr. Morales)

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

- Director of Facilities – Mr. David Fateh

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

Section B
PUBLIC COMMENT/HEARINGS

B.1 Public Comment (3 minutes per speaker)

Members of the public may address the Board on any matter within the Board's jurisdiction at this time or at the time that a specific agenda item is being considered. Comments should be limited to three (3) minutes. Please know this meeting is being video-recorded and televised. The Board particularly invites comments from parents of students in the District.

B.1 Comentarios del Público (3 minutos para cada ponente)

Los miembros del público podrán dirigirse a la Mesa Directiva sobre cualquier asunto que corresponda a la jurisdicción de la Mesa Directiva en este periodo o cuando este punto figure en el orden del día y sea analizado. Los comentarios deben limitarse a tres (3) minutos. Tenga presente que esta reunión está siendo grabada y televisada. La Mesa Directiva invita en particular a los padres y alumnos del distrito a que presenten sus comentarios.

**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:

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

C.1 Agreements

It is recommended that the Board approve the following agreements:	Dept/School
Academic:	Freeman/ West
<ul style="list-style-type: none"> ▪ #16-149 with JDL Horizons LLC, to provide Haydock staff training and support to implement the Panasonic Broadcasting equipment as part of the school’s Video and Music Production Club; amount not to exceed \$5,800.00, to be paid with MSAP Grant Funds; 	Freeman/ West
<ul style="list-style-type: none"> ▪ #16-151 with Buck Institute for Education, will provide two (2) follow-up training days in Project Based Learning for up to 35 educators from the OSD’s three (3) middle school academies on Saturday, November 5, 2016, and Saturday, December 3, 2016; amount not to exceed \$12,000.00, to be paid with MSAP Grant Funds; 	Freeman/ Thomas
<ul style="list-style-type: none"> ▪ #16-152 with Our Lady of Guadalupe Parish School, in reference to allocated Title III Funding, OSD is required to serve EL students enrolled in private schools upon request from administration of that private school; Title III allocation to Our Lady of Guadalupe Parish School is \$1,751.00; 	Freeman/ Thomas
<ul style="list-style-type: none"> ▪ #16-153 with St. Anthony’s School, in reference to allocated Title III Funding, OSD is required to serve EL students enrolled in private schools upon request from administration of that private school; Title III allocation to St. Anthony’s School is \$2,294.00; 	Freeman/ Thomas
<ul style="list-style-type: none"> ▪ #16-154 with Santa Clara School, in reference to allocated Title III Funding, OSD is required to serve EL students enrolled in private schools upon request from administration of that private school; Title III allocation to Santa Clara School is \$5,011.00. 	Freeman/ Breitenbach
Enrichment:	Freeman/ Fox
<ul style="list-style-type: none"> ▪ #16-147 with The Outdoor School at Rancho Alegre, for 105 5th graders from Marshall School to participate in an instructional program of Outdoor Science & Conservation Education, June 6-8, 2017, at the Santa Barbara location; costs are \$268.00 per student, \$134.00 per district staff member, and the total including insurance and round-trip school bus transportation, is not to exceed \$24,300.00, costs will be paid from the Donation – Science Camp Fund; 	Freeman/ Fox
<ul style="list-style-type: none"> ▪ #16-148 with The Outdoor School at Rancho Alegre, for 120 6th graders from Soria School to participate in an instructional program of Outdoor Science & Conservation Education, December 12-16, 2016, at the Santa Barbara location; costs are \$268.00 per student, \$134.00 per district staff member, and the total including insurance and round trip school bus transportation, is not to exceed \$37,612.00, costs will paid with PTA and ASB Funds. 	

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.1 Agreements (continued)

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

Enrichment:

- #16-157 with Oxnard Performing Arts Center for use of facilities, Tuesday, November 29, 2016, for Awards of Excellence Ceremony; amount not to exceed \$1,700.00, to be paid with General Funds. Freeman

Special Education:

- #16-158 with Exceptional Educational Consultants Inc., to review Individual Educational Plans upon request and provide suggestions and corrections; amount not to exceed the hourly rate of \$75.00, to be paid with Special Education Funds. Freeman/
Sugden

Facilities:

- #16-143 with E.J. Harrison & Sons Inc., to provide districtwide trash pickup services, for a three (3) year term December 1, 2016 through November 30, 2019; at an annual cost of \$216,482.08 for a total of \$649,446.24, to be paid with General Funds. Cline/
McGarry

C.2 Ratification of Agreements:

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

Special Education:

- #16-146 with Ventura County Office of Education, to provide exceptional services to nine (9) special education students that consist of support from Special Circumstances Paraeducators (SCP's), for the 2016-2017 school year, including Extended School Year; amount not to exceed \$225,939.49, to be paid with Special Education Funds. Freeman/
Sugden

Support Services:

- #16-156 with Lynne Aoki, to provide evaluative services required for the MSAP Grant; amount not to exceed \$59,500.00, to be paid with MSAP Grant Funds. Freeman/
West

C.3 Annual Board Organization Meeting

It is recommended that the Board of Trustees set the date of Wednesday, December 7, 2016, at 7:00 p.m. as the date and time for the annual organizational meeting of the Board and direct the Ventura County Office of Education be notified of this decision. Dept/School
Dr. Morales

C.4 Approval of Request to Attend Out-Of-State Conference – Washington, D.C.

It is the recommendation of the Assistant Superintendent, Educational Services and the Project Director of MSAP, that the Board of Trustees approve request for the MSAP Project Director Ms. Debra West, to attend the Magnet Schools Assistance Program Project Director's meeting in Washington, D.C., December 5th and 6th 2016; amount not to exceed \$5,000.00, to be paid with MSAP Grant Funds. Dept/School
Freeman/
West

C.5 Approval of Employment Contract Amendment: District Superintendent

It is recommended that the Board of Trustees approve the amendment to the employment contract for the District Superintendent. Dept./School
Vaca

**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.6 Approval to Set Date for Public Hearing re: Sunshine of the CSEA's, Chapter 272 and the Oxnard School District's Initial Proposals for 2016-17 Negotiations, Pursuant to Government Code Section 3547

It is the recommendation of the Assistant Superintendent, Human Resources and Support Services, that the Board of Trustees schedule December 7, 2016 for the Public Hearing for the California School Employees Association's, Chapter 272 ("CSEA") and the Oxnard School District's (District) Initial Proposals for 2016-17 negotiations, pursuant to Government Code Section 3547.	Dept/School Vaca
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C.7 Approval of Notice of Completion, Roof Replacement Project 2016 – Sierra Linda, Bid #15-02

It is the recommendation of the Deputy Superintendent, Business & Fiscal Services and the Maintenance Manager, that the Board of Trustees approve the Notice of Completion and filing of such notice with the County Recorder's Office, for Bid #15-02, Roof Replacement Project 2016 – Sierra Linda with Craig Roof Company Inc.	Dept/School Cline/ McGarry
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C.8 Approval of Notice of Completion, Roof Replacement Project 2016 – Haydock Academy of Arts & Sciences, Bid #15-02

It is the recommendation of the Deputy Superintendent, Business & Fiscal Services and the Maintenance Manager, that the Board of Trustees approve the Notice of Completion and filing of such notice with the County Recorder's Office, for Bid #15-02, Roof Replacement Project 2016 – Haydock Academy of Arts & Sciences with Craig Roof Company Inc.	Dept/School Cline/ McGarry
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C.9 Approval of Notice of Completion, Roof Replacement Project 2016 – Fremont Academy of Environmental Science & Innovative Design, Bid #15-02

It is the recommendation of the Deputy Superintendent, Business & Fiscal Services and the Maintenance Manager, that the Board of Trustees approve the Notice of Completion and filing of such notice with the County Recorder's Office, for Bid #15-02, Roof Replacement Project 2016 – Fremont Academy of Environmental Science & Innovation Design with Letner Roofing.	Dept/School Cline/ McGarry
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C.10 Consideration and Approval of No-Cost Change Order #001 to Agreement #16-140 With Fence Factory for the Harrington School Fence Project 2016

It is the recommendation of the Deputy Superintendent, Business & Fiscal Services and the Maintenance Manager, that the Board of Trustees approve No Cost Change Order #001 to Agreement #16-140 with Fence Factory for the Harrington School Fence Project 2016.	Dept/School Cline/ McGarry
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C.11 Adoption of Resolution #16-15 – Biennial Review of Conflict of Interest Code

It is the recommendation of the Deputy Superintendent, Business & Fiscal Services, that the Board of Trustees adopt Resolution #16-15 incorporating the revisions through the Oxnard School District's Biennial Review of Conflict of Interest Code, as presented.	Dept/School Cline
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Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section C
CONSENT AGENDA

(continued)

C.12 Purchase Order/Draft Payment Report #16-03

It is the recommendation of the Deputy Superintendent, Business & Fiscal Services and the Director of Purchasing, that the Board of Trustees approve Purchase Order/Draft Payment Report #16-03, as submitted. Dept/School Cline/Franz

C.13 Enrollment Reports

Attached for the Board's information is the district's enrollment reports for the months of August, September and October, 2016. Dept/School

C.14 Establish/Abolish/Reduce/Increase Hours of Positions

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

C.15 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 Agreement #16-150 G & D Associates (Freeman/West)

It is the recommendation of the Assistant Superintendent, Educational Services, and the Project Director, MSAP, that the Board of Trustees approve Agreement #16-150 with G & D Associates, to continue to support the district and school teams with implementation of change management strategies, effective magnet promotion, development of marketing collateral and branding; amount not to exceed \$57,300.00, to be paid with MSAP Grant Funds.

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

ROLL CALL VOTE:

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

D.2 Approval of Single Plan for Student Achievement (20 Schools) (Freeman)

It is the recommendation of the Assistant Superintendent, Educational Services, that the Board of Trustees approve the Single Plan for Student Achievement for all 20 elementary and middle schools, as presented.

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

ROLL CALL VOTE:

Duff __, O’Leary __, Morrison __, Cordes __, 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
APPROVAL OF MINUTES

E.1 Approval of Minutes

It is recommended that the Board approve the minutes of special board meeting,
as submitted:

- October 12, 2016, special board meeting

Moved:
Seconded:
Board Discussion:
Vote:

ROLL CALL VOTE:

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

**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.)

F.1 First Reading of Board Policies, Regulations and Bylaws

It is recommended that the Board review the following revised Board Policies, Administrative Regulations and Bylaws, as presented, and approve for a first reading:

Revision BP 1312.3 and AR 1312.3	Community Relations UNIFORM COMPLAINT PROCEDURES	Vaca
Revision AR 1312.4 and E(2) 1312.4	Community Relations WILLIAMS UNIFORM COMPLAINT PROCEDURES	Vaca
Revision AR 3580	Business and Noninstructional Operations DISTRICT RECORDS	Vaca

F.2 Second Reading of Board Policies, Regulations and Bylaws

It is recommended that the Board review the following revised Board Policies, Administrative Regulations and Bylaws, as presented, and adopt for a second reading:

Moved:
Seconded:
Board Discussion:
Vote:

Revision E 9270	Board Bylaws CONFLICT OF INTEREST	Cline
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ROLL CALL VOTE:

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

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

Section G
CONCLUSION

G.1 Superintendent's Announcements (3 minutes)

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

Notes:

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

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

Notes:

ADJOURNMENT

Moved:
Seconded:
Vote:

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

BOARD AGENDA ITEM

Name of Contributor(s): Robin I. Freeman

Date of Meeting: 11/2/16

- A. Preliminary _____
Study Session: X
- B. Hearing: _____
- C. Consent Agenda _____ Agreement Category:
 - _____ Academic
 - _____ Enrichment
 - _____ Special Education
 - _____ Support Services
 - _____ Personnel
 - _____ Legal
 - _____ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action)
- F. Board Policies 1st Reading _____ 2nd Reading _____

Approve: Title III Presentation (Freeman)

The Oxnard School District is currently receiving Title III funds that enhance the academic achievement of English Learners. The overarching purpose is to ensure that English Learners, including immigrant children, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.

RECOMMENDATION:

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

ADDITIONAL MATERIAL(S):

Power Point

Title III Accountability Plan



**Presentation to Oxnard School District
Board of Education
NOVEMBER 2016**

Objective

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

English Learner Enrollment

Site	Total Enrollment	LEP Enrollment	EL %
Brekke	624	216	35%
Chavez	935	581	62%
Curren	1,065	542	51%
Driffill	1,190	709	60%
Elm	699	468	67%
Frank	1,245	438	35%
Fremont	1,132	218	19%
Harrington	521	325	62%
Haydock	853	306	36%
Kamala	1,202	685	57%
Lemonwood	907	589	65%
Marina West	642	267	42%
Marshall	567	209	37%
McAuliffe	777	184	24%
McKinna	715	461	64%
Ramona	626	420	67%
Ritchen	645	252	39%
Rose	754	496	66%
Sierra Linda	772	371	48%
Soria	1,034	325	31%
Totals	16,905	8,062	48%

Title III

Monitoring/Accountability

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

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

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

LEA/School Name	AMA0 1 - Annual Growth		AMA0 2 - Attaining English Proficiency			
	Number in Cohort	Percent Met AMA0 1	Less than 5 years		5 Years or More	
			Number in Cohort	Percent Attain Eng. Prof. Level	Number in Cohort	Percent Attain Eng. Prof. Level
Oxnard	7,830	48.6%	6,693	12.9%	2,596	38.2%
Cesar Chavez	560	49.5%	433	12.5%	197	33.0%
Christa McAuliffe	151	51.0%	176	18.2%	29	51.7%
Curren	531	54.2%	447	16.3%	153	41.2%
Driffill	686	48.4%	516	14.1%	263	38.0%
Elm Street	488	51.0%	496	13.3%	81	44.4%
Emilie Ritche	235	45.5%	272	7.7%	42	35.7%
Harrington	282	40.8%	392	5.9%	38	31.6%
Juan Soria	338	49.7%	271	19.6%	96	44.8%
Kamala	753	53.7%	596	13.3%	240	47.5%
Lemonwood	590	51.5%	526	14.1%	147	42.9%
Marina West	248	48.4%	275	13.8%	41	41.5%
McKinna	404	40.6%	502	10.4%	71	23.9%
Norman Brekke	221	45.7%	231	19.9%	41	34.1%
Ramona	379	43.0%	416	9.9%	60	26.7%
Rose Avenue	451	53.4%	482	11.0%	84	32.1%
Sierra Linda	301	50.2%	326	14.7%	45	40.0%
Thurgood Marshall	174	33.3%	211	8.1%	22	31.8%
Fremont	245	47.8%	24	20.8%	223	35.9%
Haydock	331	49.5%	13	30.8%	318	39.9%
Frank	461	43.6%	84	11.9%	405	35.3%

Title III Plan 2016-17

- Provide additional instruction for students at-risk of becoming LTELs and LTELs during Saturday School and Summer School hubs across the district.**
- Offer before and/or after school tutoring by credentialed teachers to provide extra support to ELs reading significantly below grade level.**

Title III Plan 2016-17

- **Enhance designated and integrated ELD instruction with professional development on the California ELA/ELD Standards.**
- **Provide targeted training on transition and transference skills for Transitional Bilingual Education teachers, K-3.**
- **Provide coaching in effective use of SIOP strategies for core content teachers in grades 6-8.**

Title III Plan 2016-17

- Purchase supplemental materials for designated ELD instruction and integrated ELD to be used during after school, Saturday School, Intersession, Summer School.**
- Use publishers of supplemental materials to provide staff development on instructional materials.**

Title III Plan 2016-17

- Provide supplemental training in the effective use of Wonders and Maravillas designated ELD materials.**
- Provide additional professional development for teachers of English Learners through attendance at CABE, ATDLE and other local conferences and workshops.**

Title III Plan 2016-17

- Use District Teachers on Special Assignment in the English Learner Services Department to observe student response to ELD instruction and offer follow-up coaching and/or modeling for classroom teachers.**

Title III Plan 2016-17

- Provide materials and training in AVID's Academic Language and Literacy program for middle school teachers of all core content areas.**

Title III Plan 2016-17

- **Analyze STAR360 and IPT data to determine specific needs of ELs in 4th and 5th grade to identify skills and standards needed to increase academic success in English Language Arts.**
- **Train 4th and 5th grade teachers on identified skills and standards. Teachers will build skills practice and standards into lesson design for both designated and integrated ELD.**

Reclassification

<u>School</u>	<u>2016 Spring</u>	<u>2016 Fall</u>
Brekke	40	1
Chavez	38	4
Curren	46	5
Driffill	44	5
Elm	43	0
Frank	35	3
Fremont	9	3
Harrington	20	1
Haydock	25	3
Kamala	50	2
Lemonwood	55	15
Marina West	22	0
Marshall	24	0
McAuliffe	21	0
McKinna	32	0
Ramona	29	0
Ritchen	20	0
Rose	43	0
Sierra Linda	32	0
Soria	48	1
OSD Total	676	43

QUESTIONS?



OSD BOARD AGENDA ITEM

Name of Contributor: Robin I. Freeman

Date of Meeting: 11/2/16

- A. Preliminary Study Session: _____
- B. Hearing: _____
- C. Consent Agenda _____ Agreement Category:
_____ Academic
_____ Enrichment
_____ Special Education
_____ Support Services
_____ Personnel
_____ Legal
_____ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Honoring Oxnard School District's Million Word Readers (Freeman/Curtis)

Students who have read One Million Words will be recognized by the Board of Trustees. Students will receive a t-shirt that states, "I Read 1,000,000 Words What's your superpower?"

FISCAL IMPACT: None

RECOMMENDATION: It is the recommendation of the Assistant Superintendent, Educational Services that the Board of Trustees accept this item as presented.

ADDITIONAL MATERIAL: None

OSD BOARD AGENDA ITEM

Name of Contributor: Robin I. Freeman

Date of Meeting: 11/2/16

- A. Preliminary Study Session: _____
- B. Hearing: _____
- C. Consent Agenda _____ Agreement Category:
_____ Academic
_____ Enrichment
_____ Special Education
_____ Support Services
_____ Personnel
_____ Legal
_____ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Title: Adoption and Presentation of Resolution #16-13 for School Psychology Awareness Week
November 14-18, 2016 (Freeman/Sugden)

DESCRIPTION:

The National Association of School Psychologists, (NASP) has recognized November 14-18, 2016 as School Psychology Awareness Week, "Small Steps Change Lives."

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

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services Director, and the Director of Special Education that the Board of Trustees approve the Adoption and Presentation of Resolution #16-13, in recognition of 2016 School Psychology Awareness Week.

ADDITIONAL MATERIAL:

Attached: Resolution (1 page)



**RESOLUTION NO. 16-13
OXNARD SCHOOL DISTRICT
BOARD OF TRUSTEES**

School Psychology Awareness Week
November 14-18, 2016
"Small Steps Change Lives"

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Oxnard School District proclaims the week of November 14-18, 2016, as ***School Psychology Awareness Week***, and encourages staff and the community at large to celebrate the important contributions of this vital profession.

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

Adopted this 2nd day of November 2016.

President, Board of Trustees

Clerk, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- Study Session:** _____
Closed Session _____
- A-1. **Preliminary** _____
A-II. **Reports** _____
B. **Hearings** _____
C. **Consent Agenda** _____
- Agreement Category:**
 Academic
 Enrichment
 Special Education
 Support Services
 Personnel
 Legal
 Facilities
- D. **Action Items** _____
F. **Board Policies 1st Reading** _____ **2nd Reading** _____

Approval of Agreement/MOU #16-149 – JDL Horizons LLC (Freeman/West)

This course provides a real-world immersion experience from a former BBC TV News and TV documentary professional. JDL Horizons LLC will provide an overview of the video production equipment already purchased and delivered to Haydock Academy of Arts & Sciences. They will share objectives, instruction and production goals, and describe the path for achieving those goals. JDL Horizons LLC will then explain a working production environment command structure, member responsibilities and how it operates. The course delegates will then be divided up into groups, and assigned roles. Team objectives will be assigned. The team will be given certain time limits to deliver pre-agreed video packages, complete, and edited ready for broadcast. The process will begin, and they will receive coaching and mentoring, as needed, throughout the process. This will provide the first steps necessary for the students to deliver professional commercial, commercial TV news and commercial TV news package content. The overall objective is to enable and leave both students and teachers with the ability to shoot/produce commercially acceptable school TV news 'special report packages,' short program pieces, and school news studio environments. This coaching will also help to prepare students to enter the workforce in a commercial, broadcast TV studio, and/or TV news studio environment. During the course, students will learn to work both as part of a team, and also in a leadership role.

FISCAL IMPACT:

Not to exceed \$5,800.00 – MSAP

RECOMMENDATION:

It is recommended by the Director, MSAP, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement/MOU #16-149 with JDL Horizons LLC.

ADDITIONAL MATERIAL(S):

Attached: Agreement/MOU #16-149, JDL Horizons LLC (1 Page)
Proposal (1 Page)

**AGREEMENT/MOU #16-149 BETWEEN
JDL HORIZONS LLC AND OXNARD SCHOOL DISTRICT
FOR PROFESSIONAL DEVELOPMENT TRAININGS AND FOLLOW-UP
IN MSAP OBJECTIVES JDL HORIZONS TRAINING**

The scope of this document is to define the roles and responsibilities of JDL Horizons LLC and the Oxnard School District (OSD). The purpose of this agreement is to provide Haydock staff (who are currently involved in the Haydock Video and Music Production Club) with training and support to implement the Panasonic Broadcasting equipment as part of the school's Video and Music Production Club. This supports the academy's focus of visual and performing arts, as well as preparing students for STEAM careers in the video production industry. Students will also create videos, using techniques learned during this training that will be used for marketing and branding purposes.

This serves as a Memorandum of Understanding and Responsibility Agreement that the **Oxnard School District** and JDL Horizons LLC will work together toward training Haydock Academy staff in usage of the Panasonic equipment. Both the agency and consultant, according to its defined role, agrees to participate in coordinating, providing and financing the following services for the purpose of this agreement.

1. **JDL Horizons LLC agrees to:**
 - a. Provide three consecutive days of training for 1-3 Haydock staff members and up to 32 students for provide professional training and coaching services in TV and video production, with a specific focus on news room and news desk operation.
It will also supply training and coaching services to enable the schools AV/media department and students to learn the basic functionality and set-up of their Panasonic 'Studio in a Box,' and other related equipment.
 - b. Provide and ship JDL Horizon LLC materials.
 - c. Provide Oxnard School District with Certificate of Insurance naming the Oxnard School District as **"additional insured"**.
 - d. Total program costs not to exceed \$5,800.00 for professional development, consultant travel and accommodations and other applicable fees.
 - e. JDL Horizons LLC and OSD agree that JDL Horizons LLC will assign an appropriately trained and experienced primary presenter for the training program described in this Contract.

2. **Oxnard School District- MSAP funded STEAM Academies - agrees to:**
 - a. Pay \$5,800.00 for the all-inclusive Panasonic Training workshop. The price of this workshop includes consultant travel and accommodations, along with JDL Horizons LLC materials and other applicable fees. This workshop takes place over the course of 3 consecutive days.
 - b. Provide the site for training.
 - c. Provide Panasonic Broadcasting equipment (already purchased).
 - d. If District cancels workshop(s), District will be responsible for non-refundable expenses (minimum \$250 per workshop) already incurred. If District reschedules workshop(s), District will be responsible for any additional costs associated with rescheduling.

Oxnard School District will monitor this agreement to oversee implementation of the Panasonic Workshop training. This Memorandum of Understanding and Responsibility Agreement shall be effective upon signature and implemented November 3, 2016.

OXNARD SCHOOL DISTRICT:

JDL HORIZONS LLC:

Signature

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

Date

Signature

Thomas J. Lapping, Account Executive
Typed Name/Title

Date



9955 West 69th St.
 Suite 204
 Eden Prairie, MN 55344

Quote Number 161409

September 14, 2016

QUOTED TO JDL HORIZONS CONTACT

Account: Purchasing
 Contact: Debra West
 Address: 1051 South A St
 Oxnard, CA 93030
 (805)487-3918

Account Executive: Thomas Lapping
 Email: tlapping@jdlhorizons.com
 Phone: (952) 697-0555
 Fax: (952) 697-0551

I am pleased to quote on the following items. Price includes shipping.

Terms **Net 30** FOB **Destination** Customer # **OPS** Expires **09/31/16**

Item #	Description	Unit Price	Qty	Ext. Price
1	SNN PANSTMANSTD2 PANASONIC INSTALLATION AND TRAINING - BASICTRAINI <small>Installation and basic training for the studio design selected. This service will be performed after the design and all equipment has been procured. Depending on time available after installation, anticipated to be on-hald day</small>	2,900.00	2	5,800.00
2	PAN PANTRAINING1DAY Additional Free Training Day with Panasonic	0.00	1	0.00

Thank You,

Thomas Lapping
 Account Executive

Total **5800.00**
 Plus Applicable Tax

Don't forget we are a great source for assisting your vision, mission and goals for video communications as well as supporting video at the core of your mission for teaching and learning.

 JDL Horizons is the developer of the K-12 Award winning Eduvision video portal for schools with on-demand and live video streaming.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
 Academic
 Enrichment
 Special Education
 Support Services
 Personnel
 Legal
 Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Approval of Agreement/MOU #16-151 – Buck Institute for Education (Freeman/West)

The Buck Institute for Education will provide two (2) follow-up training days in Project Based Learning for up to 35 educators from the Oxnard School District's three (3) middle school academies on Saturday, November 5, 2016, and Saturday, December 3, 2016. Training may take place at an OSD facility.

FISCAL IMPACT:

Not to exceed \$12,000.00 – MSAP

RECOMMENDATION:

It is recommended by the Director, MSAP, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement/MOU #16-151 with the Buck Institute for Education.

ADDITIONAL MATERIAL(S):

Attached: Agreement/MOU #16-151, Buck Institute for Education (1 Page)
Services Agreement, Buck Institute for Education (7 Pages)
Certificate of Insurance (3 Pages)

**AGREEMENT/MOU #16-151 BETWEEN
BUCK INSTITUTE FOR EDUCATION AND OXNARD SCHOOL DISTRICT
FOR PROFESSIONAL DEVELOPMENT TRAININGS AND FOLLOW-UP
IN MSAP OBJECTIVES PROJECT BASED LEARNING**

The scope of this document is to define the roles and responsibilities of the Buck Institute for Education (BIE) and the Oxnard School District (OSD). The purpose of this agreement is to provide MSAP Academy educators with training and support regarding the implementation of project based learning with the focus on the STEAM Academy programs.

This serves as a Memorandum of Understanding and Responsibility Agreement that the Oxnard School District and the Buck Institute for Education will work together toward training Oxnard STEAM Academy educators in project based learning. Both the agency and consultant, according to its defined role, agrees to participate in coordinating, providing and financing the following services for the purpose of this agreement.

1. **Buck Institute for Education agrees to:**
 - a. Provide two (2) follow-up training days and sustainability planning for 35 Oxnard School District educators from the 3 middle school academies as part of the Buck Institute’s Project Based Learning 101 Workshop.
 - b. Provide Oxnard School District with Certificate of Insurance naming the Oxnard School District as “additional insured”.
 - c. Total program costs not to exceed \$12,000.00 for professional development, consultant travel and accommodations and other applicable fees.
 - d. BIE and Client agree that BIE will assign an appropriately trained and experienced primary presenter, a “National Faculty” designee, for the training program described in this Contract. BIE will be solely responsible for payment of his/her compensation. National Faculty members are not BIE employees. When assigned to a particular project, a National Faculty member serves in the capacity of an independent contractor to BIE. The person(s) assigned by BIE to act as presenter of BIE materials under this Contract is not an agent of BIE and has no authority to modify the terms and provisions of this Contract on behalf of BIE, or to bind BIE to provide any additional materials or services related to this Contract which are not specified in this Contract. The assigned presenter is solely responsible for his/her conduct, manner and actions in presentation of BIE materials under this Contract.

2. **Oxnard School District, on behalf of the 3 MSAP funded STEAM academies, agrees to:**
 - a. Provide payment in an amount not-to-exceed \$12,000.00 for this one day follow up workshop to cover the consultant’s travel and accommodations and other applicable fees.
 - b. Provide the training site at an OSD facility and arrange for LCD monitor and audio set up for said training.
 - c. If the District cancels the workshop, the District will be responsible for non-refundable expenses (minimum \$250 per workshop) already incurred. If the District postpones the workshop, District will be responsible for any additional costs associated with rescheduling.

Oxnard School District will monitor this agreement to oversee implementation of PBL 101 Workshop follow up training. This Memorandum of Understanding and Responsibility Agreement shall be effective upon signature and implemented on November 3, 2016.

OXNARD SCHOOL DISTRICT:

BUCK INSTITUTE FOR EDUCATION:

Signature

Signature

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

Andrea Small, Sr. Director of Finance & Admin.
Typed Name/Title

Date

Date



SERVICES AGREEMENT

Agreement Number: A-1795

Agreement Date: October 14, 2016

Address Information

Bill to:
1051 South A St.
Oxnard, CA
93030

Ship to:
1051 South A Street
Oxnard, CA
93030

Billing Information

Company Name: Oxnard School District
Contact Name: Lisa Franz
Email Address: lfranz@oxnardsd.org

Phone: 805-385-1501x2414
Fax:

Services

Service	Service Price (USD)	Quantity	Total Service Price (USD)
Sustained Support Visit (One Day)	\$6,000.00	2	\$12,000.00

Total: USD \$12,000.00

Pricing is all-inclusive of facilitators' travel and accommodations within the continental United States, along with other applicable fees. The prices listed are in USD and do not include any applicable taxes for services provided outside of the United States.

The price of the PBL 101 Workshop also includes 35 copies of the PBL 101 Workbook shipped to the client's site. Publications are not included in the price of other BIE services (including Sustained Support Visits). All other BIE publications can be purchased at: www.bie.org/shop.

This Services Agreement reflects the scheduling and pricing only for the scheduled service(s) listed. BIE reserves the right to increase workshop prices periodically. The prices listed on the

Services Agreement do not ensure the same pricing for additional service(s) scheduled at a later date.

Purchase Order Information

Is a Purchase Order (PO) required for the purchase or payment of the services on this Agreement?

Please select (Customer to Complete)

No

Yes

If yes, and you have this information, please enter it below:

PO Number:

PO Amount:

If your organization requires a PO, the PO must be delivered to BIE 30+ days prior a service start date. If the PO is not provided within 30 days prior to the scheduled service start date, BIE reserves the right to cancel the service and issue an invoice for the applicable cancellation fee to the client.

Terms and Conditions

1. BIE will provide the Client with the professional development services as specified above.
2. BIE is the sole provider of these services due to the copyrighted materials used. BIE shall retain exclusive copyrights to all its existing written and audiovisual material provided in the training. The Client shall retain exclusive copyrights to all written material, such as project design blueprints, developed by participants during professional services events.
3. The Client agrees to provide a meeting space, projector/screens to display the workshop slide-deck, speakers/sound system to project presentation audio/visuals, chart paper, markers, and post-it notes for each service listed.
4. The maximum capacity for each service is 35 participants. If the participants exceed 35 for each service, BIE reserves the right to cancel the service. If the presenter is able to accommodate the additional participants, the Client will be charged the appropriate fees for additional services provided.
5. Participation in BIE service offerings is limited to members of your organization. These seats are not for resale without expressed written permission from BIE.

6. BIE and the Client agree that BIE will assign an appropriately trained and experienced primary presenter, a “National Faculty” designee, for the training program described in this Contract. BIE will be solely responsible for payment of his/her compensation. National Faculty members are not BIE employees. When assigned to a particular project, a National Faculty member serves in the capacity of an independent contractor to BIE. The person(s) assigned by BIE to act as presenter of BIE materials under this Contract is not an agent of BIE and has no authority to modify the terms and provisions of this Contract on behalf of BIE, or to bind BIE to provide any additional materials or services related to this Contract which are not specified in this Contract. The assigned presenter is solely responsible for his/her conduct, manner and actions in presentation of BIE materials under this Contract.
7. BIE will submit invoices to the Client within 30 days following each service provided, per the Scope of Work.
8. The Client will submit payment to BIE upon receipt of said invoices, net 30 days from receipt of invoice.
9. If your organization requires a PO, the PO must be delivered to BIE 30+ days prior a service start date. If the PO is not provided within 30 days prior to the scheduled service start date, BIE reserves the right to cancel the service and issue an invoice for the applicable cancellation fee to the client, as described below.
10. A notice of cancellation or rescheduling of any scheduled services must be made in writing 60 days in advance of the scheduled date. Cancellations and rescheduling requests for each service are subject to the following fees in order to compensate for costs already incurred by BIE as a part of the scheduling process.
11. The organization will be invoiced for the rescheduling fee listed below and must provide BIE with rescheduled dates within 30 days of the initial rescheduling request. If the organization cancels or no rescheduled date is provided within 30 days, the organization will be invoiced for the full cancellation fee.

Notification Period (# of days prior to the confirmed service delivery date)	Rescheduling Fee (per service) (USD)	Cancellation Fee (per service) (USD)
60+ days	\$0	\$0
31-60 days	\$250	\$2,500
8-30 days	\$500 *	\$2,500
1-7 days	\$750*	\$2,500
< 24 hours (including, but not limited to, incidents of inclement weather, fire, power failure, or other similar occurrence)	\$1,000 + Full reimbursement of travel expenses will be required.	Full cost of service

* Including, but not limited to, failure to provide BIE with a PO if the Client requires PO for purchase or payment of these services.

Signature Block

Signature:

Name:

Lisa A. Franz, Director, Purchasing

Date:

Signed:



Bob Lenz
Executive Director
Buck Institute for Education

Appendix

Service	Start Date	End Date
Sustained Support Visit (One Day)	11/5/2016	11/5/2016
Sustained Support Visit (One Day)	12/3/2016	12/3/2016

This Services Agreement reflects the scheduling and pricing only for the scheduled service(s) listed:

Initial Here: _____

BIE Service Descriptions

Core & Systemic Service Offerings	
Service	Service Description
PBL 101 Workshops	<p>PBL 101 is BIE’s foundational three-day (consecutive, 7.0 hours per day) onsite workshop. Based on BIE's model of Gold Standard PBL, the workshop provides participants with the skills and knowledge needed to design, assess and manage a rigorous, relevant, and standards-based project. The workshop models the project process. Facilitated by one of BIE's expert National Faculty, the workshop is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Participants are actively engaged in project design, with the expectation that every teacher or teaching team will generate a project plan that receives formative feedback from both participants and BIE National Faculty.</p> <p>All participants (limited to 35 per workshop) receive a free copy of BIE's highly regarded PBL 101 Workbook, which is exclusively for PBL 101 participants and not sold separately.</p>
Sustained Support Visits	<p>Sustained Support Visits are onsite instructional coaching events for participants who attended the PBL 101 Workshop. These visits are spaced throughout the school year following the 101, and are based on participant need. BIE conducts a survey of participating teachers and administrators and uses that data to develop a tailored session to support teachers in areas related to project design, assessment, and management.</p> <p>BIE requires districts who partner with us contract for these onsite visits, as multiple studies have indicated the importance of ongoing support as a feature of successful professional development and transformation in teacher practice.</p>

Systemic Service Offerings	
Service	Service Description
PBL Leadership Team Development Series	The PBL Leadership Team Development Series equips instructional leaders with the skills and knowledge needed to create the systemic conditions necessary for successful and

	<p>sustainable PBL implementation. This series is a required feature of BIE's three-year implementation plans. Workshop participants should include district leadership, instructional coaches, department chairs, site leadership and teacher leaders. The 8-day series, usually spread over the course of one year, includes modules on key protocols, collegial conversations, analysis of student work, walkthroughs, data analysis, etc. Participation in any one workshop in the series is limited to 50.</p>
<p>Systemic Implementation Planning Workshop</p>	<p>BIE supports systemic PBL implementation efforts by entering into partnerships with districts. These efforts begin by designing a flexible multi-year implementation plan during the full-day onsite PBL Implementation Planning Workshop. This fee-based planning workshop is the first step in the process. All members of the site-based leadership team work collaboratively with our Director of Implementation and a Systemic Partnership Coach to design the plan.</p> <p>During the session, we use our proprietary model to design a plan that has, as its central goal, the sustainable implementation of Project Based Learning. Plans take into account the needs of all stakeholders in the organization and leverage existing initiatives. BIE generates the plan and related budget within 10 days of the meeting's conclusion and submits it for partner approval. The plan is revised on semi-annual basis to ensure goals remain achievable.</p>
<p>PBL Sustainability Program – Workshop Facilitation</p>	<p>The PBL Sustainability Program - PBL Workshop Facilitation is a structured apprenticeship that prepares local instructional leaders to facilitate their own world-class PBL workshops based on BIE's model. This program builds organizational capacity for Gold Standard PBL. Every candidate, chosen by the partner, is assigned one or more National Faculty members to guide him or her through the 6-10 month program. Graduates of the program will receive access to and training on BIE's latest content, tools and techniques for the duration of the partnership. They will remain certified for two years following the end of the partnership. In order to continue receiving updated tools and materials, PBL Sustainability Program graduates will need to re-certify their status by attending PBL World or one of our PBL Academies.</p>
<p>PBL Sustainability Program – PBL Coaching Series</p>	<p>The PBL Sustainability Program - PBL Coaching Series is an eight-week online course that supports educators who provide PBL instructional coaching or leadership. It is required that participants have successfully completed a PBL</p>

	<p>101 workshop prior to enrolling. Through a series of video samples, case studies, readings, and journaling, participants gain skills, strategies, and resources needed to support teachers and leaders with Gold Standard PBL implementation. Participation is asynchronous and includes discussion boards, a reflective journal, and a forum to ask questions and share best practices.</p>
<p>Systemic Partnership Coach (SPC)</p>	<p>Systems entering into a partnership with BIE work with a <u>Systemic Partnership Coach (SPC)</u> to support the creation of conditions that enable PBL. BIE believes in developing powerful personal relationships with its partners and working alongside a coach is one way we build the partner relationship. The SPC's manage BIE's work as outlined in the plan and provide the district PBL Steering Committee with a wide variety of tools from BIE's proprietary District Support Toolkit. In addition to providing the toolkit materials, SPC's provide onsite and virtual support to leaders, schedule BIE staff and National Faculty for services, arrange logistics of BIE's professional development events, generate reports, meet regularly (by phone) with the district PBL Steering Committee, tailor service components, and more. BIE's Systemic Partnership Coaches are drawn from some of the most experienced practitioners in our organization and put a friendly face on BIE's interactions with our partners.</p>
<p>Additional Days</p>	<p>In addition to the standard service length, you may wish to schedule additional consecutive days to the end of a service.</p>

**CERTIFICATE OF LIABILITY INSURANCE**DATE (MM/DD/YYYY)
2/5/2016

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

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

PRODUCER Commercial Lines – 707-769-2900 Wells Fargo Insurance Services USA, Inc. - CA Lic#: 0D08408 1039 A N. McDowell Blvd Petaluma, CA 94954	CONTACT NAME: PHONE (A/C, No, Ext):	FAX (A/C, No):	
	E-MAIL ADDRESS:		
INSURED Buck Institute for Education 18 Commercial Blvd. Novato CA 94949	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Philadelphia Indemnity Insurance Company		18058
	INSURER B: Republic Indemnity Company of America		22179
	INSURER C:		
	INSURER D:		
	INSURER E:		
INSURER F:			

COVERAGES**CERTIFICATE NUMBER:** 10113703**REVISION NUMBER:** See below

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:			PHPK11452025	02/05/2016	12/01/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			PHPK1452025	02/05/2016	12/01/2016	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB529900	02/05/2016	12/01/2016	EACH OCCURRENCE \$ 2,000,000 AGGREGATE \$ 2,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> N/A			18771803	12/1/2015	12/1/2016	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1000000 E.L. DISEASE - EA EMPLOYEE \$ 1000000 E.L. DISEASE - POLICY LIMIT \$ 1000000
A	Professional Liability			PHPK1452025	02/05/2016	12/01/2016	\$2,000,000 Aggregate 1,000,000 Each Professional Incident

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

CG 20 26 04 13 Re: Project Based Learning Professional Development Services

Oxnard School District its officers, agents, employees, and/or volunteers are covered as additional insured with respect to general liability of the named insured per endorsement referenced above.

CERTIFICATE HOLDER

Oxnard School District
 Attn: Lisa Franz, Purchasing Dept.
 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

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**ADDITIONAL INSURED – DESIGNATED
PERSON OR ORGANIZATION**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

<p>Name Of Additional Insured Person(s) Or Organization(s): Blanket Additional Insured</p>

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

A. Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. In the performance of your ongoing operations; or
2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations;

whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY

BLANKET ADDITIONAL INSURED - CG2026

Form CG2026 Additional Insured-Designated Person or Organization applies
to:

Any person or organization other than a joint venture whom you are required to add as an additional insured on this policy under a written contract or agreement provided that the contract or agreement is in effect during this policy period and is executed prior to the occurrence which causes "bodily injury", "property damage" or "personal injury and advertising injury".

All other terms and conditions of this Policy remain unchanged.

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
 Academic
 Enrichment
 Special Education
 Support Services
 Personnel
 Legal
 Facilities
- D. Action Items _____
F. Board Policies _____ 1st Reading _____ 2nd Reading _____

Approval of Agreement/MOU #16-152 – Our Lady of Guadalupe Parish School (Freeman/Thomas)

The Oxnard School District will provide services to Our Lady of Guadalupe Parish School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2016-2017 school year.

FISCAL IMPACT:

Title III Allocation to Our Lady of Guadalupe Parish School - \$1,751.00

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #16-152 with Our Lady of Guadalupe Parish School.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #16-152, Our Lady of Guadalupe Parish School (2 Pages)



OXNARD SCHOOL DISTRICT

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

Memorandum of Understanding #16-152 ESEA Title III

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

2016-2017 School Year

Section 1: General

The **Oxnard School District** has been notified by **Our Lady of Guadalupe Parish School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2016-2017 school year.

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

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

Based on the most recent EL student identification procedures, 86 ELs were identified on 9/19/16.

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

Section 3: What services and products will be provided?

Students will receive small group intervention out of the classroom through our Student Support Specialist who will instruct the students in SIPPS (Systematic Instruction of Phonemic Awareness, Phonics, and Sight-words) according to their level of required intervention.

The following materials and programs are requested:

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

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

The students will be given 30 minutes per day in the small group setting to improve their acquisition of the English Language.

- (a) **Our Lady of Guadalupe Parish School** utilizes the literature within the SIPPS program, which consists of short stories and decodable passages.
- (b) Phonemic awareness and acquisition is achieved through the SIPPS program by helping students break down words into smaller manageable phonemes, which the students practice with the teacher. There are no worksheets to complete with the exception of assessments, which are completed on bi-weekly intervals.
- (c) **Our Lady of Guadalupe Parish School** employs a Student Support Specialist for part of the day through which this instruction happens.

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

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

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

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

Section 7: Signatures of authorized representatives

For Our Lady of Guadalupe Parish School:

Name: Dr. Julio C. Tellez Phone No: (805) 483-5116

Signature: _____ Date: _____

Title: Principal

For Oxnard School District [LEA]:

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

Signature: _____ Date: _____

Title: Director, Purchasing

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
 Academic
 Enrichment
 Special Education
 Support Services
 Personnel
 Legal
 Facilities
- D. Action Items _____
F. Board Policies _____ 1st Reading _____ 2nd Reading _____

Approval of Agreement/MOU #16-153 – St. Anthony’s School (Freeman/Thomas)

The Oxnard School District will provide services to St. Anthony’s School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2016-2017 school year.

FISCAL IMPACT:

Title III Allocation to St. Anthony’s School - \$2,294.00

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #16-153 with St. Anthony’s School.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #16-153, St. Anthony’s School (2 Pages)



OXNARD SCHOOL DISTRICT

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

Memorandum of Understanding #16-153 ESEA Title III

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

2016-2017 School Year

Section 1: General

The **Oxnard School District** has been notified by **St. Anthony's School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2016-2017 school year.

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

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

Based on the most recent EL student identification procedures, **71** ELs were identified through the Home Language survey in the Fall of 2016.

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

Section 3: What services and products will be provided? (Examples are included in this section.)

STAR Reading and Math yearly assessments

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

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

- (a) The primary language literature will be ordered from Scholastic books on or before October 15, 2016 and delivered to **St. Anthony's School**.

(b) A series of professional development workshops on effective ELD instructional strategies will be provided to all teachers serving EL students commencing Fall 2016 and provided on the 10th day every other month thereafter by school principal. Professional development activities will take place at the Oxnard School District or the Ventura County office of Education.

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

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

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

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

Section 7: Signatures of authorized representatives

For St. Anthony's School:

Name: _____

Phone No: _____

Signature: _____

Date: _____

Title: _____

For Oxnard School District [LEA]:

Name: Lisa A. Franz

Phone No: (805) 385-1501

Signature: _____

Date: _____

Title: Director, Purchasing

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
 Academic
 Enrichment
 Special Education
 Support Services
 Personnel
 Legal
 Facilities
- D. Action Items _____
F. Board Policies _____ 1st Reading _____ 2nd Reading _____

Approval of Agreement/MOU #16-154 – Santa Clara School (Freeman/Thomas)

The Oxnard School District will provide services to Santa Clara School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2016-2017 school year.

FISCAL IMPACT:

Title III Allocation to Santa Clara School - \$5,011.00

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #16-154 with Santa Clara School.

ADDITIONAL MATERIAL:

Attached: Agreement/MOU #16-154, Santa Clara School (2 Pages)



OXNARD SCHOOL DISTRICT

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

Memorandum of Understanding #16-154 ESEA Title III

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

2016-2017 School Year

Section 1: General

The **Oxnard School District** has been notified by **Santa Clara School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2016-2017 school year.

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

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

Based on the most recent EL student identification procedures, ELs (22) were identified on September 16, 2016 from a survey sent to parents who returned the applications. STAR Testing results from 2015-2016 and the beginning 2016-2017 (First test-Aug. 2016) in Early Literacy were used in identifying students as type readers (Early emergent, late emergent, transitional, and probable readers for grades TK-3rd). The use of Pup's Quest Program for phonics, and teacher assessments based on benchmarks—standards will determine the processes needed to assist our EL students.

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

Section 3: What services and products will be provided?

The following materials and programs are requested:

We will be contacting parents on the home language use and the need to help with the English speaking at home. Language Arts Reading program supports from grade level-Reading Street, Daily 5, and Hooked on Phonics, Phonics resources, and Pup's Quest, an interactive program for TK-2 will be used to help students. Students will be working with bilingual aides and teacher will help to find resources for our students. Suggestions from the Oxnard School District as to what professional help we might use for our parents, teacher instruction, and participation in programs that Oxnard School District Resources can share or invite our teachers to learn from their expert professional resources.

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

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

- (a) The primary language literature will be ordered from Pearson-Reading Street Program or identified resources from other vendors on or before October 15, 2016-2017 school year and delivered to Santa Clara Elementary School. This series has an ESL Program component and can be used for individualization as well as group instruction.
- (b) A series of professional development workshops on effective ELD instructional strategies will be provided to all teachers serving EL students commencing on 2016-2017 school year and provided during the year through the Archdiocese. Professional development activities will take place at Santa Clara Elementary School and hopefully Santa Clara can be invited to participate in any programs that the Oxnard School District would be offering their teachers.

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

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

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

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

Section 7: Signatures of authorized representatives

For Santa Clara School:

Name: _____

Phone No: _____

Signature: _____

Date: _____

Title: _____

For Oxnard School District [LEA]:

Name: Lisa A. Franz

Phone No: (805) 385-1501

Signature: _____

Date: _____

Title: Director, Purchasing

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- Study Session:** _____
Closed Session _____
- A-1. **Preliminary** _____
A-II. **Reports** _____
B. **Hearings** _____
C. **Consent Agenda** _____
- Agreement Category:**
____ Academic
X **Enrichment**
____ **Special Education**
____ **Support Services**
____ **Personnel**
____ **Legal**
____ **Facilities**
- D. **Action Items** _____
F. **Board Policies** 1st Reading _____ 2nd Reading _____

Approval of Overnight Field Trip and Agreement #16-147 – The Outdoor School at Rancho Alegre - Marshall School (Freeman/Breitenbach)

Approval is requested for participation of 105 5th grade students from Thurgood Marshall in an instructional program of Outdoor Science & Conservation Education, June 6-8, 2017, at the Outdoor School located in Santa Barbara. 5th grade students will have an opportunity to enhance their science knowledge by participation in numerous hands on science related activities. In addition to the curriculum enrichment, students have an opportunity to be part of a team and an opportunity to become leaders.

FISCAL IMPACT:

There is no impact to the General Fund. Costs are \$268 per student, \$134 per district staff member, and the total including insurance and round-trip bus transportation is not to exceed \$24,300.00. Costs will be paid from the Donation – Science Camp Fund.

RECOMMENDATION:

It is the recommendation of the Principal, Marshall School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve the Overnight Field Trip and Agreement #16-147 with The Outdoor School, at no cost to the district.

ADDITIONAL MATERIAL(S):

Attached: Agreement #16-147, The Outdoor School at Rancho Alegre (2 Pages)

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

1. **Guaranteed Minimum Attendance.** DISTRICT will enroll a guaranteed minimum number of pupils at the Outdoor School during the 2016-2017 school year as follows:

Name of School	Scheduled Minimum Number of Pupils	Scheduled Session of Attending
Thurgood Marshall	90	June 6th, 2017

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

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

Terms of this AGREEMENT may only be modified at any time, in writing, by mutual agreement of both parties. This agreement shall be in effect November 30th, 2016-June 30, 2017.

**After reviewing, please make a copy of this contract and sign and return it by June 30, 2016 to:
THE OUTDOOR SCHOOL
2680 HWY. 154
SANTA BARBARA, CA 93105**

APPROVED FOR THE GOVERNING BOARD OF THE DISTRICT

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

BY: _____

 _____

TITLE Director, Purchasing

Executive Director

DATE _____

DATE 10/11/16

DISTRICT ADDRESS:

1051 South A Street
Oxnard, CA 93030

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
X Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies _____ 1st Reading _____ 2nd Reading _____

Approval of Overnight Field Trip and Agreement #16-148 – The Outdoor School - Soria (Freeman/Fox)

Rancho Alegre is a four-day overnight field trip for 6th grade students. During their stay they will experience curriculum hikes, animal habitats, food chains, Native American history, fossils, plant identification, astronomy, etc.

FISCAL IMPACT:

There is no impact to the General Fund. Costs are \$268.00 per student, \$134.00 per district staff member, and the total including insurance and round-trip school bus transportation is not to exceed \$37,612.00. Costs will be paid from PTA and ASB funds.

RECOMMENDATION:

It is the recommendation of the Principal, Soria School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve the Overnight Field Trip and Agreement #16-148 with The Outdoor School, at no cost to the district.

ADDITIONAL MATERIAL:

Attached: Agreement #16-148, The Outdoor School (2 Pages)

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

1. **Guaranteed Minimum Attendance.** DISTRICT will enroll a guaranteed minimum number of pupils at the Outdoor School during the 2016-2017 school year as follows:

Name of School	Scheduled Minimum Number of Pupils	Scheduled Session of Attending
Juan Soria	120	December 12 th , 2016

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

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

Terms of this AGREEMENT may only be modified at any time, in writing, by mutual agreement of both parties. This agreement shall be in effect December 11th, 2016-June 30, 2017.

After reviewing, please make a copy of this contract and sign and return it by June 30, 2016 to:
THE OUTDOOR SCHOOL
 2680 HWY. 154
 SANTA BARBARA, CA 93105

APPROVED FOR THE GOVERNING BOARD OF THE DISTRICT

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

BY: _____



TITLE Director, Purchasing

Executive Director

DATE _____

DATE 10/11/16

DISTRICT ADDRESS:

1051 South A Street
 Oxnard, CA 93030

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- A. Preliminary _____
Study Session: _____
- B. Hearing: _____
- C. Consent Agenda _____ Agreement Category:
____ Academic
 Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Approval of Agreement #16-157 – Oxnard Performing Arts Center (Freeman)

The Oxnard Education Foundation along with the Oxnard School District will host an event to acknowledge students who scored within the top 5 percentile district wide in the California Assessment of Student Performance and Progress CAASPP test. The Awards of Excellence ceremony will be held on Tuesday, November 29, 2016 at the Oxnard Performing Arts Center.

FISCAL IMPACT:

Not to Exceed \$1,700.00 – General Fund

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #16-157 with the Oxnard Performing Arts Center.

ADDITIONAL MATERIALS:

Attached: Agreement #16-157, Oxnard Performing Arts Center (10 Pages)
Certificate of Insurance (1 Page)

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 3rd day of November 2016, by and between the Oxnard Performing Arts Center Corporation, a nonprofit corporation, (“PACC”), and “Oxnard School District”, (“Licensee”).

WHEREAS, PACC operates and maintains the Oxnard Performing Arts and Convention Center for use by various organizations, entities and persons for conventions, trade shows, exhibitions, theatrical performances, meetings, concerts, and similar activities; and

WHEREAS, PACC hereby desires to make the Oxnard Performing Arts and Convention Center Theater available to Licensee for a license fee.

NOW, THEREFORE, PACC and Licensee agree as follows:

1. Facilities Provided

a. PACC 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. PACC agrees to provide Licensee with standard furnishings and equipment including heating, air conditioning, general lighting, use of the stage, dressing rooms and orchestra pit.

c. PACC 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. PACC agrees to provide Licensee with the following special equipment/ supplies and personnel:

(1) Equipment/Supplies	
(a) General Lighting	\$ <u>0.00</u>
(b) House Sound System	<u>0.00</u>
(c) Orchestra Chairs	<u>0.00</u>
(d) Stage Playback Monitors (2)	<u>0.00</u>
(2) Personnel	
(a) Stage Technicians	\$ <u>1,335.00</u>
(b) House Manager	<u>200.00</u>
(c) 2 Ushers	<u>140.00</u>
(d) Box Office	<u>n/a</u>

2. Coordination of Use

All uses of Theater are to be coordinated with the PACC Executive Director or designee ("Executive Director") and shall be under the general direction of Executive Director.

3. License Period

PACC agrees that Licensee may use the entire complex on the following dates, during the hours specified below:

Moving In: Tuesday November 29, 2016 1:00 PM

Moving Out: Tuesday November 29, 2016 9:30 PM

Program: Tuesday November 29, 2016 4:00 PM

4. Reservation Fee

Licensee agrees to pay PACC a non-refundable reservation fee in the amount of \$ _____ to Executive Director. The PACC shall credit the reservation fee toward payment of other fees and charges owed by Licensee.

5. License Fee

a. Licensee agrees to pay PACC the following fees for the use of Theater and the use of any special equipment/supplies and personnel:

(1) License Fee	<u>waived per agreement</u>
(2) Equipment/Supplies	<u>waived per agreement</u>
(3) Personnel	<u>1,675.00</u>
(4) Insurance	<u>own</u>
(5) Non-Refundable Processing Fee	<u>25.00</u>
TOTAL	<u>\$1,700.00</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 PACC 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 concession 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 "Awards of Excellence". Licensee's use of Theater shall be limited to the event as described herein.

10. Fee for Admission

a. PACC 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 Theater a Facility Restoration Fee of \$1.00 per ticket for tickets priced \$10.00 to \$14.99 and \$2.00 per ticket for tickets priced \$15.00 or more. The Facility Restoration Fee is for the exclusive benefit of the PACC Facility Restoration Fund.

(2) All advertising for Licensee's event at 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 am** on the **30th** day of **November 2016**, 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

PACC.

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 PACC all costs associated with such storage.

12. PACC 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, PACC and its officers, agents and employees shall act solely for the accommodations of Licensee; and neither PACC nor its officers, agents or employees shall be liable for any loss, damage or injury to such property.

13. Handling of Funds

a. In the handling, control, custody and keeping of funds whether the funds are received through the PACC box office or otherwise, Licensee agrees that PACC is acting for the accommodation of Licensee, and as to such funds PACC 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 PACC.

b. No PACC officer, employee or agent shall be liable for any loss, theft or defalcation of such funds unless PACC 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 PACC.

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 by invitation, either expressed or implied, during all times covered by this Agreement.

d. PACC 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. PACC 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. PACC and all duly authorized representatives of PACC shall have the right to enter Theater and all parts thereof at all times.

22. Lost Articles

PACC 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 flame proofing and approved by the Fire Marshall.

24. Entertainment Standards

Licensee shall not conduct any event in Theater and Complex that is illegal or obscene.

25. Concession Sales by PACC

PACC 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 Theater and Complex; 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 PACC fifteen percent (15%) of the gross amount of 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 PACC Box Office

Licensee agrees that PACC shall be responsible for ordering and selling tickets sold at the PACC 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 PACC'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.

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. PACC shall not in any such case be held liable or responsible to Licensee for any damage caused by termination of this Agreement. PACC shall be relieved from any further liability by reason of this Agreement, and no claims or compensation or damage shall be made against the PACC 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 PACC, 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 PACC's property), costs, and liabilities (including cost and liabilities of PACC 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 PACC, 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 PACC, 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 PACC, 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 coverage's 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 coverage's.

b. Licensee shall, prior to the use and occupation of Theater, file with Executive Director evidence of insurance coverage as specified in Exhibit D. Evidence of insurance coverage shall be forwarded to Executive Director, addressed as specified in Exhibit D.

c. Maintenance of proper insurance coverage's by Licensee is a material element of this Agreement. Licensee's failure to maintain or renew insurance coverage's 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 PACC 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, PACC, 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 PACC shall be retained by PACC.

36. Cancellation by PACC

a. In addition to the right to terminate this Agreement upon Licensee's default, PACC 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 PACC, 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 PACC, upon 21 days written notice, in all other instances.

b. Upon termination by PACC, any deposit made by Licensee shall be refunded.

c. Licensee hereby waives any claim Licensee may have against PACC stemming from any cancellation of this Agreement by PACC 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 PACC 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 PACC 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
CENTER CORPORATION

LICENSEE
OXNARD SCHOOL DISTRICT

Oxnard Performing Arts Center Manager

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.



Addendum to Estimate Sheet

Event: OSD Awards of Excellence

Date: November 29, 2016

Time:

Equipment Rental Fees: \$0.00

Recap of Personnel Fees:

Stage Technicians \$1,335.00

House Manager \$200.00

2 Ushers \$140.00

Box Office Fee N/A

Total Personnel Fees: \$1,675.00

Contract Total Fees:

Rental Fee No Rental Fee per Agreement

Equipment/ Supplies Fee \$0.00

Personnel Charges \$1,675.00

Insurance OWN

Ticket Printing N/A

Non-Refundable Processing Fee \$25.00

Security Guards Fee N/A

Total Contract Fees: \$1,700.00

Less Deposit Paid: _____

Total Due to PACC: \$1,700.00

Prepared by: Brad McElmurry/ Technical Requirements/ Phone: (805)385-8162

Prepared by: Jose Becerra/ Rental Information/ Phone: (805)766-8535

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
___ Academic
___ Enrichment
X Special Education
___ Support Services
___ Personnel
___ Legal
___ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

**Approval of Agreement #16-158 – Exceptional Educational Consultants Inc.
(Freeman/Sugden)**

Exceptional Educational Consultants Inc. agrees to review Individual Educational Plans upon request, and will provide suggestions and corrections to OSD Administrative team, teachers, and support staff. Consultant will also work with the Administrative team to develop materials and provide training as requested.

FISCAL IMPACT:

Not to exceed the hourly rate of \$75.00 - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #16-158 with Exceptional Educational Consultants Inc.

ADDITIONAL MATERIAL(S):

Attached: Agreement #16-158, Exceptional Educational Consultants Inc. (13 Pages)
Proposal (1 Page)
Certificate of Insurance (3 Pages)

OXNARD SCHOOL DISTRICT

Agreement #16-158

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 2nd day of November, 2016 by and between the Oxnard School District (“District”) and Exceptional Educational Consultants Inc. (“Consultant”). District and Consultant are sometimes hereinafter individually referred to as “Party” and hereinafter collectively referred to as the “Parties.”

RECITALS

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

OPERATIVE PROVISIONS

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

- 1. **Incorporation of Recitals and Exhibits.** The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.
- 2. **Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from November 3, 2016 through June 30, 2017 (the “Term”). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.
- 3. **Time for Performance.** The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.
- 4. **Compensation and Method of Payment.** Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** “Compensation”. The total compensation shall not exceed Seventy Five Dollars per hour (\$75.00/HR), 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: Amelia Sugden
 Phone: 805.385.1501, x2175
 Fax: 805.487.9648

To Consultant: Exceptional Educational Consultants Inc.
 10677 Inyo Street
 Ventura, CA 93004
 Attention: Fran Arner-Costello
 Phone: (805) 469.6919
 Fax: ()

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

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

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

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

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

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:

**EXCEPTIONAL EDUCATIONAL
CONSULTANTS INC.:**

Signature

Signature

Lisa A. Franz, Director, Purchasing

Typed Name/Title

Typed Name/Title

Date

Date

Tax Identification Number: 95-6002318

Tax Identification Number: _____

- Not Project Related
- Project #16-158

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #16-158

SERVICES

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

***PER ATTACHED PROPOSAL DATED 10/14/16**

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

***PER ATTACHED PROPOSAL DATED 10/14/16**

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

STATUS REPORT FOR ACTIVITY:	DUE DATE
A. N/A	
B. 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 #16-158

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #16-158

COMPENSATION

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

*Per attached Proposal – Fee not to exceed \$75.00 per hour.

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

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

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

IV. The total compensation for the Services shall not exceed \$75.00/HR, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #16-158

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #16-158

INSURANCE

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

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

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

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

(3) Insurance coverage should include:

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

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

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

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

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

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

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

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

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

Not Project Related

Project #16-158

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.

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #16-158

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, **EXCEPTIONAL EDUCATIONAL CONSULTANTS INC.**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____

Lisa A. Franz
Director, Purchasing

Exceptional Educational Consultants, Inc
Fran Arner-Costello, M.A. CEO
EID# 81-1465928

10677 Inyo Street, Ventura. CA 93004
(805) 469-6919
farnerco@hotmail.com

October 14, 2016

To: Oxnard School District

From: Fran Arner-Costello, CEO, Exceptional Educational Consultants, Inc.

Subject: Proposal for consultant services to Oxnard School District

SCOPE OF WORK:

Contractor agrees to review Individual Educational Plans of district staff upon request. Will give suggestions and corrections to administrative, teaching and specialist staff. Contractor will also work with administrative team to develop materials and provide training as requested.

DATES OF SERVICE:

November 3, 2016- June 30, 2017

RATE:

\$75 per hour, upon invoice from contractor



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
10/10/2016

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

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

PRODUCER COASTAL BROKERS INSURANCE - FOR QUESTIONS CONTACT: KNOX INSURANCE AGENCY 674 COUNTRY SQUARE DR #104 VENTURA CA 93003	CONTACT NAME: _____ PHONE (A/C, No, Ext): _____ FAX (A/C, No): _____ E-MAIL ADDRESS: _____																				
	<table border="1"> <tr> <th colspan="2">INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A :</td> <td>HISCOX INSURANCE COMPANY INC.</td> <td></td> </tr> <tr> <td>INSURER B :</td> <td></td> <td></td> </tr> <tr> <td>INSURER C :</td> <td></td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> <td></td> </tr> <tr> <td>INSURER F :</td> <td>SX</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE		NAIC #	INSURER A :	HISCOX INSURANCE COMPANY INC.		INSURER B :			INSURER C :			INSURER D :			INSURER E :			INSURER F :	SX
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INSURED EXCEPTIONAL EDUCATIONAL CONSULTING INC 10677 INYO STREET VENTURA CA 93004																					

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY						EACH OCCURRENCE \$
	<input type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence) \$
	<input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR						MED EXP (Any one person) \$
	GEN'L AGGREGATE LIMIT APPLIES PER:						PERSONAL & ADV INJURY \$
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						GENERAL AGGREGATE \$
							PRODUCTS - COMPROP AGG \$
							\$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident) \$
	<input type="checkbox"/> ANY AUTO						BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS						BODILY INJURY (Per accident) \$
	<input type="checkbox"/> HIRED AUTOS						PROPERTY DAMAGE (Per accident) \$
	<input type="checkbox"/> SCHEDULED AUTOS						\$
	<input type="checkbox"/> NON-OWNED AUTOS						\$
							\$
	UMBRELLA LIAB						EACH OCCURRENCE \$
	<input type="checkbox"/> OCCUR						AGGREGATE \$
	EXCESS LIAB						\$
	<input type="checkbox"/> CLAIMS-MADE						\$
	DED						\$
	RETENTION \$						\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						WC STATU-TORY LIMITS
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICE/MEMBER EXCLUDED? (Mandatory in NH)						OTHER
	If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				E L EACH ACCIDENT \$
							E L DISEASE - EA EMPLOYEE \$
							E L DISEASE - POLICY LIMIT \$
A	PROFESSIONAL LIABILITY			MPL1721089.16	03/30/2016	03/30/2017	PROFESSIONAL LIABILITY : \$1,000,000 EACH CLAIM / \$1,000,000 AGGREGATE

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

BODILY INJURY/PROPERTY DAMAGE: \$50,000 AGGREGATE
 DEFENSE OF LICENSING PROCEEDINGS: \$25,000 (SEPARATE LIMIT)
 SUBPOENA ASSISTANCE \$10,000 AGGREGATE (SEPARATE LIMIT)
 DEDUCTIBLE \$1,000

CERTIFICATE HOLDER IS NAMED AS ADDITIONAL INSURED.

CERTIFICATE HOLDER

CANCELLATION

OXNARD SCHOOL DISTRICT 1051 SOUTH A STREET OXNARD CA 93030	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 COASTAL BROKERS INS SVCS <i>Ray L. Olson</i>
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Endorsement 11

NAMED INSURED: Exceptional Educational Consultants, Inc.

E6998.2 REVISED Additional Insured Endorsement 2

In consideration of the premium charged, and on the understanding this endorsement leaves all other terms, conditions, and exclusions unchanged, it is agreed that Endorsement E6999 is deleted in its entirety and replaced by the following:

In consideration of the premium charged, and on the understanding this endorsement leaves all other terms, conditions, and exclusions unchanged, it is agreed the Professional Liability Coverage Part is/are amended as follows:

I. The following definition is added to the end of Section III. Who is an insured:

Additional insured means the person or organization listed below:

	Retroactive Date
Maxco	04/01/2016
Ventura Unified School District	07/29/2016
Oxnard School District	10/11/2016

Coverage is available for **additional insureds** solely for their liability arising out of the **named insured's** negligence or of those acting on the **named insured's** behalf and not for any liability arising out of the sole negligence of the **additional insured**.

II. In the preamble of Section III. Who is an insured, the words "**additional insured**," are added after "**named insured**,".

III. In Section VII. Definitions, the definition of "**You, your, or insured**" is amended to add the words "**additional insured**," after "**named insured**,".

Endorsement effective: 10/11/2016

Certificate No.: MPL1721089.16

Endorsement No: 11

Processed Date: 10/11/2016

Hiscox Inc.



Authorized Representative
Carl Bach

ECONOMIC AND TRADE SANCTIONS POLICYHOLDER NOTICE

Hiscox is committed to complying with the U.S. Department of Treasury Office of Foreign Assets Control (OFAC) requirements. OFAC administers and enforces economic sanctions policy based on Presidential declarations of national emergency. OFAC has identified and listed numerous foreign agents, front organizations, terrorists, and narcotics traffickers as Specially Designated Nationals (SDN's) and Blocked Persons. OFAC has also identified Sanctioned Countries. A list of Specially Designated Nationals, Blocked Persons and Sanctioned Countries may be found on the United States Treasury's web site <http://www.treas.gov/offices/enforcement/ofac/>.

Economic sanctions prohibit all United States citizens (including corporations and other entities) and permanent resident aliens from engaging in transactions with Specially Designated Nationals, Blocked Persons and Sanctioned Countries. Hiscox may not accept premium from or issue a policy to insure property of or make a claim payment to a Specially Designated National or Blocked Person. Hiscox may not engage in business transactions with a Sanctioned Country.

A Specially Designated National or Blocked Person is any person who is determined as such by the Secretary of Treasury.

A Sanctioned Country is any country that is the subject of trade or economic embargoes imposed by the laws or regulations of the United States.

In accordance with laws and regulations of the United States concerning economic and trade embargoes, this policy may be rendered void from its inception with respect to any term or condition of this policy that violates any laws or regulations of the United States concerning economic and trade embargoes including, but not limited to the following:

- (1) Any insured under this Policy, or any person or entity claiming the benefits of such insured, who is or becomes a Specially Designated National or Blocked Person or who is otherwise subject to US economic trade sanctions;
- (2) Any claim or suit that is brought in a Sanctioned Country or by a Sanctioned Country government, where any action in connection with such claim or suit is prohibited by US economic or trade sanctions;
- (3) Any claim or suit that is brought by any Specially Designated National or Blocked Person or any person or entity who is otherwise subject to US economic or trade sanctions;
- (4) Property that is located in a Sanctioned Country or that is owned by, rented to or in the care, custody or control of a Sanctioned Country government, where any activities related to such property are prohibited by US economic or trade sanctions; or
- (5) Property that is owned by, rented to or in the care, custody or control of a Specially Designated National or Blocked Person, or any person or entity who is otherwise subject to US economic or trade sanctions.

Please read your Policy carefully and discuss with your broker/agent or insurance professional. You may also visit the US Treasury's website at <http://www.treas.gov/offices/enforcement/ofac/>.

OSD BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 11/2/16

- Study Session:** _____
Closed Session _____
- A-1. **Preliminary** _____
A-II. **Reports** _____
B. **Hearings** _____
C. **Consent Agenda** _____
- Agreement Category:**
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
X Facilities
- D. **Action Items** _____
F. **Board Policies** 1st Reading _____ 2nd Reading _____

Approval of Agreement #16-143 – District Wide Trash Pickup Service (Cline/McGarry)

The Purchasing Department prepared RFP #16-01 for District Wide Trash Pickup Service. Advertisements ran in the Ventura County Star on September 2 and 9, 2016. Two (2) proposals were received and opened on Friday, September 30, 2016.

An evaluation of the proposals was performed by the Director of Purchasing and it was determined that the proposal submitted by E.J. Harrison & Sons Inc. was the lowest, responsive & responsible proposal.

It is requested that the Board of Trustees enter into Agreement #16-143, for a three (3) year term, at an annual cost of \$216,482.08 with E.J. Harrison & Sons Inc. The funding will be provided by the General Fund.

FISCAL IMPACT:

\$216,482.08/yr x 3 years = \$649,446.24 – General Fund

RECOMMENDATION:

It is the recommendation of the Maintenance Manager, and the Deputy Superintendent, Business & Fiscal Services, that the Board of Trustees approve Agreement #16-143 with E.J. Harrison & Sons Inc.

ADDITIONAL MATERIAL:

Attached: Agreement #16-143, E.J. Harrison & Sons Inc. (2 Pages)
Bid Summary (1 Page)
Proposal Rating Sheet (1 Page)

AGREEMENT

#16-143

This Agreement is entered into by and between the Oxnard School District (hereinafter called the "District"), and **E.J. Harrison & Sons Inc.** (hereinafter referred to as "Contractor").

In consideration of the promises and mutual covenants contained herein, it is agreed between the parties as follows:

I

TERM

The term of this Agreement shall be from **December 1, 2016** through **November 30, 2019** with the option to renew for two (2) additional years upon mutual consent. All indemnification provisions contained in the Agreement shall survive beyond the expiration of the Agreement, and each additional one-year term.

II

WORK

Contractor shall perform and render all services as prescribed and required by the General Conditions, Special Bid Conditions, Information for Bidders, Specifications, Notice to Bidders, Bid Proposal Form, and all documents forming a part of the bid package and any other documents signed by both parties relating to the subject matter of the Agreement, all of which are incorporated by reference as though set forth in full herein.

III

NON-FUNDING

Notwithstanding any other provision to the contrary, if for any fiscal year of this Agreement the Board of Trustees for any reason fails to appropriate or allocate funds for future payments under this Agreement, the District will not be obligated to pay the balance of funds remaining unpaid beyond the fiscal period for which funds have been appropriated and allocated.

IV

TERMINATION

This Agreement may be terminated by the District upon thirty (30) days written notice to the Contractor. The District's right to terminate under this paragraph shall be in addition to any other rights reserved to District under this contract.

V

COMPENSATION

Contractor shall be compensated for the performance of its obligations under this Agreement as specified in the executed Quotation Sheet(s), incorporated herein by reference.

VI

METHOD OF PAYMENT

Vendor will be paid upon receipt and acceptance of materials and supplies specified by purchase order. For prompt payment, invoices must be accurate in all details, **and invoice must be submitted in duplicate to Oxnard School District, Accounts Payable, 1051 South A Street, Oxnard, California 93030.**

VII

CONTRACT DOCUMENTS

This Agreement shall include the terms and conditions specified in the General Conditions, Special Bid Conditions, Information for Bidders, Quotation Sheet, Notice to Bidders, Bid Proposal Form, and all documents forming a part of the bid package, and any other documents signed by both parties relating to the subject matter of the Agreement, all of which are incorporated by reference as though set forth in full herein.

VIII

ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties. There are no understandings, agreements, or representations not specified within this Agreement. Contractor, by execution of this Agreement, acknowledges Contractor has read the Agreement, understands it, and agrees to be bound by its terms and conditions.

In Witness Whereof, the parties have caused this Agreement to be executed on their behalf by their fully authorized representatives.

E.J. HARRISON & SONS INC.:

OXNARD SCHOOL DISTRICT:

Signature: _____

Signature: _____

Name: _____
(print or type)

Name: Lisa A. Franz

Title: _____

Title: Director, Purchasing

Date: _____

Date: _____

Approved by Board of Trustees on: _____

Item No.: _____

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
X Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Agreement #16-146 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (Freeman/Sugden)

It is recommended that the Board of Trustees ratify the service agreements with Ventura County Office of Education (VCOE) for the 2016-2017 school year, to provide exceptional services to special education students that consist of support from Special Circumstances Paraeducators (SCP's), including Extended School Year.

Students 2016-2017:

AA120506	\$31,941.57	OL083008	\$31,187.66
EC092902	\$11,453.68	AR080310	\$40,098.00
ME011011	\$11,138.45	KR071607	\$ 4,189.50 <i>(includes bus aide)</i>
MG021504	\$38,839.12	PY010904	\$38,839.18
BL091503	\$18,252.33		

FISCAL IMPACT:

\$225,939.49 - Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #16-146 with the Ventura County Office of Education for Special Circumstances Paraeducator Services (SCP's), in the amount of \$225,939.49.

ADDITIONAL MATERIAL(S):

Attached: Agreement #16-146, Ventura County Office of Education (9 Pages)



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective March 21, 2016 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.
AA120506

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

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services services throughout the school day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 3/21/2016 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: 2015-2016 (3/21/16-6/30/16)	UPCOMING: 2016-2017 (8/23/16-3/21/17)
(including ESY, if applicable)	\$ _____	\$ 31,941.57

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

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

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 5/26/16

Estimated Cost \$ 31,941.57 for fiscal year 16-17

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



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective October 8, 2015 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.
EC092902

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

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services throughout the school day and bus aide.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 10/8/2015 [bus aide 3/15/16] (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2015-2016</u>	UPCOMING: <u>2016-2017</u>
	()	(8/26/16-10/8/16)
(including ESY, if applicable)	\$ _____	+ \$ <u>11,453.68</u>

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

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

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 5/24/16

Estimated Cost \$ 11,453.68

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



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective December 2, 2015 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

ME011011

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

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services services throughout the school day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 12/2/2015 (IEP date=1/12/15 and 1/12/16), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date	CURRENT: 2015-2016 (12/2/15-6/30/16)	UPCOMING: 2016-2017 (8/23/16-1/12/17)
(including ESY, if applicable)	\$ _____	\$ 11,138.45

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

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

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 5/26/16

Estimated Cost \$ 11,138.45 for fiscal year 16-17

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



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective April 30, 2016 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.
MG021504

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

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services throughout the school day, 390 min daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, Indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 4/30/2016 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2015-2016</u>	UPCOMING: <u>2016-2017</u> (8/17/2016-4/30/2016)
(including ESY, if applicable)	\$ _____	+ \$ <u>38,839.12</u>

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

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

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 8/4/16

Estimated Cost \$ 38,839.12 (2016-2017 Fiscal Year)

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



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective December 18, 2015 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

BL091503

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

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services services throughout the school day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 12/18/2015 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2015-2016</u> (12/18/15-6/30/15)	UPCOMING: <u>2016-2017</u> (8/23/16-12/18/15)
(including ESY, if applicable)	\$ _____	+ \$ <u>18,252.33</u>

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

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

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 5/26/16

Estimated Cost \$ 18,252.33 for fiscal year 16-17

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



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective January 15, 2016 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

OL083008

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

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services services throughout the school day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 1/15/2016 (IEP date= 3/19/15), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date	CURRENT: 2015-2016 (1/15/16-6/30/16)	UPCOMING: 2016-2017 (8/23/16-3/19/17)
(including ESY, if applicable)	\$ _____	\$ 31,187.66

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

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

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 5/26/16

Estimated Cost \$ 31,187.66 for fiscal year 16-17

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



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective May 31, 2016 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.

AR080310

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

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services throughout the school day, 330 min daily.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 5/31/2016 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date: CURRENT: 2015-2016

UPCOMING: 2016-2017
(8/17/2016-5/31/2017)

(including ESY, if applicable)

\$ _____

+

\$ 40,098.00

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

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

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]

Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]

Business Services Authorized Representative

Date: _____

Date: 8/4/16

Estimated Cost \$ 40,098.00 (2016-2017 fiscal year)

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



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective May 2, 2016 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.
KR071607

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

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services. Bus aide to and from school, 120 min a day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 5/2/2016 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: <u>2015-2016</u>	UPCOMING: <u>2016-2017</u> (8/22/2016-5/2/2017)
(including ESY, if applicable)	\$ _____	+ \$ <u>4,189.50</u>

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

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

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature Lisa A. Franz

Accepted By: [Signature]
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: [Signature]
Business Services Authorized Representative

Date: _____

Date: 8/4/16

Estimated Cost \$ 4,189.50 (2016-2017 Fiscal Year)

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



AGREEMENT

For Paraeducator Performing Special Circumstance Services

This Agreement, effective April 13, 2016 is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the Oxnard School District, hereinafter referred to as DISTRICT.
PY010904

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

Authorized exceptional service(s) shall consist of Paraeducator performing Special Circumstances services services throughout the school day.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 30 days notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 4/13/2016 (IEP date), and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

FISCAL YEAR-based on IEP date:	CURRENT: 2015-2016 (4/13/16-6/30/16)	UPCOMING: 2016-2017 (8/23/16-4/13/17)
(including ESY, if applicable)	\$ _____	\$ 38,839.18

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

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

OXNARD SCHOOL DISTRICT

Signature Lisa A. Franz

Title: Director, Purchasing

Date: _____

VENTURA COUNTY OFFICE OF EDUCATION

Accepted By: _____
Special Education Authorized Representative

Approved By: _____
Business Services Authorized Representative

Date: 5/20/16

Estimated Cost \$ 38,839.18 for fiscal year 16-17

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

OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- Study Session: _____
Closed Session _____
- A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
____ Special Education
X Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Ratification of Agreement #16-156 – Lynne Aoki (Freeman/West)

Lynne Aoki will provide evaluative services required for the MSAP grant. Deliverables will include the completion of the Ad Hoc Report, 2017 Report, and all instruments as identified in the Agreement and Proposal.

Assistance will be provided to respond to, clarify, and engage with federal officers, as well as develop site and district-level sustainability plans.

FISCAL IMPACT:

Not to exceed \$59,500.00 – MSAP

RECOMMENDATION:

It is recommended by the Director, MSAP, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #16-156 with Lynne Aoki.

ADDITIONAL MATERIAL(S):

Attached: Agreement #16-156, Lynne Aoki (13 Pages)
Proposal (13 Pages)

OXNARD SCHOOL DISTRICT

Agreement #16-156

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 2nd day of November, 2016 by and between the Oxnard School District (“District”) and Lynne Aoki (“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 1, 2016 through December 31, 2017 (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 Fifty Nine Thousand Five Hundred Dollars (\$59,500.00), 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: Debra West
Phone: 805.385.1501, x2312
Fax: 805.486.7358

To Consultant: Lynne Aoki
9691 Stanford Avenue
Garden Grove, CA 92841
Phone: (714) 609.4322
Fax: ()

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

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

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

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

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

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:

LYNNE AOKI:

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 #16-156

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #16-156

SERVICES

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

***PER ATTACHED PROPOSAL**

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

***PER ATTACHED PROPOSAL**

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

STATUS REPORT FOR ACTIVITY:	DUE DATE
A. **PER ATTACHED PROPOSAL	
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 #16-156

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #16-156

COMPENSATION

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

*Per attached Proposal – Not to Exceed \$59,500.00

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

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

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

IV. The total compensation for the Services shall not exceed \$59,500.00, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #16-156

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #16-150

INSURANCE

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

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

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

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

(3) Insurance coverage should include:

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

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

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

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

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

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

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

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

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

Not Project Related

Project #16-156

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.

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #16-156

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, **LYNNE AOKI**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____

Lisa A. Franz
Director, Purchasing

Lynne C. Aoki

October 4, 2016

Debra West, MSAP Project Director
Oxnard School District
1051 South A Street
Oxnard CA 93030

Dear Debby:

Please find attached a proposal for evaluation services in connection with the Magnet Schools Assistance Program grant, PR/Award #: U165A130070.

The proposed approach has as its purpose to meet federal reporting requirements and to provide the district and school personnel with information that would be helpful in making decisions about the project overall and about school-level implementation. The evaluation will focus on federal Government Performance and Results Act (GPRAs), project objectives, and program implementation. Please see Oxnard School District MSAP Evaluation Plan—Year 4 for details related to GPRAs and project objectives.

Major evaluation methods will include document review, interviews, and surveys and/or focus groups. Contacts will occur at least three times per year at each school and with you more frequently.

Proposed deliverables include:

- 2016 Ad Hoc Report
- 2017 Final Performance Report
- All instrumentation as identified in the draft services agreement, including profiles of instructional practices

Assistance will be provided to:

- Respond to, clarify, engage with MSAP federal project officers
- Developing site and district-level sustainability plans.

Please see Proposal for Evaluation Services—Tasks for a full list of evaluation activities.

The total cost of the effort spanning October 2016 to December 2017 is \$59,500 payable in monthly installments of \$3,966 per month with a final payment of \$3976.

I look forward to collaborating with you all.

Best Regards,



Lynne Aoki, Evaluation Consultant

Proposal for Evaluation Services
Magnet School Assistance Program, PR/Award #: U165A130070
Submitted by: Lynne C. Aoki, Evaluation Consultant

Task	Approx. Effort	2016-17	Final Report	Notes
Evaluation Plan development, review, revision	1.5 days	1.5	N/A	
Orientation visitations	One or two people; one day per school	N/A	N/A	
Practice profile interviews	One or two people; one day per school and at district level	3	N/A	See existing PBL, MTV, and Tech surveys/profiles, which can serve as a basis for Oxnard profiles. Profiles will become the basis of classroom implementation monitoring to determine effectiveness of professional development efforts.
Practice profile draft and finals	2 meetings, 3 days prep and refinement	5	N/A	
Project Management: meetings with project director	5 days per year	8	1	
Reporting Information system	1 day to establish	1	N/A	David Gregory's School Plan documents generated by school staff will service as a basis of program implementation monitoring.
Site implementation: Meetings with school site staff, including documentation of reporting information, review of management plan status, etc.	3 1/2 days per school x 3 schools	4.5	N/A	Purpose: Determine status of implementation. Collect information as required by MSAP reports.
Survey development: staff implementation including draft and final	1.5 days	1.5	N/A	

Task	Approx. Effort	2016-17	Final Report	Notes
Survey development: parent involvement including draft and final	.5 days	0.5	N/A	
Survey development: student engagement including draft and final	1 day	1	N/A	
Survey analysis and reporting		3	3	
Instructional Program implementation: Meetings as in row 9 above + brief implementation survey.	1.5 days per school per year	4.5	N/A	
Instructional Program Implementation: Reporting findings	2 days per school per year	2	N/A	If yes, delete this cost
Instructional program implementation: student focus groups	1 day development, 1.5 days conduct (half day per school), 1.5 days report	4	N/A	Could delete 10/4/16
Instructional program implementation: parent focus groups or fish bowls.	1 day development, 1.5 days conduct *half day per school), 1.5 days report	4	N/A	Could delete 10/4/16
Sustainability plan support- Workshop	.5 day workshop, .5 day prep	1	N/A	Using MAPS template
Sustainability plan support - assistance in development	2 1/2 days per school	3	N/A	Feedback in person and via telephone, conferencing, Google docs, Dropbox
Annual Performance Report 2016	1 day assistance	N/A	N/A	
Ad Hoc Report 2016	5 days	5	N/A	
Final Report 2017	5 days	N/A	5	


 Lynne C. Aoki

Date 3-Oct-16

Evaluation Plan

Draft: July 2016

Outcome	Audience	Decisions	Questions	Objectives	Measurement	Timeline	Resp.
GPR (a) The percentage of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority group isolation.	OII, Congress	Continue or discontinue funding	Did the grantee reduce minority group isolation?	Not applicable	CALPADS	October annually	Project Director
GPR (b) The percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts.	OII, Congress	Continue or discontinue funding	What as the percentage of students who scored above or above proficient on State reading/language arts tests?	Not applicable	SBAC	Administer spring annually. Receive results from State summer annually	Administer: principals. Receive results: District testing coordinator
GPR (c) The percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics.	OII, Congress	Continue or discontinue funding	What as the percentage of students who scored above or above proficient on State mathematics arts tests?	Not applicable	SBAC	Administer spring annually. Receive results from State summer annually	Administer: principals. Receive results: District testing coordinator
GPR (d) The cost per student in a magnet school receiving assistance.	OII, Congress	Continue or discontinue funding	What was the dollar amount of the project per pupil served?	Not applicable	MSAP Budget and CALPADS enrollment data	MSAP budget: ongoing; CALPADS enrollment data October annually	District finance personnel with Project Director oversight
GPR (e) The percentage of magnet schools that received assistance that are still operating magnet school programs three years after Federal funding ends.	OII, Congress	Continue or discontinue funding	Is the magnet school in operation three+ years after funding?	Not applicable			
GPR (f) The percentage of magnet schools that received assistance that meet the State's annual measurable objectives and, for high schools, graduation rate targets at least three years after Federal funding ends	OII, Congress	Continue or discontinue funding	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Evaluation Plan

Draft: July 2016

Outcome	Audience	Decisions	Questions	Objectives	Measurement	Timeline	Resp.
Reduce minority group isolation (Hispanic) at each of the funded MSAP schools	District decision makers	Support continuation?		Frank October 2013 = 93%, 2014 = 91%, 2015 = 87%, 2016 = 87%. Haydock MS: October 2014 = 95%, 2015 = 93%, 2016 = 92%. Fremont MS: October 2014 = 80.5%, 2015 = 78.5%, 2016 = 74.5%	CALPADS	October annually	Project Director
		Change strategies for recruitment?	Are strategies fully implemented?	Greater emphasis (if warranted) on original strategy implementation	Document review and interview to verify strategy implementation	Ongoing documentation. Interviews in June annually.	Documentation: Site Coord., Interviews: Evaluator. Decision: Project Director
			Are strategies producing desired results?	Changed or continued recruitment strategies.	See CALPADS above	October annually. Fall annually to review recruitment strategies.	Documentation: Site Coord., Interviews: Evaluator. Decision: Project Director
Improved Exit-Flight statistics	Project and school MSAP staff	Focus on exit-flight students in "recruitment efforts?"	Are exit-flight strategies fully implemented?	October 2014 = < 250 exit-flight students, 2015 = < 225, 2016 = < 200	Exit survey: Records of numbers of students who applied to leave district (no indication of reason for exit)	Data collection ongoing. Summaries October annually	District
			How exit-flight strategies productive in lower numbers?	Fully implemented exit flight strategies	Exit-flight statistics based on district documentation of Program Improvement efforts	October annually	Principals for strategies. District Title I coordinator for exit-flight statistics

Evaluation Plan

Draft: July 2016

Outcome	Audience	Decisions	Questions	Objectives	Measurement	Timeline	Resp.
2-1 – Equitable 1:1 technology:	District decision makers, Project and school MSAP staff	Assignment records, CALPADS, inventory of iPads or equivalent	What percentage of students have iPads or other devices?	Each child will have an iPads/personal hardware device	Assignment records, CALPADS, inventory of iPads or equivalent	Summaries in April and October annually	Site Coordinators
Regular use of 1:1 technology	District decision makers, Project Director, principals	Increase or maintain efforts aimed at regular student use of technology	How often do students use the iPads for research and to create digital content?	June 2014 = 95%, June 2015 = 97%, June 2016 = 100%	Survey of students on frequency and type of use	June annually	Site Coordinators
2-2 – Common core-based technology lessons:	Principal, MSAP Project Director	Increase, decrease, modify professional development and support	To what degree are teachers implementing common core-technology lessons? What type of assistance might teachers require to increase implementation?	June 2014 = 95% of students receive common core-based technology lesson, 2015 = 95%, 2016 = 95%	Teacher survey	Spring annually	Site Coordinators
3-1 – Project-based STEAM curricula:	Principal, MSAP Project Director	Increase, decrease, modify professional development and support.	To what degree are teachers implementing project-based STEAM curricula? What type of assistance might teachers require to increase implementation? What is project-based STEAM curricula?	June 2014 = 50% of teachers implementing, 2015 = 80%, 2016 = 100%	Teacher survey.	Spring annually	Site Coordinators
				Profiles of instructional practices in place by end of project (PBL, VTS, CHAMPS, AVID)	Teacher survey	Spring annually	Site Coordinators

Evaluation Plan

Draft: July 2016

Outcome	Audience	Decisions	Questions	Objectives	Measurement	Timeline	Resp.
3-3 – Special Needs/OARS:	District decision makers, Project and school MSAP staff	Improve, modify strategies for differentiating instruction for Special Needs students	What impact has the MSAP project had on special needs students?	June 2016 = 10% improvement over 2015 baseline	District OARS system to provide SBAC results for Special Needs students, defined as those scoring below proficient on SBAC	Spring annually	Project Director
			What strategies do teachers use to differentiate for Special Needs students?		Teacher survey.	Spring annually	Site Coordinators
3-4 – Overall student achievement/OARS:	District decision makers, Project and school MSAP staff	Improve, modify instructional strategies for all students	What impact has the MSAP project had on all students?	June 2016 = 10% improvement over 2015 baseline	District OARS system to provide SBAC results for Special Needs students, defined as those scoring below proficient on SBAC	Spring annually	Project Director
			What strategies do teachers use to teach all students?		Teacher survey.	Spring annually	Site Coordinators
3-5 – English Learner student achievement/OARS:	District decision makers, Project Director, Principals	Improve, modify instructional strategies for all students	What impact has the MSAP project had on EL students?	June 2016 = 10% improvement over 2015 baseline	District OARS system to provide SBAC results for Special Needs students, defined as those scoring below proficient on SBAC	Spring annually	Site Coordinators

Evaluation Plan

Draft: July 2016

Outcome	Audience	Decisions	Questions	Objectives	Measurement	Timeline	Resp.
			What strategies do teachers use to differentiate instruction for EL students?		Teacher survey.	Spring annually	Site Coordinators
3-6 – Common Core Standards implementation:	Principal, Project Director	Increase, decrease, modify professional development and support	To what degree are teachers implementing common core standards-based lessons? What type of assistance might teachers require to increase implementation?	June 2014 = 10% of teachers implement common cores standards, 2015 = 70%, 2016 = 100%	Teacher survey	Spring annually	Site Coordinators
					Teacher survey	Spring annually	Site Coordinators
3-7 – Problem-Based Learning:	District decision makers, Project Director, Principals	Increase, decrease, modify professional development and support	To what degree are teachers implementing problem-based learning? What type of assistance might teachers require to increase implementation?	June 2014 = 20% of teachers implement problem-based learning, 2015 = 60% 2016 = 90%	Teacher survey	Spring annually	Site Coordinators
					Teacher survey	Spring annually	Site Coordinators
3-8 – Visual-Thinking Strategies (VTS)	District decision makers, Project Director, Principals	Increase, decrease, modify professional development and support	To what degree are teachers implementing Visible Thinking Strategies? What type of assistance might teachers require to increase implementation?	June 2014 = 20% of teachers integrate VTS, 2015 = 85% 2016 = 100%	Teacher survey	Spring annually	Site Coordinators
					Teacher survey	Spring annually	Site Coordinators

Evaluation Plan

Draft: July 2016

Outcome	Audience	Decisions	Questions	Objectives	Measurement	Timeline	Resp.
4-1 – Common Core professional development:	District decision makers, Project Director, Principals	Increase, decrease, modify professional development and support	Are teachers receiving the intended hours of professional development in common core implementation?	June 2014 = 50% implement 18 hours of common-core focused professional development, 2015 = 85%, June 2016 = 100%	Project records of attendance	Ongoing with summaries in spring annually	Site Coordinators and Project Director
			Are teachers receiving the quantity professional development and support required to routinely implement common core	June 2016 = 80%	Teacher survey	Spring annually	Site Coordinators
4-2 – MERITO & NEED professional development:	District decision makers, Project Director, Principals	Increase, decrease, modify professional development and support	To what degree are teachers implementing MERITO? (Possibly add NEED?)	June 2014 = 25% of science teachers will regularly implement MERITO, June 2015 = 85%, June 2016 = 100%	Science teacher survey	Spring annually	Site Coordinators
			What type of assistance might teachers require to increase implementation?		Science teacher survey	Spring annually	Site Coordinators

Evaluation Plan

Draft: July 2016

Outcome	Audience	Decisions	Questions	Objectives	Measurement	Timeline	Resp.
5-1 – Parent options:	Project Director, Principals	Modify or keep strategies related to parental choice making	To what degree is the objective achieved?	June 2014 = 80% of parents making school choice for their students, 2015 = 90%. 2016 = 95%	CALPADS and MSAP applications	October annually	Site Coordinators
			Should there be a greater emphasis on strategies for informing and encouraging parents?	Changed or continued awareness, information, recruitment strategies.	Document review and interview to verify strategy implementation	Ongoing documentation. Interviews in June annually.	Documentation: Site Coord., Interviews: Evaluator. Decision: Project Director
			Are strategies producing desired results?	Changed or continued recruitment strategies.	See CALPADS above	October annually. Fall annually to review recruitment strategies.	Documentation: Site Coord., Interviews: Evaluator. Decision: Project Director
5-2 – Community awareness:	Project Director, Principals	Modify or keep strategies related to community awareness	To what degree is the objective achieved?	June 2014 = 50% of parents participating in school tours, 2015 = 70%, 2016 = 80%	CALPADS, MSAP applications, and records of parent attendance at school tours	October annually	Site Coordinators
			Should a greater emphasis be placed on the school tour strategy for informing and encouraging parents or not?	Changed or continued awareness, information, recruitment strategies.	Document review and interview to verify strategy implementation	Ongoing documentation. Interviews in June annually.	Documentation: Site Coord., Interviews: Evaluator. Decision: Project Director

Evaluation Plan

Draft: July 2016

Outcome	Audience	Decisions	Questions	Objectives	Measurement	Timeline	Resp.
			Are strategies producing desired results?	Changed or continued recruitment strategies.	See CALPADS above	October annually. Fall annually to review recruitment strategies.	Documentation: Site Coord., Interviews: Evaluator. Decision: Project Director
5-3 Informational meetings:	Project Director, Principals	Prove the same, more, or different support and guidance to schools.	To what degree is the objective achieved? Should a greater emphasis be placed on outreach and informational sessions or not.	June 2014 = three+ outreach and informational sessions for 5th grade parents, 2015 = four+, 2016 = five+ sessions	Documentation of event implementation (program attendance records) Parent, principal, and site coordinator surveys	Ongoing documentation with summaries at end of each year Spring annually	Site Coordinators Site Coordinator
6-1 – Safe climate,	Project Director, Principals	Maintain or modify strategies aimed at school safety (See 6-2, 6-3, and 6-4 below)	To what degree do safe climate, positive school climate and experience, and student connectedness working to improve student	June 2014 = any increase in percentage of seventh grade students who feel safe at their school administration, 2016 = any increase in percentage over previous administration	California Healthy Kids Survey (CHKS)	Every two years per State schedule	District personnel in charge of CHKS
6-2 – Positive classroom climate:	Project Director, Principals	Increase, decrease, modify means of increasing implementation of CHAMPS	To what degree are teachers implementing CHAMPS	June 2014 = 30% of teachers trained, able to cite example of CHAMPS use; 2015 = 70%, 2016 = 95%	Teacher survey	Spring annually	Site Coordinators

Evaluation Plan

Draft: July 2016

Outcome	Audience	Decisions	Questions	Objectives	Measurement	Timeline	Resp.
			Are teachers receiving professional development and support required to routinely implement CHAMPS?		Project records of attendance	Ongoing with summaries in spring annually	Site Coordinators and Project Director

Evaluation Plan

Draft: July 2016

Outcome	Audience	Decisions	Questions	Objectives	Measurement	Timeline	Resp.
6-3 – Positive school experience:	Project Director, Principals	Increase, decrease, modify means of increasing implementation of CHAMPS	To what degree are teachers implementing CHAMPS	June 2014 = 15% of sixth grade teachers trained, able to cite example of WEB use; 2015 = 40 2016 = 70	Teacher survey	Spring annually	Site Coordinators
			Are teachers receiving professional development and support required to routinely implement CHAMPS?		Project records of attendance	Ongoing with summaries in spring annually	Site Coordinators and Project Director
6-4 – Student connectedness:	Project Director, Principals	Maintain or modify strategies aimed at student connectedness (See 6-2 and 6-3)	See 6-2 and 6-3 above	June 2014 = any reduction in number of seventh grade students who score "low" in "opportunities for meaningful participation.	California Healthy Kids Survey	Administered every two years in even years	Site Coordinators

OSD BOARD AGENDA ITEM

Name of Contributor: **Robin I. Freeman**

Date of Meeting: **11/2/16**

- A. Preliminary _____
Study Session: _____
- B. Hearing: _____
- C. Consent Agenda X Agreement Category:
 X Academic
 X Enrichment
_____ Special Education
_____ Support Services
_____ Personnel
_____ Legal
_____ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Approve: Out of State Conference – Washington, DC (Freeman/West)

The Board’s approval is requested for the MSAP Project Director Ms. Debra West, to attend the Magnet Schools Assistance Program Project Directors’ Meeting in Washington, D.C. December 5th and 6th, 2016. This year’s theme is “Diversity and Achievement: Implementing New Strategies and Approaches in Magnet Schools”. This meeting will include collaborative learning opportunities focused on project implementation strategies from both experts and fellow grantees. They will also be learning about the latest magnet school research on desegregation and evidence-based practices for integrating schools. The meeting sessions will encourage dialog on the current state of magnet schools and how attendees can innovate to enhance school integration and school turnaround. They will also cover topics such as implementing STEM curricula, managing programs effectively, and using rigorous evaluation to create evidence of promise for magnet schools.

FISCAL IMPACT:

Not to exceed \$5,000.00 for registration, airfare, ground travel, lodging and meals for the director, 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: Conference schedule/information.



Join Us!

Diversity and Achievement: Implementing New Strategies and Approaches in Magnet Schools

At this year's Magnet Schools Assistance Program (MSAP) Project Directors Meeting, we will welcome the 2016 MSAP cohort and provide new and veteran grantees with collaborative learning opportunities focused on project implementation strategies from subject matter experts as well as fellow grantees. Attendees will learn about the latest magnet school research on desegregation and evidence-based practices for integrating schools, including the use of socioeconomic status.

The meeting sessions will also encourage dialog on the current state of magnet schools and how they can innovate to enhance school integration and school turnaround. Sessions will also cover other topics such as implementing STEM curricula, managing programs effectively, and using rigorous evaluation to create evidence of promise for magnet schools.

We invite current and past MSAP grantees, the wider magnet school community, and other school choice and diversity experts to join us December 5 and 6, 2016, in Washington, DC.

It is highly recommended that members of the 2016 MSAP cohort have five staff members, including the project director and external evaluator, attend this meeting. Other recommended staff are curriculum specialists, recruitment specialists, magnet coordinators, STEM specialists, principals, and teachers. Members of the 2013 MSAP cohort are also strongly encouraged to attend.

See you in Washington, DC!



Agenda

Diversity and Achievement: Implementing New Strategies and Approaches in Magnet Schools

The agenda has not yet been finalized for the meeting; check back for updates. The times for the meeting events are as follows.

December 4, 2016

6:00 – 8:00 p.m. - Registration

December 5, 2016

8:00 – 9:00 a.m. – Registration

9:00 a.m. – 4:00 p.m. – Conference sessions

December 6, 2016

8:00 – 9:00 a.m. – Registration

9:00 a.m. – 4:00 p.m. – Conference sessions

 [.gov \(http://www.ed.gov\)](http://www.ed.gov)
Funded by the U.S. Department of Education
Contract Number: ED-OII-13-C-0073
MSAP Technical Assistance Center
8757 Georgia Ave., Suite 460



Conference Location

The 2016 MSAP Project Directors Meeting will be held at the Capital Hilton in Washington, DC, December 5-6, 2016. This hotel is convenient to the Farragut North, Farragut West, and McPherson Square Metro stations. While in DC, please check <http://www.wmata.com/rail/trackwork.cfm> (<http://www.wmata.com/rail/trackwork.cfm>) for information on potential station closings and changes to Metro's schedule due to ongoing maintenance work.

Capital Hilton

1001 16th St. NW

Washington, DC 20036

Phone: (202) 393-1000

Website: [Capital Hilton \(http://www3.hilton.com/en/hotels/district-of-columbia/capital-hilton-DCASHHH/index.html\)](http://www3.hilton.com/en/hotels/district-of-columbia/capital-hilton-DCASHHH/index.html)

 [.gov \(http://www.ed.gov\)](http://www.ed.gov)

Funded by the U.S. Department of Education

Contract Number: ED-OII-13-C-0073

MSAP Technical Assistance Center

8757 Georgia Ave., Suite 460

BOARD AGENDA ITEM

Name of Contributor: Dr. Vaca

Date of Meeting: 11-02-16

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

Employment Contract Amendment: District Superintendent

DESCRIPTION:

This board item amends the "Term" of the existing employment contract to extend the contract for the District Superintendent renewal term of four (4) years commencing July 1, 2016 and ending June 30, 2020.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the amendment to the employment contract for the District Superintendent.

ADDITIONAL MATERIAL(S):

- Sixth Amendment to Employment Agreement

SIXTH AMENDMENT TO EMPLOYMENT AGREEMENT BETWEEN THE OXNARD SCHOOL DISTRICT AND CESAR MORALES, SUPERINTENDENT

This Sixth Amendment to the Employment Agreement (“Second Amendment”) is made and entered into this 2nd day of November, 2016 between the Oxnard School District (“District”) and Dr. Cesar Morales, Superintendent, (“Superintendent”). This Sixth Amendment amends the Employment Agreement entered into between the District and Superintendent effective July 1, 2013, as follows:

1. **TERM OF AGREEMENT: TERM OF AGREEMENT:** The District hereby employs the District Superintendent and the District Superintendent agrees to be employed as Oxnard School District Superintendent for a term of four (4) years commencing July 1, 2016, and ending June 30, 2020, subject to the terms and conditions set forth herein. For purposes of the automatic reelection provision of Education Code Section 35031, the term of this agreement shall be three (3) years.

For the Board of Trustees:

By: _____
Veronica Robles-Solis, Board President

Date of Acceptance: _____

Dr. Cesar Morales, Superintendent

OSD BOARD AGENDA ITEM

Name of Contributor: **Dr. Jesus Vaca**

Date of Meeting: **November 2, 2016**

- A. Preliminary Study Session: _____
- B. Hearing: _____
- C. Consent Agenda Agreement Category:
 - _____ Academic
 - _____ Enrichment
 - _____ Special Education
 - _____ Support Services
 - _____ Personnel
 - _____ Legal
 - _____ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Approval to Set Date for Notice of Public Hearing re: Sunshine of the California School Employees Association's, Chapter 272 ("CSEA") and the Oxnard School District's (District) Initial Proposals for 2016-17 Negotiations, Pursuant to Government Code Section 3547 (Vaca)

In accordance with Article 29, Term of Agreement, of the current collective bargaining agreement between the California School Employees Association, Chapter 272 (CSEA) and the Oxnard School District (District), the District and CSEA would like to enter into contract negotiations for the 2016-2017 school year and any additional years as may be mutually agreed upon by the parties. The proposals must have a public hearing before the parties meet to negotiate. It is recommended that the Public Hearing be scheduled for the December 7, 2016 board meeting.

Pursuant to the provisions of Government Code Section 3547, CSEA and the District are submitting their intent to meet the public notice provision of the Educational Employment Rights Act. Upon completion of the public notice provisions, the District looks forward to initiating a good faith bargaining effort with CSEA.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent of Human Resources that the Board of Trustees schedule December 7, 2016 for the Public Hearing for CSEA and the District's initial proposals.

ADDITIONAL MATERIAL(S):

- Letter to Board of Trustees President dated 10/21/16 (two pages)
- Letter to CSEA President dated 10/21/16 (two pages)
- District's Initial Bargaining Proposals to CSEA for 2016-17 (one page)
- CSEA's Initial Proposals for 2016-17 (two pages)



OXNARD SCHOOL DISTRICT

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

October 21, 2016

Veronica Robles-Solis, President
Board of Trustees
C/O Oxnard School District
1051 South A Street
Oxnard, California 93030

Re: Sunshine of District Initial Proposals Pursuant to Govt. Code Section 3547

Dear President Robles-Solis,

In accordance with Article 29, Term of Agreement, of the current collective bargaining agreement between the California School Employees Association (CSEA) and the Oxnard School District (District), the District would like to enter into contract negotiations for the 2016-2017 school year and any additional years as may be mutually agreed upon by the parties.

The District is looking forward to again working collaboratively with CSEA continuing the use of the Interest Based Problem Solving method during negotiations to address issues that arise by either party. The District negotiating team will include:

Dr. Jesus Vaca, Assistant Superintendent, HR and Lead Negotiator
Lisa Cline, Deputy Superintendent, Business Services
Teri Gern, Director, Certificated HR
Chris Ridge, Director, Pupil Services
Dr. Edd Bond, Principal
Sally Wennes, Principal
Mary Truax, Manager, Special Education

Jonathan Koch, Personnel Commission Director (neutral resource for both Parties)

Pursuant to Article 29, Term of Agreement, in the current CSEA bargaining agreement, the current agreement expires on October 31, 2017. The District plans to negotiate Article 13 (Health and Welfare Benefits), Article 14 (Annual Work Calendar), Article 15 (Vacation Plan), Article 16 (Leaves) and any other articles mutually agreeable to both parties (see attachment). The District would like to negotiate work calendars for all CSEA unit members.

Pursuant to the provisions of Government Code Section 3547, CSEA and the District are submitting their intent to meet the public notice provision of the Educational Employment

Relations Act. Upon completion of the public notice provisions, the District looks forward to initiating a good faith bargaining effort with CSEA and continuing the use of the Interest Based Problem Solving approach to discuss these articles.

The public hearing and consideration of CSEA's and the District's initial proposals is scheduled for the December 7, 2016 Board Meeting.

Sincerely,



DR. JESUS VACA
Assistant Superintendent
Human Resources & Support Services

JV/pp

Attachment

cc: Lisa Cline, Deputy Superintendent, Business Services
Teri Gern, Director, Certificated HR
Chris Ridge, Director, Pupil Services
Sally Wennes, Principal
Dr. Edd Bond, Principal
Mary Truax, Manager Special Education
Jonathan Koch, Personnel Commission Director (Neutral Resource to Both Parties)



OXNARD SCHOOL DISTRICT

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

October 21, 2016

Mr. Jabbar Wofford, Chapter President
California School Employees Association
C/O Oxnard School District
1051 South A Street
Oxnard, California 93030

Re: Sunshine of District Initial Proposals Pursuant to Govt. Code Section 3547

Dear Mr. Wofford,

In accordance with Article 29, Term of Agreement, of the current collective bargaining agreement between the California School Employees Association (CSEA), Chapter #272 and the Oxnard School District (District), the District would like to enter into contract negotiations for the 2016-2017 school year and any additional years as may be mutually agreed upon by the parties.

The District is looking forward to again working collaboratively with CSEA and continuing the use of the Interest Based Problem Solving method during negotiations to address issues that arise by either party. The District negotiating team will include:

Dr. Jesus Vaca, Assistant Superintendent, HR and Chief Negotiator
Lisa Cline, Deputy Superintendent, Business Services
Teri Gern, Director, Certificated HR
Chris Ridge, Director, Pupil Services
Sally Wennes, Principal
Dr. Edd Bond, Principal
Mary Truax, Manager Special Education

Jonathan Koch, Personnel Commission Director (neutral resource for both Parties)

Pursuant to Article 29, Term of Agreement, in the current CSEA bargaining agreement, the current agreement expires on October 31, 2017. The District plans to negotiate Article 13 (Health and Welfare Benefits), Article 14 (Annual Work Calendar), Article 15 (Vacation Plan), Article 16 (Leaves) and any other articles mutually agreeable to both parties (see attachment). The District would like to negotiate work calendars for all CSEA unit members.

Pursuant to the provisions of Government Code Section 3547, CSEA and the District are submitting their intent to meet the public notice provision of the Educational Employment Relations Act. Upon completion of the public notice provisions, the District looks forward to initiating a good faith bargaining effort with CSEA and continuing the use of the Interest Based Problem Solving approach to discuss these articles.

The public hearing and consideration of CSEA's and the District's initial proposals is scheduled for the December 7, 2016 Board Meeting.

Sincerely,



DR. JESUS VACA
Assistant Superintendent
Human Resources & Support Services

JV/pp

Attachment

cc: Lisa Cline, Deputy Superintendent, Business Services
Teri Gern, Director, Certificated HR
Chris Ridge, Director, Pupil Services
Sally Wennes, Principal
Dr. Edd Bond, Principal
Mary Truax, Manager Special Education
Jonathan Koch, Personnel Commission Director (Neutral Resource to Both Parties)



OXNARD SCHOOL DISTRICT

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

Dr. Jesus Vaca
Assistant Superintendent
Human Resources and Support Services

Jonathan Koch
Director
Classified Human Resources

Oxnard School District
Initial Sunshine Proposals to the
California School Employees Association, Chapter 272

2016-2017 Interest Based Problem Solving Proposals

Article 13 Health and Welfare Benefits

- The District seeks to discuss Health and Welfare Benefits

Article 14 Annual Work Calendar

- The District seeks to discuss Annual Work Calendar

Article 15 Vacation Plan

- The District seeks to discuss Vacation Plan for CSEA members

Article 16 Leaves

- The District seeks to discuss Leaves



California
School
Employees
Association

1505 Gardena Avenue
Glendale, CA 91204

(818) 244-1545
(800) 834-9959
FAX: (818) 244-8897
www.csea.com

Member of the AFL-CIO

The nation's largest
independent classified
employee association



October 11, 2016

Jabbar Wofford, Chapter President
Oxnard Elementary Chapter #272
3650 San Simeon Ave
Oxnard, CA 93033-6571

RE: Initial Proposal on Reopener – 2016/2017

Dear Chapter President Wofford:

I have received the initial proposal for the 2016/2017 Reopener between the Oxnard Elementary School District and the California School Employees Association and its Chapter #272.

It has been reviewed in accordance with Policy 610. I have found no apparent violations of law, CSEA's Constitution and Bylaws or policies of the Association. This initial proposal will need to be approved by the membership prior to starting negotiations.

Remember once a tentative agreement has been reached forward a signed copy to the field office immediately for review prior to ratification.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Espie Medellin
Field Director

EM/vt
16 VS 272 IP-REO 2016-2017

C: Efrain Cazares, Regional Representative
Don Snyder, Area I Director
Vince Steele, Labor Relations Representative
Andrew Prickett, Senior Labor Relations Representative
File

**The California School Employees Association and its Oxnard Chapter 272
(CSEA)**

To

Oxnard Elementary School District

Initial Proposal for 2016/17 Reopener Agreement

Article 9 - Pay Allowances: CSEA seeks an equitable and fair salary increase across the salary schedule. CSEA also seeks to make language changes that better reflect work that is done outside of classification

Article 17 - Transfers: CSEA seeks to evaluate and strengthen language in the Transfer article.

In the spirit of collaboration, additional articles may be opened as mutually agreed to between both parties.

OSD BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 11/2/16

- Study Session:** _____
Closed Session _____
- A-1. **Preliminary** _____
A-II. **Reports** _____
B. **Hearings** _____
C. **Consent Agenda** _____
- Agreement Category:**
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
 X Facilities
- D. **Action Items** _____
F. **Board Policies** 1st Reading _____ 2nd Reading _____

Approval of Notice of Completion, Roof Replacement Project 2016 – Sierra Linda, Bid #15-02 (Cline/McGarry)

The contractor, Craig Roof Company Inc., has completed the work of Bid #15-02 to perform the work for Roof Replacement Project 2016 – Sierra Linda, as of October 5, 2016. 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 Maintenance Manager, and the Deputy Superintendent, Business & Fiscal Services, that the Board of Trustees approve the Notice of Completion and filing of such notice with the County Recorder’s Office, for Bid #15-02, Roof Replacement Project 2016 – Sierra Linda with Craig Roof Company Inc.

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: Sierra Linda School, 2201 Jasmine Street, Oxnard, CA 93036, for Bid #15-02, and Agreement #15-243 Roof Replacement Project 2016 – Sierra Linda School:

That on or about the 1st day of June 2016 the said Oxnard School District of Ventura County entered into a contract with Craig Roof Company Inc. for the work of site improvement located at Sierra Linda School that certain real property hereinbefore described; that said building(s) and improvements were substantially completed on the 5th day of October 2016; 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 _____, 2016, by _____, **proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.**

OSD BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 11/2/16

- Study Session:** _____
Closed Session _____
- A-1. **Preliminary** _____
A-II. **Reports** _____
B. **Hearings** _____
C. **Consent Agenda** _____
- Agreement Category:**
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
 X Facilities
- D. **Action Items** _____
F. **Board Policies** 1st Reading _____ 2nd Reading _____

Approval of Notice of Completion, Roof Replacement Project 2016 – Haydock Academy of Arts & Sciences, Bid #15-02 (Cline/McGarry)

The contractor, Craig Roof Company Inc., has completed the work of Bid #15-02 to perform the work for Roof Replacement Project 2016 – Haydock Academy of Arts & Sciences, as of October 5, 2016. 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 Maintenance Manager, and the Deputy Superintendent, Business & Fiscal Services, that the Board of Trustees approve the Notice of Completion and filing of such notice with the County Recorder’s Office, for Bid #15-02, Roof Replacement Project 2016 – Haydock Academy of Arts & Sciences with Craig Roof Company Inc.

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: Haydock Academy of Arts & Sciences, 647 West Hill Street, Oxnard, CA 93033, for Bid #15-02, and Agreement #15-242 Roof Replacement Project 2016 – Haydock Academy of Arts & Sciences:

That on or about the 1st day of June 2016 the said Oxnard School District of Ventura County entered into a contract with Craig Roof Company Inc. for the work of site improvement located at Haydock Academy of Arts & Sciences that certain real property hereinbefore described; that said building(s) and improvements were substantially completed on the 5th day of October 2016; 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 _____, 2016, by _____, **proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.**

OSD BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 11/2/16

- Study Session:** _____
Closed Session _____
- A-1. **Preliminary** _____
A-II. **Reports** _____
B. **Hearings** _____
C. **Consent Agenda** _____
- Agreement Category:**
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
 X Facilities
- D. **Action Items** _____
F. **Board Policies** 1st Reading _____ 2nd Reading _____

Approval of Notice of Completion, Roof Replacement Project 2016 – Fremont Academy of Environmental Science & Innovative Design, Bid #15-02 (Cline/McGarry)

The contractor, Letner Roofing, has completed the work of Bid #15-02 to perform the work for Roof Replacement Project 2016 – Fremont Academy of Environmental Science & Innovative Design, as of October 5, 2016. 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 Maintenance Manager, and the Deputy Superintendent, Business & Fiscal Services, that the Board of Trustees approve the Notice of Completion and filing of such notice with the County Recorder’s Office, for Bid #15-02, Roof Replacement Project 2016 – Fremont Academy of Environmental Science & Innovative Design with Letner Roofing.

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: Fremont Academy of Environmental Science & Innovative Design, 1130 North M Street, Oxnard, CA 93030, for Bid #15-02, and Agreement #15-241 Roof Replacement Project 2016 – Fremont Academy of Environmental Science & Innovative Design:

That on or about the 1st day of June 2016 the said Oxnard School District of Ventura County entered into a contract with Letner Roofing for the work of site improvement located at Fremont Academy of Environmental Science & Innovative Design that certain real property hereinbefore described; that said building(s) and improvements were substantially completed on the 5th day of October 2016; 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 _____, 2016, by _____, **proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.**

OSD BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 11/2/16

- Study Session: _____
Closed Session _____
- A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
X Facilities
- D. Action Items _____
F. Board Policies 1st Reading _____ 2nd Reading _____

Consideration and Approval of No-Cost Change Order #001 to Agreement #16-140 with Fence Factory for the Harrington School Fence Project 2016 (Cline/McGarry)

At the Board meeting of October 19, 2016, the Board of Trustees approved Agreement #16-140 with Fence Factory for the Harrington School Fence Project 2016. On Thursday, October 20, 2016, at the Pre-Construction Meeting, representatives from Fence Factory informed District representatives and the Project Architect of the required lead time to secure the Ornamental Fencing components. Transport may require six (6) weeks from Oklahoma to California. A recommendation was discussed to extend the Contract Time for an additional thirty (30) days to accommodate delivery of materials. No additional compensation was requested or offered.

FISCAL IMPACT

None

RECOMMENDATION

It is the recommendation of the Maintenance Manager, and the Deputy Superintendent, Business & Fiscal Services, that the Board of Trustees approve Change Order #001 to Agreement #16-140 with Fence Factory for the Harrington School Fence Project 2016.

ADDITIONAL MATERIAL

Attached: Change Order #001 (2 Pages)
 Agreement #16-140 (2 Pages)



CHANGE ORDER

Date: November 2, 2016

CHANGE ORDER NO. 001

PROJECT: HARRINGTON SCHOOL FENCING PROJECT 2016
O.S.D. BID No. 16-INF-01
O.S.D. Agreement No. 16-140

OWNER: Oxnard School District
 1051 South A Street
 Oxnard, CA. 93030

ARCHITECT Dougherty + Dougherty
Architects, LLP.
 3194-D Airport Loop Drive
 Costa Mesa, CA 92626

CONTRACTOR: FENCE FACTORY
 1606 Los Angeles Avenue
 Saticoy, CA 93004-3214

Architects Proj. No.: 21336.30
D.S.A. File No.: 56-22
D.S.A. App. No.: 03-117207

Attn: Mr. Chuck Bennett

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.

ORIGINAL CONTRACT SUM.....	\$ 143,000.00
NET CHANGE - ALL PREVIOUS CHANGE ORDERS.....	\$ 0.00
ADJUSTED CONTRACT SUM.....	\$ 143,000.00
NET CHANGE -	\$ 0.00

Total Change Orders to Date:\$ 0.00

ADJUSTED CONTRACT SUM THROUGH CHANGE ORDER NO.: 001\$ 0.00

Commencement Date:October 20, 2016
 Original Completion Date:November 30, 2016
 Original Contract Time:Forty-Two (42) Consecutive Days
 Time Extension for all Previous Change Orders:No Days
 Time Extension for this Change Order:Thirty (30) Consecutive Days
 Adjusted Completion Date:December 30, 2016

Percentage0%

Item	Description	Unforeseen Condition (UFO)	Additional Scope (AS)	Design Clarification (DC)	Code Requirement
1.	Extension to Contract Duration to allow for delivery of long lead items	X			
2.					
3.					
4.					
5.					
6.					
	Totals				

Total Change Order No.\$ 0.00

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND ASST. SUPT. BUSINESS SERVICES OR PURCHASING DIRECTOR*

APPROVAL (REQUIRED):

ARCHITECT: _____

DATE: _____

CONTRACTOR: _____

DATE: _____

RECOMMENDED FOR APPROVAL:

OSD DSA INSPECTOR: _____

DATE: _____

DEPUTY SUPERINTENDENT, BUSINESS AND FISCAL SERVICES:

DATE: _____

APPROVAL (REQUIRED):

BOARD APPROVAL

DATE: _____

DEPUTY SUPT./PURCHASING DIRECTOR: _____

DATE: _____

DSA APPROVAL

DATE: _____

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: November 2, 2016

- STUDY SESSION _____
- CLOSED SESSION _____
- SECTION A-I: PRELIMINARY _____
- SECTION A-II: REPORTS _____
- SECTION B: HEARINGS _____
- SECTION C: CONSENT AGENDA X Agreement Category:

- _____ Academic
- _____ Enrichment
- _____ Special Education
- _____ Support Services
- _____ Personnel
- _____ Legal
- _____ Facilities

SECTION D: ACTION _____

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

ADOPTION OF RESOLUTION #16-15 – BIENNIAL REVIEW OF CONFLICT OF INTEREST CODE (Cline)

Public agencies, including school district governing boards, are required to adopt a Conflict of Interest Code in compliance with Government Code Sections 87300-87313. Oxnard School District adopted a Conflict of Interest Code that was approved by the Ventura County Board of Supervisors on March 22, 1977. Government Code Section 87306.5 requires every local government agency to review its Conflict of Interest Code biennially to determine if it is accurate or if the code must be amended. The Administration reviewed the District’s Conflict of Interest Code, including the list of designated employees and disclosure categories, and made the following revisions:

1. Language was revised in E 9270 to specify the reporting officer for designated positions. Revisions were also made to designated positions due to title changes, new positions created, and elimination of outdated/extraneous position titles.

(Revised/added language is indicated by italicized font and deleted language is indicated in strikethrough.)

The revised E 9270 is on tonight’s agenda for adoption after second reading. BB 9270 states that “*The Board shall adopt a resolution that specifies the terms of the district’s conflict of interest code, the district’s designated positions, and the disclosure categories required for each position.*” Resolution #16-15 is presented herewith for the Board’s adoption of the revisions to said Code. These changes will be forwarded to the County Clerk of the Board’s office once the revised policy is adopted.

FISCAL IMPACT

None.

RECOMMENDATION

It is the recommendation of the Deputy Superintendent, Business & Fiscal Services, that the Board of Trustees adopt Resolution #16-15 incorporating the revisions through the Oxnard School District’s Biennial Review of Conflict of Interest Code as presented.

ADDITIONAL MATERIAL

Attached: Resolution #16-15 (2 pages)
 BB 9270 (6 pages)
 E 9270 (3 pages)

RESOLUTION #16-15

RESOLUTION OF THE BOARD OF TRUSTEES OF THE OXNARD SCHOOL DISTRICT ADOPTING REVISIONS THROUGH THE BIENNIAL REVIEW OF CONFLICT OF INTEREST CODE

WHEREAS, public agencies, including school district governing boards, are required to adopt a Conflict of Interest Code in compliance with Government Code Sections 87300-87313; and

WHEREAS, Oxnard School District adopted a Conflict of Interest Code that was approved by the Ventura County Board of Supervisors on March 22, 1977; and

WHEREAS, District elected officials, including Board members and designated employees, shall adhere to the district's Conflict of Interest Code; and

WHEREAS, Government Code Section 87306.5 requires every local government agency to review its Conflict of Interest Code biennially to determine if it is accurate or if the code must be amended; and

WHEREAS, the Administration has reviewed the District's code in keeping with said requirement and presents the revisions herewith for the Board's approval; and

WHEREAS, Oxnard School District Board Bylaws state that the Board shall adopt a Resolution that specifies the terms of the District's Conflict of Interest Code, the District's Designated positions, and the disclosure categories required for each position, and said terms are incorporated herewith by reference;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Oxnard School District has received the revisions through the Biennial Review of the Conflict of Interest Code and agrees that all designated employees shall adhere to the District's Conflict of Interest Code as set forth herein.

PASSED AND ADOPTED by the Board of Trustees of the Oxnard School District the 2nd day of November, 2016.

Signed:

President of the Board of Trustees of the
OXNARD SCHOOL DISTRICT

Clerk of the Board of Trustees of the
OXNARD SCHOOL DISTRICT

CLERK'S CERTIFICATE

I, _____, Clerk of the Board of Trustees of the OXNARD SCHOOL DISTRICT, hereby certify that the foregoing is a full, true, and correct copy of Resolution #16-15 adopted at a regular meeting place thereof on the 2nd day of November, 2016, of which meeting all the members of said Board of Trustees had due notice and at which a majority thereof were present, and that at said meeting said resolution was adopted by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTENTIONS: _____

An agenda of said meeting was posted at least 72 hours before said meeting at Oxnard, California, a location freely accessible to members of the public, and a brief general description of said resolution appeared on said agenda.

I further certify that I have carefully compared the same with the original minutes of said meeting on file and of record in my office; that the foregoing resolution is a full, true and correct copy of the original resolution adopted at said board meeting and entered in said minutes; and that said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: November 2, 2016

Clerk of the Board of Trustees of the
OXNARD SCHOOL DISTRICT

Oxnard SD | BB 9270 Board Bylaws

Conflict Of Interest

The Board of Trustees desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. In accordance with law, Board members and designated employees shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

(cf. 9005 - Governance Standards)

The Board shall adopt a resolution that specifies the terms of the district's conflict of interest code, the district's designated positions, and the disclosure categories required for each position.

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body.

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

(cf. 9320 - Meetings and Notices)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office or district employment. (Government Code 87302, 87500)

(cf. 4117.2/4217.2/4317.2 - Resignation)

(cf. 9222 - Resignation)

Conflict of Interest under the Political Reform Act

A Board member or designated employee shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's or designated employee's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board member's or designated employee's participation is legally required. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member or designated employee makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits the district to any course of action, or enters into any contractual agreement on behalf of the district. (2 CCR 18702.1)

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying

conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)

Additional Requirements for Boards that Manage Public Investments

A Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18702.5)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

(cf. 3430 - Investing)

Conflict of Interest under Government Code 1090

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest, the district is barred from entering into the contract. (Government Code 1090; Klistoff v. Superior Court, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract if his/her interest is a "noninterest" as defined in Government Code 1091.5. One such noninterest is when a Board member's spouse/registered domestic partner has been a district employee for at least one year prior to the Board member's election or appointment. (Government Code 1091.5)

A Board member shall not be considered to be financially interested in a contract if he/she has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Even if there is not a prohibited conflict of interest, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

(cf. 4136/4236/4336 - Nonschool Employment)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches

2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Legal Reference:

EDUCATION CODE

1006 Qualifications for holding office

35107 School district employees

35230-35240 Corrupt practices, especially:

35233 Prohibitions applicable to members of governing boards

41000-41003 Moneys received by school districts

FAMILY CODE

297.5 Rights, protections, and benefits of registered domestic partners

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

81000-91014 Political Reform Act of 1974, especially:

82011 Code reviewing body

87100-87103.6 General prohibitions

87200-87210 Disclosure

87300-87313 Conflict of interest code

87500 Statements of economic interests

89501-89503 Honoraria and gifts

91000-91014 Enforcement

PENAL CODE

85-88 Bribes

CODE OF REGULATIONS, TITLE 2

18110-18997 Regulations of the Fair Political Practices Commission, especially:

18702.5 Public identification of a conflict of interest for Section 87200 filers

COURT DECISIONS

Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469

Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655

Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511

ATTORNEY GENERAL OPINIONS

92 Ops.Cal.Atty.Gen. 26 (2009)

92 Ops.Cal.Atty.Gen. 19 (2009)

89 Ops.Cal.Atty.Gen. 217 (2006)

86 Ops.Cal.Atty.Gen. 138(2003)

85 Ops.Cal.Atty.Gen. 60 (2002)

82 Ops.Cal.Atty.Gen. 83 (1999)

81 Ops.Cal.Atty.Gen. 327 (1998)

80 Ops.Cal.Atty.Gen. 320 (1997)

69 Ops.Cal.Atty.Gen. 255 (1986)

68 Ops.Cal.Atty.Gen. 171 (1985)

65 Ops.Cal.Atty.Gen. 606 (1982)

63 Ops.Cal.Atty.Gen. 868 (1980)

Management Resources:

CSBA PUBLICATIONS

Conflict of Interest: Overview of Key Issues for Board of Trustees Members, Fact Sheet, July 2010

FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS

Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009

Understanding the Basics of Public Service Ethics: Transparency Laws, 2009

WEB SITES

CSBA: <http://www.csba.org>

Fair Political Practices Commission: <http://www.fppc.ca.gov>

Institute of Local Government: <http://www.ca-ilg.org>

Bylaw OXNARD SCHOOL DISTRICT

adopted: November 16, 2011 Oxnard, California

revised: September 19, 2012

CONFLICT OF INTEREST

**Conflict of Interest Code of the
Oxnard School District**

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Board of Trustees members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the enclosed Appendix. ~~The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body.~~ *Persons holding positions designated in the Appendix shall file Form 700 Statements of Economic Interests with the filing officer specified for that position in said Appendix.* The district's respective filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

1. **Category 1:** A person designated Category 1 shall disclose:
 - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. **Category 2:** A person designated Category 2 shall disclose:
 - a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
 - b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

CONFLICT OF INTEREST (continued)

3. **Full Disclosure:** Because it has been determined that the district's Board members and/or Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:
- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

Designated Positions

<u>Designated Position</u>	<u>Disclosure Category</u>	<u>Filing Officer *</u>
Board of Trustees Members	1	COB
Personnel Commission Members	1	OSD
District Superintendent	1	OSD
Deputy/Assistant/Associate Superintendent	1	OSD
Director, Pupil Services	2	OSD
Director, Curriculum, State and Federal Programs <i>Instruction and Accountability</i>	2	OSD
Director, Dual Language Programs	2	OSD
Director, English Learner Services	2	OSD
Principals	2	OSD
Chief Information Officer	2	OSD
Executive Director, Facilities Planning, Engineering and Operations	2	OSD
Director, Classified Human Resources	2	OSD
Director, Certificated Human Resources	2	OSD
Director, Child Nutrition Services	2	OSD
Director, Early Childhood Education Programs	2	OSD
Director, Purchasing	2	OSD
Director, Finance	2	OSD
Assistant Director of Facilities	2	
Custodial Services Manager	2	
Maintenance Manager	2	
Risk Manager	2	
Manager, Special Education	2	
Manager, Warehouse	2	
Manager, Transportation	2	
Accountant/Internal Auditor	2	
Coordinator of Technology	2	
Construction Oversight Committee Members	2	
Bond Oversight Committee Members	2	
Facilities Master Plan Committee Members	2	
Consultants	2	OSD

*COB = County Clerk of the Board; OSD = Oxnard School District

CONFLICT OF INTEREST (continued)

Disclosures for Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18701)

OSD BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 11/02/16

- A. Preliminary Study Session: _____
- B. Hearing: _____
- C. Consent Agenda X Agreement Category:
_____ Academic
_____ Enrichment
_____ Special Education
_____ Support Services
_____ Personnel
_____ Legal
_____ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading _____ 2nd Reading _____

Purchase Order/Draft Payment Report #16-03(Cline/Franz)

The attached report contains the following for the Board's approval/ratification:

1. A listing of Purchase orders issued 9/21/2016 through 10/20/2016 for the 2016-2017 school year, in the amount of \$3,108,461.21.
2. A listing of Draft Payments issued 9/21/2016 through 10/20/2016 for the 2016-2017 school year, D7526-D7531 for the total amount of \$2,050.40

RECOMMENDATION:

It is the recommendation of the Deputy Superintendent, Business & Fiscal Services, and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #16-03 as submitted.

ADDITIONAL MATERIAL(S):

Attached: Purchase Order/Draft Payment Report #16-03 (17 Pages)

Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
NP17-00025	Jordanos Inc	CNS	stores	741.20
P17-01122	Amazon Com	WAREHOUSE	Stores Supplies	30.15
P17-01578	Oriental Trading Co Inc	KAMALA	Materials & Supplies-Instructional	335.30
P17-01658	Ventura Co Office Of Education	FREMONT	TRAV/CONF ADMIN	65.00
P17-01659	Costco Wholesale	MCKINNA	matl/sup-instructional	200.00
P17-01661	Ventura Co Office Of Education	MARINA	TRAV/CONF-Admin	25.00
P17-01662	California School Boards Assoc	SUPERINTENDEN	CONF	92.00
P17-01663	Smart And Final Iris Co	MARSHALL	MATL/SUP - Parent Participation	203.84
P17-01666	CABE VTA CO CHAPTER ATTN: SOLE DAD MOLINAR	CURREN	conf - instructional/admin/counselor	600.00
P17-01667	Ventura Co Office Of Education	FRANK	Conf/ Admin , Instructional	325.00
P17-01668	Ventura Co Office Of Education	CURREN	conf- instructional/admin	180.00
P17-01669	Four Points by Sheraton San Jo se Downtown	ED SERVICES	CONF	300.06
P17-01670	Knotts Berry Farm Resort	Pupil Srvs	CONF	144.48
P17-01673	Fresh & Fabulous Cafe-Bakery	MARINA	MATL/SUPL-Instructional	194.52
P17-01674	DELTA EDUCATION	BREKKE	MATL/SUPP - Instruction	510.73
P17-01675	Southwest Airlines	SUPERINTENDEN	CONF/TRAVEL	117.96
P17-01676	Southwest Airlines	SUPERINTENDEN	CONF/TRAVEL	235.92
P17-01677	Office Depot Bus Ser Div	BUSINESS	MATRL/SUPP	265.38
P17-01681	Troxell Communications, Inc	MARSHALL	MATL/SUP - Instruction	264.60
P17-01682	Best Buy	IT	MATL/SUP	315.25
P17-01683	Best Buy	HARRINGTON	MATL SUPPLIES/ INSTRUCTION	647.78
P17-01684	Aswell Trophy And Engraving	Special Ed	MATL/SUP	17.28
P17-01686	Bird Barrier America Inc	FACILITIES	Service	750.00
P17-01687	River Ridge Golf Club	Special Ed	RENTALS	150.00
P17-01688	Ventura Co Office Of Education	ED SERVICES	CONF	360.00
P17-01695	Costco Wholesale	LEMONWOOD	MAT/SUPP (instructional)	648.00
P17-01696	IMAGE APPAREL FOR BUSINESS	FACILITIES	SERV ("FACILITIES" UNIFORMS)	120.60
P17-01697	CUE, INC	KAMALA	CONFERENCE-ADMIN/INST	930.00
P17-01698	Lakeshore Learning Materials-V	BREKKE	MATL/SUP - Instructional	250.00
P17-01699	CABE VTA CO CHAPTER ATTN: SOLE DAD MOLINAR	KAMALA	CONFERENCE-INST	225.00
P17-01700	CABE VTA CO CHAPTER ATTN: SOLE DAD MOLINAR	KAMALA	Conference-Instructional	75.00
P17-01701	CABE VTA CO CHAPTER ATTN: SOLE DAD MOLINAR	MARSHALL	CONF - School Administration	150.00
P17-01702	CABE VTA CO CHAPTER ATTN: SOLE DAD MOLINAR	MARSHALL	CONF - Attendance and Social Work Ser	75.00
P17-01703	CABE VTA CO CHAPTER ATTN: SOLE DAD MOLINAR	MARSHALL	CONF - Parent Participation	225.00
P17-01704	Office Depot Bus Ser Div	KAMALA	Materials & Supplies-Admin	296.98
P17-01705	Staples Direct	KAMALA	Materials & Supplies-Admin	68.68
P17-01706	SHRED-IT USA LLC	MARSHALL	SERV - Instruction	200.00
P17-01709	Grainger Inc	WAREHOUSE	Stores Supplies	253.37
P17-01711	School Health Corporation	WAREHOUSE	Stores Supplies	311.04
P17-01712	Petroleum Telcom Inc DBA Telec om	HARRINGTON	MAT/SUPPLIES ADMIN	75.60
P17-01713	ACSA	KAMALA	CONFERENCE-ADMIN/INST	975.00
P17-01714	Ventura Co Office Of Education	KAMALA	Conference-Instructional	190.00

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Page 1 of 10

Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-01715	CMC	KAMALA	Conference-Instructional	390.00
P17-01716	Batteries Plus	WAREHOUSE	Stores Supplies	419.90
P17-01717	Dunn Edwards	WAREHOUSE	Stores Supplies	343.18
P17-01719	TRI-COUNTY OFFICE FURNITURE	IT	MATL/SUP	405.00
P17-01721	Chef's Toys & Star Rest Equip	CNS	MATL/SUP	57.85
P17-01722	Amazon Com	MCAULIFFE	MATL/SUPL-Instructional	69.15
P17-01723	Gold Star Foods	CNS	SUP	140.21
P17-01724	Raymond Geddes And Co Inc	KAMALA	Materials & Supplies-Instructional	239.76
P17-01726	UNITED RECORDS MANAGEMENT	SAN MIGUEL	SERV/INST	300.00
P17-01727	Lakeshore Learning Materials-V	MARSHALL	MATL/ SUP - Instruction	230.97
P17-01729	Curriculum Associates Inc	KAMALA	Materials & Supplies- Instructional	578.19
P17-01730	Oriental Trading Co Inc	BREKKE	MATL/SUP - instructional	24.30
P17-01731	Oriental Trading Co Inc	BREKKE	MATL/SUP - instructional	60.93
P17-01732	School Nurse Supply Co	MARINA	MATL/SUPL-Instructional	15.07
P17-01733	SHRED-IT USA LLC	ENGLISH LEARNE	service	373.90
P17-01734	Oriental Trading Co Inc	BREKKE	MATL/SUP - instructional	126.36
P17-01735	SCRIPPS NATL SPELLING BEE	KAMALA	Entrance Fees-Instructional	145.00
P17-01736	FLIPSIDE PRODUCTS, INC	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	401.74
P17-01737	Ventura Co Office Of Education	CHAVEZ	TRAVEL AND CONFERENCE-INSTRUCTIONAL	110.00
P17-01738	California Assoc For School Co	CHAVEZ	TRAVEL AND CONFERENCE- Counselor	299.00
P17-01739	CASBO VTA/SB SUBSECTION	CHAVEZ	TRAVEL AND CONFERENCE-INSTRUCTIONAL	190.00
P17-01741	Walmart	Pupil Svcs	MATL/SUP	200.00
P17-01742	Office Depot Bus Ser Div	Pupil Svcs	MATL/SUP	40.49
P17-01743	Calif Dedicated to Education	RAMONA	CONF - Instruction	620.00
P17-01744	HKCC HOSPITALITY LLC HOLIDAY INN CATHEDRAL CITY	KAMALA	CONF-INST	604.86
P17-01746	La Quinta Resort And Club	ASSESS ACCOUN	CONF	996.16
P17-01747	Parent Project Inc	ROSE	MATERIALS & SUPPLIES - INSTRUCTIONAL	816.00
P17-01748	Pacific Northwest Publishing	Pupil Svcs	MATL/SUP	286.35
P17-01749	LRP Publications Inc	Pupil Svcs	MATL/SUP	36.28
P17-01750	Latino Family Literacy Project	RAMONA	CONF - Instruction	200.00
P17-01752	Aswell Trophy And Engraving	ASES	SUPL/SAMPLE T-SHIRT	32.36
P17-01754	Perma Bound Books	FRANK	MATL/ SUP - INSTRUCTIONAL	495.72
P17-01756	Premier Agendas Inc	MARINA	MATL/SUPL-Instructional	232.47
P17-01759	Uline	RITCHEN	MATL/SUP-INSTRUCTIONAL	405.00
P17-01760	Super Duper Inc	Special Ed	MATL/SUP	118.69
P17-01761	Par Inc	Special Ed	MATL/SUP	465.16
P17-01762	WPS	Special Ed	MATL/SUP	566.40
P17-01763	MHS Inc	Special Ed	MATL/SUP	873.20
P17-01764	School Health Corporation	MARINA	MATL/SUPL-Instruc	86.78
P17-01766	Gold Coast Computer Using Ed G OLD COAST CUE	ASES	CONF	400.00
P17-01767	Mostafa Gharebaghi 5 Points Sm og	WAREHOUSE	Service	200.00
P17-01768	Positive Promotions	MCKINNA	Materials & Supplies-Instructional	193.86

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-01769	Scholastic Inc	MARSHALL	MATL/SUP - Instruction	66.27
P17-01770	B & H Foto & Electronics Corp	FRANK	MATL/SUP - INSTRUCTIONAL	586.76
P17-01771	MONOPRICE INC	FRANK	MATL/SUP - INSTRUCTIONAL	293.25
P17-01773	Nimco Inc	BREKKE	MATL/SUP - instructional	105.14
P17-01774	Robotics Ed & Competition Fdn	ED SERVICES	SERV (Frank)	200.00
P17-01775	LEC/FAITH MIDDLE SCHOOL & HIGH SCHOOL	ASSESS ACCOUN	CONF	512.00
P17-01776	Allcable Inc	MCAULIFFE	MATL/SUPL-Instructional	42.12
P17-01780	Pearson	Special Ed	MATL/SUP	526.68
P17-01781	Pearson	Special Ed	MATL/SUP	803.10
P17-01782	Pearson	Special Ed	MATL/SUP	624.89
P17-01784	I-REP THERAPY PRODUCTS, INC	Special Ed	EQUIP	642.60
P17-01785	Par Inc	Special Ed	MATL/SUP	322.48
P17-01786	Gold Coast Computer Using Ed G OLD COAST CUE	MCAULIFFE	CONF-Instructional (Hayman)	45.00
P17-01789	CCSESA Attn: Science & Stem	ED SERVICES	CONF-NGSS 2016-Mary Curtis & Debra West	500.00
P17-01790	Ventura Co Office Of Education	MCAULIFFE	CONF-Instructional (8/4)	95.00
P17-01792	Staples Direct	MCKINNA	Materials & Supplies-Instructional	494.36
P17-01793	Office Depot Bus Ser Div	Special Ed	MATL/SUP	301.70
P17-01794	Ventura Co Office Of Education	ED SERVICES	CONF	50.00
P17-01797	Hensons Music Center	HAYDOCK	MATL/SUPPLY-INSTRUCTION	675.00
P17-01799	Oriental Trading Co Inc	ELM	Mat/Sup - Instructional	68.40
P17-01802	IN-N-OUT BURGER FOUNDATION	HAYDOCK	SERVICES	516.25
P17-01804	Dell Direct Sales Lp	FRANK	Mat/Sup - Instructional	512.70
P17-01805	Amazon Com	HAYDOCK	MATL/SUPL-INSTRUCTIONAL	307.26
P17-01806	ACSA	SUPERINTENDEN	CONF	499.00
P17-01810	NETWORK CRAZE TECHNOLOGIES INC	SORIA	MATL/SUP (Instructional)	291.60
P17-01811	Ventura Co Office Of Education	SORIA	CONF (Instructional)	190.00
P17-01812	CABE VTA CO CHAPTER ATTN: SOLE DAD MOLINAR	SORIA	CONF (Instructional/Admin)	825.00
P17-01813	California Teachers Assoc	SORIA	CONF(Instructional)	207.00
P17-01814	Ventura Co Sch Bds Assn Attn: Stephm Blum, Treasurer	SUPERINTENDEN	MEMB	200.00
P17-01815	Rotary Club Of Oxnard	SUPERINTENDEN	MEMB	271.00
P17-01816	ARTICHOKE MUSIC SVCS INC/DBA J ENSEN GUITAR & MUSIC CO.	HARRINGTON	MATL/SUP	340.41
P17-01817	Coast To Coast Computer Prod	HARRINGTON	MAT/SUPL INSTRUCTION	198.72
P17-01821	Zoobooks Wildlife Education	SORIA	MATL/SUP (Instructional)	64.75
P17-01822	CABE VTA CO CHAPTER ATTN: SOLE DAD MOLINAR	FREMONT	TRAV/CONF INSTRUCTION & ADMIN	225.00
P17-01823	Jordanos Inc	RAMONA	4400/Equipment	707.59
P17-01824	Jordanos Inc	SIERRA LINDA	4300 -MAT/SUPPLIES	426.95
P17-01835	CUE, INC	KAMALA	Conference-Instructional	320.00
P17-01836	Apple Computer Inc	MARSHALL	MATL/SUP - Instruction	430.92
P17-01837	CUE, INC	HARRINGTON	CONF INSTRUCTION	250.00
P17-01838	Amazon Com	ASES	Mat/Supl	650.00
P17-01840	Jordanos Inc	CNS	SUP	444.00

*** See the last page for criteria limiting the report detail.

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-01841	Hyatt Grand Champions Resort	SUPERINTENDEN	CONF/TRAVEL	786.61
P17-01842	Best Buy	HARRINGTON	MATL SUPP ADMINISTRATION	215.99
P17-01843	Lumens Integration Inc	MCKINNA	Repair	648.00
P17-01844	Smart And Final Iris Co	MCKINNA	matl/sup-instructional	150.00
P17-01845	The Tree House, Inc	ELM	Matl/Sup - Instructional	219.13
P17-01868	Oriental Trading Co Inc	FREMONT	MAT/SUP-INSTRUCTIONAL	59.35
P17-01870	Staples Direct	ED SERVICES	MATL/SUPP (HAYDOCK)	399.49
P17-01871	Smart And Final Iris Co	BREKKE	MATL/SUP - Instruction	100.00
P17-01872	Carolina Biological Supply	ED SERVICES	MATL/SUPP (HAYDOCK-BOND)	134.23
P17-01873	Lowe's	BREKKE	MATL/SUP - Instruction	100.00
P17-01874	CCSESA Attn: Science & Stem	ROSE	Travel/conf- INSTRUCTION	250.00
P17-01875	Flinn Scientific Inc	BREKKE	MATL/SUP - Instructional	219.13
P17-01876	Staples Direct	FREMONT	MAT/SUP INSTRUCTION	25.91
P17-01877	Walmart	MCKINNA	matl/sup-instructional	50.00
P17-01880	Corwin Press Inc	ED SERVICES	MATL/SUP	207.61
P17-01881	SHRED-IT USA LLC	ELM	SERV - Instruction	540.00
P17-01882	AMERICAN AIRLINES	ED SERVICES	CONF/TRAV (MSAP)	680.74
P17-01886	Walmart	DRIFFILL	matl/sup-instructional	216.00
P17-01887	Smart And Final Iris Co	DRIFFILL	MATL.SUPP-INSTRUCTIONAL	35.00
P17-01893	Southwest Airlines	SUPERINTENDEN	CONF/TRAVEL	147.96
P17-01894	California School Boards Assoc	SUPERINTENDEN	CONF	184.00
P17-01895	Walmart	MARINA	MATL/SUPL-Instructional	230.00
P17-01896	Scholastic Inc	MARSHALL	MATL/SUP - Instruction	4.08
P17-01897	Ventura Co Office Of Education	ED SERVICES	CONF	50.00
P17-01898	Oriental Trading Co Inc	MCAULIFFE	MATL/SUPL-Instructional	76.49
P17-01899	Costco Wholesale	LEMONWOOD	Mat/Supp (admin)	432.00
P17-01900	JW Marriott Los Angeles	ED SERVICES	CONF	415.40
P17-01901	Amazon Com	MCKINNA	matl.sup-instructional	6.90
P17-01903	Office Depot Bus Ser Div	PURCHASING	MATL/SUP	402.63
P17-01904	Underwood Family Farms	DRIFFILL	SERV-instructional	744.00
P17-01906	Tegu	RITCHEN	MATL/SUP-Instructional	356.40
P17-01907	Peak Conference Group, LLc	Special Ed	CONF/TRAVEL	325.00
P17-01909	Batteries Plus	Special Ed	MATL/SUP	53.98
P17-01910	Positive Promotions	MCAULIFFE	MATL/SUPL-Instructional	314.87
P17-01912	Nimco Inc	MARINA	MATL/SUPL-Instructional	655.13
P17-01913	N2Y	Special Ed	SERV	400.00
P17-01914	WPS	Special Ed	MATL/SUP	582.92
P17-01915	CafePress Inc	RAMONA	Mat/Sup - Instruction	392.44
P17-01916	BSN Sports	WAREHOUSE	stores supplies	715.39
P17-01918	Amazon Com	DRIFFILL	BKS-instructional	725.76
P17-01919	Ventura Co Office Of Education	RAMONA	CONF - social work serv	40.00
P17-01921	Calif Dedicated to Education	RAMONA	CONF - Admin	310.00
P17-01922	Ventura Co Office Of Education	Special Ed	CONF	150.00
P17-01924	J.G. WHOLESALE, LLC WHOLESALE CHESS	MCAULIFFE	MATL/SUPL-Instructional	277.28
P17-01925	Fresh & Fabulous Cafe-Bakery	RAMONA	Mat/Sup - Admin	300.00
P17-01926	HYATT CORP HYATT REGENCY MINNE APOLIS	ED SERVICES	CONF	530.71

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-01928	Gopher Sport	ROSE	MATERIALS & SUPPLIES - INSTRUCTIONAL	167.84
P17-01932	SCRIPPS NATL SPELLING BEE	MCAULIFFE	SERV-Instructional	152.50
P17-01933	Ventura Co Office Of Education	MCAULIFFE	CONF-Instructional (10-7-16)	110.00
P17-01934	Guitar Center	HARRINGTON	MATL/SUP	555.44
P17-01935	Toys R Us Inc	ED SERVICES	MATL/SUPP (HAYDOCK)	200.00
P17-01939	MobyMax, LLC	HARRINGTON	SERV INSTRUCTION	699.00
P17-01940	Amazon Com	ED SERVICES	MATLS/SUPPL	159.69
P17-01941	Frys Electronics	ED SERVICES	MATL/SUPP (HAYDOCK-BOND)	297.00
P17-01942	Hilton Sacramento Arden West	Special Ed	TRAVEL/CONF	857.56
P17-01943	CMC	HAYDOCK	MEMB-INSTRUCTION	260.00
P17-01944	Amazon Com	MARSHALL	MATL/SUP - Instruction	57.78
P17-01945	Amazon Com	FREMONT	MAT/SUP INSTRUCTION	77.65
P17-01947	Apple Computer Inc	IT	EQUIP	952.56
P17-01948	Best Buy	IT	MATL/SUP	234.28
P17-01951	Super Duper Inc	Special Ed	MATL/SUP	729.41
P17-01954	Allconnected Inc	IT	SERV (Remote Support)	270.00
P17-01955	Accurate Label Designs Inc	FRANK	Mat/Sup - Administration	150.95
P17-01956	Roadrunner Shuttle And	ED SERVICES	CONF	337.50
P17-01957	REGENTS OF THE UNIVERSITY OF M INNESOTA	ED SERVICES	CONF	530.00
P17-01958	Office Depot Bus Ser Div	Special Ed	MATL/SUP	102.55
P17-01959	Uline	Special Ed	MATL/SUP	144.72
P17-01960	Printech	MARINA	MATL/SUPL-Instructional	466.56
P17-01961	Office Depot Bus Ser Div	Special Ed	MATL/SUP	31.08
P17-01962	UPS - FREIGHT	TRANSPORTATIO	instr matl-comm	150.00
P17-01963	Inventables, Inc	HAYDOCK	MATL/SUPPLY-INSTRUCTIONAL	752.93
P17-01964	Ventura Co Office Of Education	HAYDOCK	CONF/INSTRUCTION	55.00
P17-01965	California Science Center	BREKKE	SERV - Instructional	25.00
P17-01966	Amazon Com	HAYDOCK	MATL/SUPPLY-INSTRUCTION	435.13
P17-01967	CAHPERD 1	Special Ed	CONF	440.00
P17-01968	Office Depot Bus Ser Div	Pupil Srvs	MATL/SUP	183.93
P17-01969	Oriental Trading Co Inc	ASES	MAT/SUPL	924.24
P17-01970	Chef's Toys & Star Rest Equip	CNS	MATL/SUP	374.11
P17-01971	Natl Assoc School Nurs	Pupil Srvs	DUES	105.00
P17-01972	CSNO	Pupil Srvs	DUES	110.00
P17-01973	Thomson West	HR	Supp	65.88
P17-01974	Office Depot Bus Ser Div	PURCHASING	MATL/SUP	284.21
P17-01975	Oriental Trading Co Inc	LEMONWOOD	MAT/SUPP (Instructional)	406.32
P17-01976	Ventura Co Office Of Education	SORIA	CONF (Instructional/Admin)	240.00
P17-01977	Ventura Co Office Of Education	SORIA	CONF (Instructional/Admin)	350.00
P17-01978	Ventura Co Office Of Education	Pupil Srvs	CONF	700.00
P17-01991	School Specialty Inc	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	379.18
P17-01992	Days Inn Palm Springs	SORIA	CONF (Instructional)	341.22
P17-01994	NETWORK CRAZE TECHNOLOGIES INC	SORIA	MATL/SUP (Instructional)	97.20
P17-01997	Southwest Airlines	ED SERVICES	CONF	188.96
P17-01998	Welcome Sacramento, LLC Courty ard Marriott Sacramento	ED SERVICES	CONF	410.29

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-01999	Grainger Inc	MCAULIFFE	MATL/SUPL-Instructional	227.66
P17-02000	Harris Water Conditioning	LEMONWOOD	RENT or LEASE or REPAIR (ADMIN)	305.00
P17-02002	Smart And Final Iris Co	RAMONA	Mat/Sup - Parent Participation (CWP)	100.00
P17-02003	Smart And Final Iris Co	RAMONA	Mat/Sup - Parent Participation (LovSol)	100.00
P17-02004	Smart And Final Iris Co	MCAULIFFE	MATL/SUPL-Parent Participation	500.00
P17-02005	CABE VTA CO CHAPTER ATTN: SOLE DAD MOLINAR	FRANK	Conf - Instructional	75.00
P17-02006	SCRIPPS NATL SPELLING BEE	SORIA	SERV (Instructional)	152.50
P17-02009	Lectorum Publications Inc	SORIA	BKS (Instructional)	831.22
P17-02010	Scholastic Inc	SORIA	BKS (Instructional)	388.80
P17-02011	Pitsco Inc	SORIA	MATL/SUP (Instructional)	762.24
P17-02012	Zoobooks Wildlife Education	SORIA	BKS (Instructional)	206.27
P17-02013	Avid Center	SORIA	MATL/SUP (Instructional)	124.20
P17-02014	Starfall Education Foundation	SORIA	MATL/SUP (Instructional)	102.54
P17-02015	Barnes And Noble	SORIA	BKS (Instructional)	108.41
P17-02018	Aswell Trophy And Engraving	MCAULIFFE	MATL/SUPL-Instructional	8.64
P17-02020	US School Supply Inc	LEMONWOOD	MAT/SUPP (Instructional)	171.83
P17-02027	Corwin Press Inc	SORIA	BKS (Instructional)	645.80
P17-02031	Books Are Fun Robert Sheldon	SORIA	MATL/SUP - Admin	270.00
P17-02033	Ventura Co Office Of Education	MCAULIFFE	CONF-Instructional (10-20-16)	15.00
P17-02034	Petesehria, LLC PizzaMan Dan's	HR	Supp	150.00
P17-02035	Southwest School & Office Sup	Special Ed	MATLS/SUPPL	174.74
P17-02036	Ventura Co Office Of Education	LEMONWOOD	Travel/Conference (ADMIN and TEACHER)	660.00
P17-02039	Perma Bound Books	LEMONWOOD	Library Books (Instructional)	683.28
P17-02040	Scentco, Inc	LEMONWOOD	MAT/SUPP (Instructional)	594.00
P17-02041	Positive Promotions	LEMONWOOD	MAT/SUPP (instrcutional)	669.28
P17-02042	Tundra Specialties	FACILITIES	Materials and Supplies	300.00
P17-02043	Bucknail Power Tool Service	FACILITIES	Repair	540.00
P17-02044	Walmart	RAMONA	Mat/Sup - Instruction	216.00
P17-02045	Smart And Final Iris Co	RAMONA	Mat/Sup - Parent Participation (FamLit)	100.00
P17-02046	Vallarta	CNS	supplies	378.00
P17-02055	Sams Club 6455	MARINA	MATL/SUPL-Instructional	200.00
P17-02056	Div Of The State Architect	FACILITIES	BLDG (DSA FEE FRANK LOCKER BLDG)	500.00
P17-02057	Nimco Inc	HARRINGTON	MATS/SUPPLIES Instruction	697.63
P17-02058	Witherspoon Ent Inc DBA Port A Stor	MARINA	RENTAL/LEASES - Admin	756.00
P17-02060	Petroleum Telcom Inc DBA Telec om	MARINA	MATL/SUPL-Instructional	120.45
P17-02061	Grainger Inc	WAREHOUSE	Stores Supplies	87.09
P17-02063	Barnes And Noble	NFL	Mat/Sup	102.18
P17-02066	City Of Oxnard (Rec Svcs) Rec & Comm Svcs	SIERRA LINDA	SERV- instruction	60.00
P17-02067	Southern Calif Kindergarten Co nference Inc	MCKINNA	conf-instructional	164.00
P17-02068	Ventura Co Office Of Education	FREMONT	CONF	30.00
P17-02069	Douglas Needham dba/Ventura La minating	GRAPHICS	Materials and Suplies	54.00
P17-02073	Dell Direct Sales Lp	LEMONWOOD	COMPUTER SUPPLIES - instruction	153.89
P17-02074	Lightspeed Systems Sales, Inc	CHAVEZ	SOFTWARE APPS-INSTRUCTIONAL	810.00

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-02076	Barnes And Noble	LEMONWOOD	Books (Instructional)	40.29
P17-02081	CETPA C/O Jane Kauble	IT	CONF (VALERIE/CEPTA)	450.00
P17-02082	Superior Sanitary Supplies	FACILITIES	Materials and Supplies	484.23
P17-02083	Dave Bang Associates Inc	FACILITIES	Materials and Supplies	592.80
P17-02084	Amazon Com	CHAVEZ	BOOKS OTHER THAN TEXTBOOKS-INSTRUCTIONAL	383.29
P17-02085	Amazon Com	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	318.72
P17-02086	CABE VTA CO CHAPTER ATTN: SOLE DAD MOLINAR	SIERRA LINDA	CONF-Admin/Instruction	225.00
P17-02087	Underwood Family Farms	SIERRA LINDA	SERV - Instruction	272.00
P17-02088	All Phase Electric Supply	FACILITIES	Equipment	600.00
P17-02089	Office Depot Bus Ser Div	KAMALA	Materials & Supplies-Instructional	228.68
P17-02091	Underwood Family Farms	SIERRA LINDA	serv - Instructional	438.00
P17-02092	Holiday Inn Capitol Plaza	IT	CONF	685.40
P17-02093	Southwest Airlines	IT	CONF/TRAVEL (CEPTA)	212.90
P17-02094	Lowe's	HAYDOCK	MATL/SUPPLY-INSTRUCTION	32.18
P17-02095	MARRIOTT HOTEL SERVICE, INC LO S ANGELES AIRPORT MARRIOTT	Special Ed	Conference/Travel	643.98
P17-02097	Lakeshore Learning Materials-V	Special Ed	MATL/SUP	435.99
P17-02098	ACSA	Special Ed	CONF	499.00
P17-02100	Dell Direct Sales Lp	IT	RENTALS, LEASE, REPAIR (Teacher Laptop)	269.00
P17-02101	Dell Direct Sales Lp	IT	RENTALS, LEASE, REPAIR (Teacher Laptop)	269.00
P17-02102	Dell Direct Sales Lp	IT	RENTALS, LEASE, REPAIR (Teacher Laptop)	269.00
P17-02103	Dell Direct Sales Lp	IT	RENTALS, LEASE, REPAIR (Teacher Laptop)	269.00
P17-02104	Dell Direct Sales Lp	IT	RENTALS, LEASE, REPAIR (Teacher Laptop)	269.00
P17-02105	Positive Promotions	MARSHALL	MATL/SUP - Instruction	754.49
P17-02106	Ventura Co Office Of Education	IT	SERV	100.00
P17-02111	Gym Closet	KAMALA	Materials & Supplies-Instructional	237.55
P17-02112	Taymark Anderson's	KAMALA	Materials & Supplies-Instructional	53.99
P17-02113	Barnes And Noble	KAMALA	Materials & Supplies-Instructional	19.43
P17-02114	Imagestuff Com	KAMALA	Materials & Supplies-Instructional	51.84
P17-02116	Lakeshore Learning Materials-V	FRANK	Matl/Sup - Instructional	451.86
P17-02117	Oriental Trading Co Inc	ROSE	MATERIALS & SUPPLIES - INSTRUCTIONAL	387.47
P17-02118	The Tree House, Inc	MCAULIFFE	MATL/SUPL-Instructional	146.77
P17-02119	Fun and Function	MCAULIFFE	MATL/SUPL-Instructional	119.84
P17-02120	Ventura Co Office Of Education	IT	CONF (Valerie Gold Coast CUE)	45.00
P17-02121	Multi Service Technology Sol B est Buy Business Advantage	MARINA	MATL/SUPL-Instructional	37.79
P17-02122	Smart And Final Iris Co	MARINA	MATL/SUPL-Instructional	200.00
P17-02125	NETWORK CRAZE TECHNOLOGIES INC	BREKKE	MATL/SUP - Instructional	85.32
P17-02126	Ventura Co Office Of Education	ROSE	FIELD TRIP - INSTRUCTIONAL	138.10
P17-02127	CSPCA	PERSONNEL	conf	475.00

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-02128	Ventura Co Office Of Education	ED SERVICES	CONF (MSAP - West and Whitt)	160.00
P17-02129	Personnel Testing Council Of S	PERSONNEL	conf	238.00
P17-02130	Bernardos Flower Shop	Pupil Srvs	MATL/SUP @ Frank School	196.99
P17-02131	Office Depot Bus Ser Div	CURREN	matl/sup - instructional	272.59
P17-02133	General Binding Corp.	MARINA	MAINT-instruction	530.40
P17-02134	Ventura Co Star	PURCHASING	SERV/LEGAL AD/16-50	483.16
P17-02135	Office Depot Bus Ser Div	Pupil Srvs	MATL/SUP	189.50
P17-02136	Office Depot Bus Ser Div	Pupil Srvs	MATL/SUP	53.98
P17-02137	Uline	MARSHALL	MATL/SUP - Instruction	91.80
P17-02138	Amazon Com	FREMONT	MAT/SUP-INSTRUCTIONAL	235.53
P17-02139	Amazon Com	MCAULIFFE	MATL/SUPL-Instructional	45.88
P17-02140	Aswell Trophy And Engraving	CURREN	matl/sup - instructional	385.98
P17-02141	MCGRAW HILL EDUCATION, INC	ERC	TextBk	795.56
P17-02142	MCGRAW HILL EDUCATION, INC	ERC	TextBk	379.77
P17-02143	MCGRAW HILL EDUCATION, INC	ERC	TextBk	501.22
P17-02144	Living Justice Press	Pupil Srvs	MATL/SUP	69.00
P17-02159	FOOTWORKS YOUTH BALLETT INC	CURREN	serv - instructional	160.00
P17-02160	FOOTWORKS YOUTH BALLETT INC	CURREN	serv - instructional	108.00
P17-02161	Dollar Days International, Inc	CURREN	mat/sup - instructional	87.34
P17-02162	CADA	CURREN	serv - instructional	250.00
P17-02166	Ventura Co Office Of Education	SORIA	CONF (Instructional/Admin)	120.00
P17-02167	Ventura Co Office Of Education	RITCHEN	CONF-INSTRUCTIONAL	50.00
P17-02168	Ventura Co Office Of Education	CHAVEZ	TRAVEL AND CONFERENCE-OUTREACH	65.00
P17-02169	Ventura Co Office Of Education	CHAVEZ	TRAVEL AND CONFERENCE-ADMINISTRATION	50.00
P17-02170	Walmart	CURREN	matl/sup - instructional	200.00
P17-02171	Walmart	SORIA	MTLS/INSTR	166.92
P17-02172	Walmart	MARINA	MATL/SUPL-Instructional	200.00
P17-02173	MASTER GRINDING & SECURITY	CURREN	matl/sup - instructional	115.00
P17-02174	Office Depot Bus Ser Div	TRANSPORTATIO	SUPPLIES	399.37
P17-02175	Printech	SORIA	Repair (Instructional)	765.00
P17-02176	Walmart	MCKINNA	Materials & Supplies-Instructional	50.00
P17-02177	Hensons Music Center	HARRINGTON	MATL/SUP	254.15
P17-02178	Los Angeles Zoo	KAMALA	SERV-Instruction	257.00
P17-02179	Grainger Inc	CURREN	mat/sup - instructional	614.30
P17-02182	Office Depot Bus Ser Div	KAMALA	Materials & Supplies-Instructional	143.40
P17-02183	B And R Tool and Supply Co	TRANSPORTATIO	SUPPLIES	31.48
P17-02184	Gold Coast Transit	Pupil Srvs	SERV- bus passes	700.00
P17-02185	Boost Promotions	MCKINNA	matl/sup-instructional	694.98
P17-02186	Walmart	ROSE	MATERIALS & SUPPLIES - INSTRUCTIONAL	43.11
P17-02188	Starfall Education Foundation	MCAULIFFE	apps/license/software-Instructional	270.00
P17-02189	SCRIPPS NATL SPELLING BEE	ROSE	PROF. CONS. SERVICE - INSTRUCTIONAL	152.50
P17-02190	Apple Computer Inc	BREKKE	MATL/SUPP - instruction	321.84
P17-02191	Apple Computer Inc	BREKKE	MATL/SUPP - instruction	321.84
P17-02192	Gopher Sport	Special Ed	MATL/SUP	499.00
P17-02193	School Specialty Inc	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	509.19

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-02194	Amazon Com	BREKKE	MATL/SUPP - SPECIAL EDUCATI, SPECIAL EDUCATI,	106.95
P17-02195	El Pollo Loco	BREKKE	MATL/SUP - Instructional	559.29
P17-02199	Woodburn Press	RITCHEN	MATL/SUP-Insturctional	53.46
P17-02202	Amazon Com	ED SERVICES	MATL	221.72
P17-02204	Ventura Co Reading Assn	ROSE	TRAVEL & CONFERENCE - INTRUCTION	90.00
P17-02206	Amazon Com	ED SERVICES	MATL/SUPP (Bond)	529.88
P17-02207	MOORPARK COLLEGE	ROSE	Professional Consulting - Instruction	269.00
P17-02208	Oriental Trading Co Inc	SORIA	MATL/SUP(Instructional)	593.59
P17-02209	Oriental Trading Co Inc	HAYDOCK	MATL/SUPPLY-INSTRUCTIONAL	154.69
P17-02210	VENTURA UNIFIED SCHOOL DIST Fo othill Technology High Schoo	FREMONT	CONF-Counselor	59.00
P17-02211	SCRIPPS NATL SPELLING BEE	FREMONT	SERV / INSTRUCTION	152.50
P17-02214	Aswell Trophy And Engraving	Special Ed	MATLS/SUPPL	8.64
P17-02215	Amazon Com	Special Ed	MATL/SUP	99.46
P17-02216	Fresh & Fabulous Cafe-Bakery	Special Ed	MATLS/SUPPL	500.00
Total Number of POs			356	Total
				108,301.63

Fund Recap

Fund	Description	PO Count	Amount
010	GENERAL FUND	1	100.00
		Total Fiscal Year 2016	100.00
010	GENERAL FUND	347	104,448.56
130	CAFETERIA FUND	8	3,269.91
213	BOND FUND MEASURE R 2012	1	483.16
		Total Fiscal Year 2017	108,201.63
		Total	108,301.63

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
NP17-00011	9,050.90	130-4700	CAFETERIA FUND/FOOD	1.20-
P16-01552	54,954.14	213-6160	BOND FUND MEASURE R 2012/OTHER SITE COST	334.29
P17-00166	55,000.00	010-4329	GENERAL FUND/MISCELLANEOUS SUPPLIES	26,000.00-
P17-00302	1,500.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	1,500.00-
P17-00702	108.04	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	16.16-
P17-00764	6,900.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	862.80
P17-00909	1,500.00	010-5725	GENERAL FUND/PUBLICATIONS RECHARGES	500.00
P17-01186	594.86	213-5800	BOND FUND MEASURE R 2012/PROFESSIONAL/CONSU	100.00
P17-01448	120.28	010-5901	GENERAL FUND/POSTAGE	71.00
P17-01500	150.00	010-5200	GENERAL FUND/TRAVEL AND CONFERENCE	15.00
P17-01525	1,040.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	500.00
P17-01777	3,027.41	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	206.51
P17-01905	1,099.46	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	129.47-
P17-01937	8,500.00	010-5818	GENERAL FUND/SOFTWARE/LIC-APPLICATIONS	35.00-
			Total PO Changes	25,092.23-

Information is further limited to: (Maximum Amount = 999.99)

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
NP17-00017	Gold Star Foods	CNS	stores	14,298.65
NP17-00018	P And R Paper Supply Co	CNS	stores	9,373.20
NP17-00019	Gold Star Foods	CNS	stores	36,852.10
NP17-00020	P And R Paper Supply Co	CNS	stores	7,296.66
NP17-00021	Gold Star Foods	CNS	stores	37,906.10
NP17-00022	P And R Paper Supply Co	CNS	stores	6,543.51
NP17-00023	Gold Star Foods	CNS	stores	28,509.06
NP17-00024	P And R Paper Supply Co	CNS	stores	6,924.13
NP17-00026	Gold Star Foods	CNS	stores	21,579.37
NP17-00027	P And R Paper Supply Co	CNS	stores	5,586.97
P17-01656	Flocabulary LLC	HAYDOCK	License- INSTRUCTIONAL	1,600.00
P17-01657	The Outdoor School	MARSHALL	SERV - Instruction	1,500.00
P17-01660	Discovery Education Inc	HARRINGTON	License / INSTRUCTION	1,600.00
P17-01664	Flocabulary LLC	FREMONT	License -INSTRUCTION	1,600.00
P17-01665	CSU Channel Islands	FRANK	Conf - Instructional	1,060.00
P17-01671	DELTA EDUCATION	MCKINNA	MATL/INSTRUCTIONAL	4,855.68
P17-01672	Ventura Co Office Of Education	BUDGET	Tuition/Excess Cost	749,139.00
P17-01678	CUE, INC	MARSHALL	CONF - Instruction	1,600.00
P17-01680	VENTURA COUNTY ARTS COUNCIL	HARRINGTON	T1/SERV	2,048.00
P17-01685	Miracle Recreation Equip Co	FACILITIES	Matl / Equipment	1,342.50
P17-01689	Parent Inst For Quality Ed	HAYDOCK	T1-T111/SERV	15,000.00
P17-01690	GENERATION READY INC	ED SERVICES	T2/SERV	137,000.00
P17-01691	Art Trek	ED SERVICES	SERV (ASP)	50,000.00
P17-01692	Art Trek	ED SERVICES	SERV (ASP)	36,000.00
P17-01693	M & J Kids Scientific, Inc dba Mad Science of Los Angeles	ED SERVICES	SERV (ASP)	29,400.00
P17-01694	eSpark Inc.	ED SERVICES	T1/SERV	54,000.00
P17-01707	ADVANCED CLASSROOM TECHNOLOGIE S, INC	KAMALA	Materials & Supplies-Instructional	1,566.00
P17-01708	Empire Cleaning Supply	WAREHOUSE	Stores Supplies	1,984.50
P17-01710	Hillyard Inc	WAREHOUSE	Stores Supplies	5,515.57
P17-01718	Apple Computer Inc	IT	MATL/SUP (ITS 1:1)	199,530.00
P17-01720	CDW G	IT	EQUIP (Switches/BREKKE)	3,343.84
P17-01725	Gopher Sport	KAMALA	Material & Supplies-Instructional	1,701.70
P17-01728	Perma Bound Books	KAMALA	Materials & Supplies-Instructional	1,193.02
P17-01745	Sams Club 6455	ROSE	MATERIALS & SUPPLIES - INSTRUCTIONAL	1,000.00
P17-01751	Aswell Trophy And Engraving	ASES	SUPL/T-SHIRT	2,150.00
P17-01753	Pearson	Special Ed	MATL/SUP	2,231.07
P17-01755	Pearson	Special Ed	MATL/SUP	3,391.36
P17-01757	CDW G	ED SERVICES	MATL/SUPP (Frank/Fremont/Haydock)	4,536.00
P17-01758	KITTRIDGE HOTELS & RESORTS,LLC HARD ROCK HOTEL PALM SPRINGS	KAMALA	Travel & Conference-Admin/Instr	7,472.00
P17-01765	American Fidelity Administrati ve Services, LLC	BUDGET	Serv/ACA	18,000.00
P17-01772	Presentation Products Inc DBA Spinitar	FRANK	MATL/SUP - INSTRUCTIONAL	1,459.46
P17-01777	Abilitations	RITCHEN	MATL/SUP-Instructional	3,027.41

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-01778	Nestle Waters North America Ready Refresh	CNS	matls/ supl	3,800.00
P17-01779	Pearson	Special Ed	SERV	2,274.48
P17-01783	Blue Label Battery, Inc	ELM	Matl/Sup - Instructional	1,295.57
P17-01787	ADVANCED CLASSROOM TECHNOLOGIE S, INC	FRANK	Equip - Instructional	2,680.52
P17-01788	Lightspeed Systems Sales, Inc	ED SERVICES	LICENSING (Frank/Fremont/Haydock)	1,800.00
P17-01791	CROWN AWARDS	FRANK	MATL/SUP - INSTRUCTIONAL	1,062.00
P17-01795	Greenfield Learning Inc	FRANK	License - Instructional	6,000.00
P17-01796	MobyMax, LLC	FRANK	License - Instructional	2,460.50
P17-01798	CENTER FOR MATHEMATICS & TEACH ING INC	HAYDOCK	MATL/SUPPLY-INSTRUCTION	2,592.00
P17-01800	AMERICAN AIRLINES	ED SERVICES	CONF/TRAV	3,348.67
P17-01801	CAPITOL HILTON HOTEL	ED SERVICES	CONF/TRAVEL (MSAP)	5,418.78
P17-01803	Flocabulary LLC	FRANK	License - Instructional	1,600.00
P17-01807	School Tech Supply	BREKKE	Computer Supplies - Instructional	1,507.68
P17-01808	CUSTOM LANYARDS4ALL.COM	FRANK	Matl/Sup - Instructional	1,067.04
P17-01809	CUE, INC	IT	CONF (CUE/IT PERSONNEL)	2,030.00
P17-01818	Apple Computer Inc	ED SERVICES	EQUIP/SERV (Frank/Fremont/Haydock)	48,830.40
P17-01819	Scholastic Inc	HARRINGTON	MATS/SUPPLIES INSTRUCTION	2,851.20
P17-01820	Rosetta Stone Ltd	ED SERVICES	PROF/SERV-INSTRUCTIONAL	112,100.00
P17-01825	CELSO MATA C&M BACKFLOW/PLUMBI NG	FACILITIES	REPAIR (ELM SEWER)	26,000.00
P17-01826	Office Depot Bus Ser Div	SORIA	MATL/SUP (Instructional)	2,500.00
P17-01827	Staples Direct	SORIA	MATL/SUP (Instructional)	3,000.00
P17-01828	Surfscore, Inc	MCKINNA	License-Instructional	1,250.00
P17-01829	The Great Books Foundation	FREMONT	BOOKS-INSTRUCTION	3,598.24
P17-01830	RIVIERA RESORT & SPA	MARSHALL	CONF - Instruction	4,363.75
P17-01831	JW Enterprises	FACILITIES	Service	3,240.00
P17-01832	PALM GROVE GROUP LLC ARRIVE	IT	CONF	1,179.53
P17-01833	RIVIERA RESORT & SPA	IT	CONF	6,405.96
P17-01834	Reliable Floor Covering Co	FACILITIES	Service	5,178.00
P17-01839	Decisioninsite Llc	BUSINESS	SERV	3,000.00
P17-01846	CDW G	IT	EQUIP (Switches/DRIFFILL)	7,984.01
P17-01847	CDW G	IT	EQUIP (Switches/ELM)	4,856.92
P17-01848	CDW G	IT	EQUIP (Switches/FRANK)	8,508.56
P17-01849	CDW G	IT	EQUIP (Switches/FREMONT)	7,340.71
P17-01850	CDW G	IT	EQUIP (Switches/HAYDOCK)	4,979.56
P17-01851	CDW G	IT	EQUIP (Switches/KAMALA)	7,954.85
P17-01852	CDW G	IT	EQUIP (Switches/LEMONWOOD)	5,283.63
P17-01853	CDW G	IT	EQUIP (Switches/MWEST)	5,120.33
P17-01854	CDW G	IT	EQUIP (Switches/THURGOOD MARSHALL)	4,424.87
P17-01855	CDW G	IT	EQUIP (Switches/McAULIFFE)	4,608.25
P17-01856	CDW G	IT	EQUIP (Switches/McKINNA)	6,098.49
P17-01857	CDW G	IT	EQUIP (Switches/RAMONA)	4,756.16
P17-01858	CDW G	IT	EQUIP (Switches/RITCHEN)	4,109.45
P17-01859	CDW G	IT	EQUIP (Switches/ROSE AVENUE)	5,430.08
P17-01860	CDW G	IT	EQUIP (Switches/SLINDA)	5,883.03

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-01861	CDW G	IT	EQUIP (Switches/SORIA)	5,381.48
P17-01862	CDW G	IT	EQUIP (Switches/CURREN)	6,322.21
P17-01863	Southwest School & Office Sup	WAREHOUSE	Stores Supplies	1,801.01
P17-01864	Southwest School & Office Sup	WAREHOUSE	Stores Supplies	4,220.04
P17-01865	Southwest Plastic Binding Co S outhwest Binding & Laminating	WAREHOUSE	Stores Supplies	1,932.12
P17-01866	CDW G	IT	EQUIP (Switches/CHAVEZ)	4,820.15
P17-01867	Dept of Conservation Accountin g Office	FACILITIES	Fees	3,600.00
P17-01869	Office Depot Bus Ser Div	KAMALA	Materials & Supplies-Instructional	1,151.24
P17-01878	LABSOURCE, INC	WAREHOUSE	Stores Supplies	1,356.75
P17-01879	Veritiv Operating Company	WAREHOUSE	Stores Supplies	11,848.68
P17-01883	Cal Lutheran University	SORIA	CONF (Instructional/Admin)	1,200.00
P17-01884	School Tech Supply	MCAULIFFE	MATL/SUPL-Instructional	17,468.72
P17-01885	Reese Corp Sign A Rama	ED SERVICES	MATL/SUPP (HAYDOCK-RASKIN)	2,765.82
P17-01888	Walmart	ED SERVICES	MATL/SUPP (HAYDOCK)	5,000.00
P17-01889	Smart And Final Iris Co	KAMALA	Materials & Supplies-Instructional	1,000.00
P17-01890	RIVIERA RESORT & SPA	HARRINGTON	CONF INSTRUCTION	1,067.66
P17-01891	CMC - South	FRANK	Conf / Instructional	1,130.00
P17-01892	CAPITOL HILTON HOTEL	ED SERVICES	CONF/TRAVEL (MSAP)	1,490.79
P17-01902	Southwest School & Office Sup	PURCHASING	MATL/SUP	5,470.63
P17-01905	Best Buy	ED SERVICES	MATL/SUPP (HAYDOCK-BOND)	1,099.46
P17-01908	Troxell Communications, Inc	MCAULIFFE	MATL/SUPLL-Instructional	3,173.58
P17-01911	Houghton Mifflin Harcourt	Special Ed	MATL/SUP	2,719.75
P17-01917	Magnet Schools of America	ED SERVICES	CONF (MSAP)	4,293.00
P17-01920	Staples Direct	HAYDOCK	MATL/SUPPLY-INSTRUCTION	1,035.36
P17-01923	Durbiano Fire Equipment Co	FACILITIES	Service	3,240.00
P17-01927	United Refrigeration Inc	FACILITIES	Equipment	8,523.93
P17-01929	Extreme Clean	WAREHOUSE	Stores Supplies	2,340.90
P17-01930	Veritiv Operating Company	WAREHOUSE	Stores Supplies	5,527.44
P17-01931	CUE, INC	RAMONA	CONF - Instruction	1,095.00
P17-01936	IXL LEARNING, INC	SORIA	SOFTWARE (Instructional)	9,295.00
P17-01937	Greenfield Learning Inc	SORIA	SOFTWARE (Instructional)	8,500.00
P17-01938	ExploreLearning, LLC	HARRINGTON	PROF SERV/ INSTRUCTION	2,995.00
P17-01946	LEARNING A-Z	MCKINNA	subscriptions -instructional	6,889.00
P17-01949	Virganth Haur Evolving Solutio ns, LLC	IT	RENTALS, LEASE, REPAIR	8,180.00
P17-01950	Veritiv Operating Company	GRAPHICS	Materials and Supplies	2,912.77
P17-01953	Rabobank, N.A.	IT	SERV	1,200.00
P17-01979	Casa Pacifica	Special Ed	SERV (JE112705)	65,850.00
P17-01980	Casa Pacifica	Special Ed	SERV (ZH020603)	39,600.00
P17-01981	Casa Pacifica	Special Ed	SERV (SK032703)	39,600.00
P17-01982	Casa Pacifica	Special Ed	SERV (CN010103)	39,600.00
P17-01983	Casa Pacifica	Special Ed	SERV (AS051306)	39,600.00
P17-01984	Houghton Mifflin Harcourt	ERC	TextBK	3,535.45
P17-01985	Houghton Mifflin Harcourt	ERC	supplies	4,351.32
P17-01986	Houghton Mifflin Harcourt	ERC	TextBK	6,934.92
P17-01987	Houghton Mifflin Harcourt	ERC	TextBK	7,542.35
P17-01988	Houghton Mifflin Harcourt	ERC	TextBk	1,621.08

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-01989	Mariana Peirano Royuela Peiran o Art Studio	SORIA	SERV	10,800.00
P17-01990	M & J Kids Scientific, Inc dba Mad Science of Los Angeles	CHAVEZ	SERV	5,275.00
P17-01993	DOUBLETREE BY HILTON GOLF RESO RT PALM SPRINGS	FRANK	Conf - Instructional	4,074.99
P17-01995	BSI EHS Services and Solutions	TRANSPORTATIO	PROFESSIONAL SERVICES	5,000.00
P17-02001	Oxnard Performing Arts Center	ED SERVICES	SERV	1,700.00
P17-02007	VENTURA COUNTY ARTS COUNCIL	ELM	SERV	13,824.00
P17-02008	Key Data Systems	ED SERVICES	SERV	2,160.00
P17-02016	Dial Security	FACILITIES	SERV	98,892.00
P17-02017	CUMMING CONSTRUCTION MGMT INC	FACILITIES	SERV (PROP 39 LIGHT/HVAC RETROFIT)	201,053.00
P17-02019	Handwriting Without Tears	RAMONA	Mat/Sup - Instruction	2,919.56
P17-02021	TLC, PLUS	Special Ed	SVCS/SPEC ED (JG052605)	48,500.40
P17-02022	ATC GROUP SERVICES INC CARDNO ATC	FACILITIES	BOND/BLDG/PROJ 3-LEM (EMERG PIPELINE TESTING)	7,777.14
P17-02023	ATC GROUP SERVICES INC CARDNO ATC	FACILITIES	BOND/BLDG/PROJ 3-LEM (MAZ MATL TEST & OVERSIGHT)	15,000.00
P17-02024	RINCON CONSULTANTS INC	FACILITIES	BOND/BLDG/PROJ 5-ELM (SOIL INVESTIGATION SVCS)	24,100.00
P17-02025	Perma Bound Books	SORIA	BKS(Instructional)	1,032.32
P17-02026	Pitsco Inc	SORIA	MATL/SUP (Instructional)	5,554.66
P17-02028	Perma Bound Books	CHAVEZ	BOOKS OTHER THAN TEXTBOOKS-INSTRUCTIONAL	1,648.51
P17-02029	Flinn Scientific Inc	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	4,970.42
P17-02030	Flinn Scientific Inc	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	1,258.63
P17-02032	Ventura Co Office Of Education	Pupil Svcs	CONF	1,500.00
P17-02037	Verde Valley School Supply	FRANK	Mat/Sup - Instructional	1,773.84
P17-02038	Imagestuff Com	MCAULIFFE	MAT'L/SUPPL_Instructional	1,215.00
P17-02047	Hensons Music Center	HARRINGTON	MATL/SUP	2,523.80
P17-02048	Valley Gutter Supply, Inc	FACILITIES	Equipment	24,857.82
P17-02049	Sam Hill & Sons Inc.	FACILITIES	Repair	3,862.00
P17-02050	Jordanos Inc	CNS	supplies	9,051.68
P17-02051	Forbess Consulting Group, Inc FCG Environmental	FACILITIES	Services / Sierra Linda	1,482.50
P17-02052	Calleguas Municipal Water Dist	BUSINESS	CONST	1,873.08
P17-02053	Textbook Warehouse LLC Textboo k Warehouse	ERC	TextBk	3,231.36
P17-02054	Textbook Warehouse LLC Textboo k Warehouse	ERC	TextBk	7,384.18
P17-02059	Fed Ex Kinkos	PURCHASING	SERV/ADMIN	9,513.00
P17-02062	Veritiv Operating Company	WAREHOUSE	Stores Supplies	20,012.83
P17-02064	CENTER FOR MATHEMATICS & TEACH ING INC	FREMONT	MAT/SUP-INSTRUCTIONAL	5,953.50
P17-02065	MCGRAW HILL EDUCATION, INC	ERC	Mat/Sup	3,829.94
P17-02070	Printech	WAREHOUSE	Stores Supplies	1,042.85
P17-02071	Sinclair Sanitary Supply Inc	WAREHOUSE	Stores Supplies	2,916.00

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-02072	Southwest School & Office Sup	WAREHOUSE	Stores Supplies	1,324.86
P17-02075	The Tree House, Inc	ELM	Matl/Sup - Instructional	4,438.04
P17-02077	Office Depot Bus Ser Div	WAREHOUSE	Stores Supplies	1,552.07
P17-02078	Veritiv Operating Company	WAREHOUSE	Stores Supplies	5,695.65
P17-02079	Dell Direct Sales Lp	NFL	EQUIP	3,160.86
P17-02080	Southwest School & Office Sup	HR	Equipt.	1,112.40
P17-02090	Dell Direct Sales Lp	CNS	equipment	1,008.75
P17-02096	Staples Direct	HAYDOCK	MATL/SUPPLY-INSTRUCTION	1,241.33
P17-02099	Educational Data Systems Inc	ED SERVICES	SERV	6,000.00
P17-02107	Virganth Haur Evolving Solutio ns, LLC	IT	Rentals, Lease, Repair (iPads)	9,915.00
P17-02108	Solarwinds, Inc	IT	SERV	18,200.00
P17-02109	Positive Promotions	SIERRA LINDA	matl/sup - Instruction	2,974.00
P17-02110	CENTER FOR MATHEMATICS & TEACH ING INC	HAYDOCK	MATL/SUPPLY-INSTRUCTION	5,886.00
P17-02115	Amazon Com	HAYDOCK	MATL/SUPPLY-INSTRUCTION	2,392.78
P17-02123	Jordanos Inc	CNS	equip-057	3,385.79
P17-02124	Witherspoon Ent Inc DBA Port A Stor	CNS	rental	1,425.60
P17-02132	Westin St Francis Hotel	PERSONNEL	conf	2,725.80
P17-02145	MCGRAW HILL EDUCATION, INC	ERC	TextBk	2,024.01
P17-02146	MCGRAW HILL EDUCATION, INC	ERC	TextBK	3,811.41
P17-02147	MCGRAW HILL EDUCATION, INC	ERC	TextBk	5,431.85
P17-02148	MCGRAW HILL EDUCATION, INC	ERC	TextBK	4,187.58
P17-02149	MCGRAW HILL EDUCATION, INC	ERC	TextBk	3,542.52
P17-02150	MCGRAW HILL EDUCATION, INC	ERC	TextBk	4,146.07
P17-02151	MCGRAW HILL EDUCATION, INC	ERC	TextBk	3,736.79
P17-02152	MCGRAW HILL EDUCATION, INC	ERC	TextBk	2,455.21
P17-02153	MCGRAW HILL EDUCATION, INC	ERC	TextBk	3,463.89
P17-02154	MCGRAW HILL EDUCATION, INC	ERC	TextBk	1,354.91
P17-02155	MCGRAW HILL EDUCATION, INC	ERC	TextBk	4,130.59
P17-02156	MCGRAW HILL EDUCATION, INC	ERC	TextBk	3,562.49
P17-02157	MCGRAW HILL EDUCATION, INC	ERC	TextBk	1,764.98
P17-02158	Houghton Mifflin Harcourt	ERC	TextBk	8,506.02
P17-02163	Houghton Mifflin Harcourt	ERC	TextBk	5,217.05
P17-02164	Houghton Mifflin Harcourt	ERC	TextBk	3,078.32
P17-02165	Houghton Mifflin Harcourt	ERC	TextBk	2,822.53
P17-02180	World's Finest Chocolate, Inc	MCKINNA	matl.sup-instructional	3,060.00
P17-02181	Gopher Sport	CURREN	matl/sup - instructional	1,105.80
P17-02187	CDW G	HAYDOCK	COMPUTER/SUPPLY-INSTRUCTION	3,776.78
P17-02196	Positive Promotions	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	1,874.88
P17-02197	Petroleum Telcom Inc DBA Telecom	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	1,171.53
P17-02198	WATERFORD RESEARCH INSTITUTE	ROSE	COMPUTER SUPPLIES - INSTRUCTIONAL	1,115.00
P17-02200	Lakeshore Learning Materials-V	ED SERVICES	MTLS	2,000.00
P17-02201	CDW G	ED SERVICES	EQUIP (Frank, Fremont, Haydock)	5,054.40
P17-02203	Dell Direct Sales Lp	ROSE	COMP. EQUIP - INSTRUCTIONAL	3,938.93
P17-02205	Smart And Final Iris Co	ED SERVICES	MTLS	2,000.00

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Number	Vendor Name	Loc	Description	Order Amount
P17-02212	FoodCorp Inc	CNS	other services	3,125.00
P17-02213	CPI	Special Ed	MATLS/SUPPL	1,881.62
P17-02217	Casa Pacifica	Special Ed	SERV	3,800.00
P17-02218	Veritiv Operating Company	GRAPHICS	Materials and Supplies	2,243.79
Total Number of POs			216	Total
				<u>3,000,159.58</u>

Fund Recap

Fund	Description	PO Count	Amount
010	GENERAL FUND	194	2,036,035.43
120	CHILD DEVELOPMENT FUND	2	4,000.00
130	CAFETERIA FUND	16	196,666.57
213	BOND FUND MEASURE R 2012	4	48,750.22
251	DEVELOPER FEES	19	714,707.36
Total Fiscal Year 2017			3,000,159.58
Total			<u>3,000,159.58</u>

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Includes Purchase Orders dated 09/21/2016 - 10/20/2016 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
P14-00044	5,115,146.72	213-5800	BOND FUND MEASURE R 2012/PROFESSIONAL/CONSU	602,561.00
P14-00662	590,580.44	010-6210	GENERAL FUND/ARCHITECT/ENGINEERING FEES	25,000.00
P16-04269	151,527.33	010-6200	GENERAL FUND/BUILDINGS AND IMPROVEMENTS	3,527.33
P16-05422	11,169.59	010-5800	GENERAL FUND/PROFESSIONAL/CONSULTING SERV	4,351.59
P17-00162	15,500.00	010-4323	GENERAL FUND/HVAC SUPPLIES	10,000.00
P17-00179	5,160.00	010-5800	GENERAL FUND/PROFESSIONAL/CONSULTING SERV	3,000.00
P17-00201	3,080.00	010-4329	GENERAL FUND/MISCELLANEOUS SUPPLIES	1,658.56
P17-00230	4,160.00	010-4353	GENERAL FUND/EQUIPMENT PARTS	1,055.04
P17-00242	7,940.00	010-4351	GENERAL FUND/MISC GARDENING SUPPLIES	2,000.00
P17-00303	6,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	1,000.00
P17-00452	6,830.00	010-5600	GENERAL FUND/RENTALS, LEASES AND REPAIRS	5,000.00
P17-00454	4,080.00	010-4323	GENERAL FUND/HVAC SUPPLIES	2,732.87
P17-00870	2,080.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	1,000.00
P17-01494	10,400.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	5,000.00
			Total PO Changes	667,886.39

Information is further limited to: (Minimum Amount = 1,000.00)

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BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: 11/02/16

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

ENROLLMENT REPORTS (Cline)

District enrollment as of August 31, 2016 was 16,782. This is 90 less than the same time last year.

District enrollment as of September 30, 2016 was 16,822. This is 62 less than the same time last year.

District enrollment as of October 6, 2016 (CALPADS) was 16,824. This is 83 less than the same time last year.

FISCAL IMPACT

None.

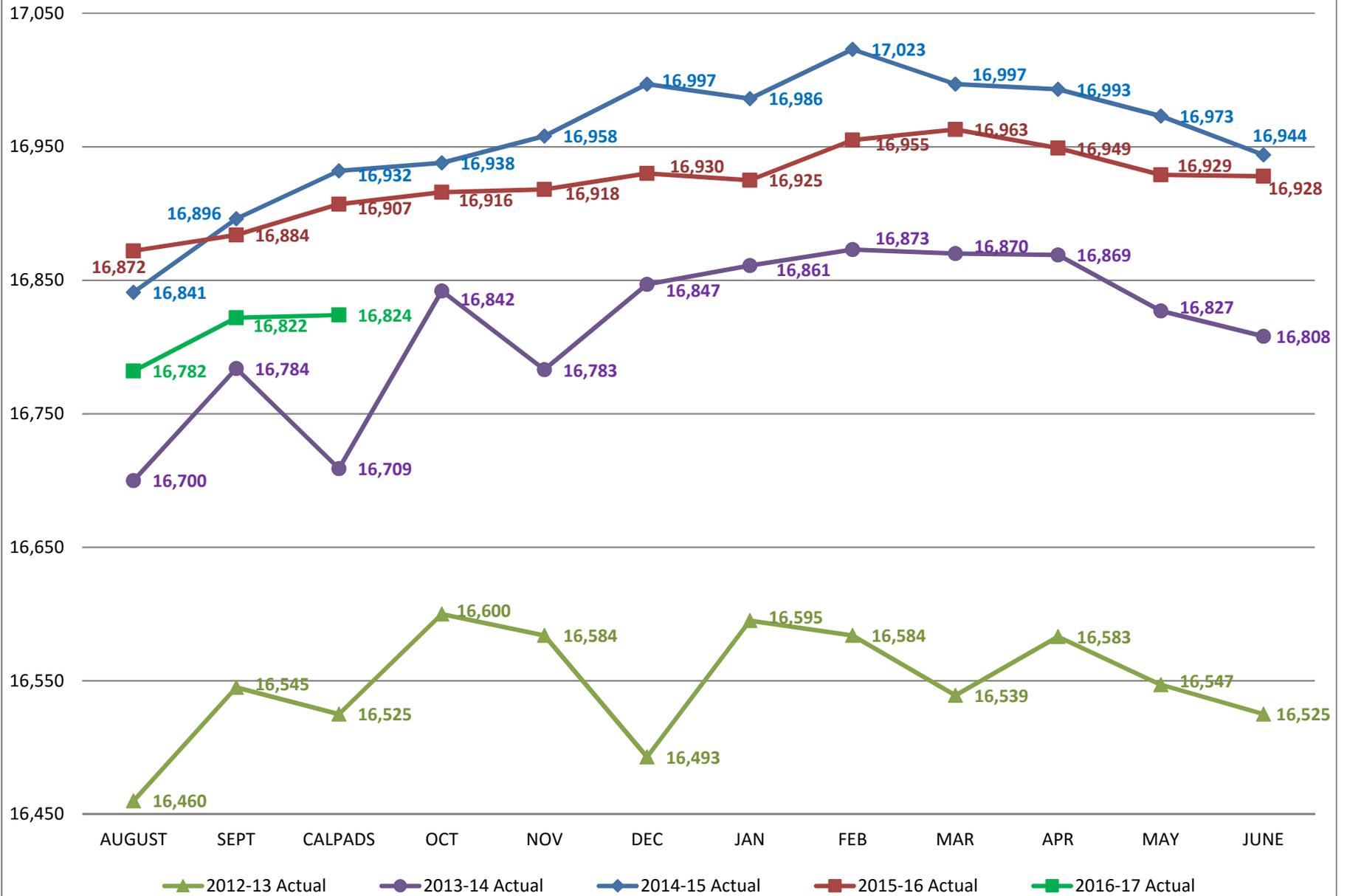
RECOMMENDATION

Information only.

ADDITIONAL MATERIAL

Attached: Graph – Oxnard School District Enrollment History 2012-13 through
 2016-17 Actuals (1 page)

Oxnard School District Enrollment History 2012-13 through 2016-17 Actuals



BOARD AGENDA ITEM

Name of Contributor: Jonathan Koch

Date of Meeting: November 2, 2016

STUDY SESSION _____

CLOSED SESSION _____

SECTION A: PRELIMINARY _____

SECTION B: HEARINGS _____

SECTION C: CONSENT AGENDA _____

Agreement Category:

Academic

Enrichment

Special Education

Support Services

Personnel

Legal

Facilities

SECTION D: ACTION _____

SECTION E: REPORTS/DISCUSSION _____

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

Establish/Abolish/Increase/Reduce Hours of Position (Koch)

Establish

an eight hour, 246 day Secretary, position number 7928, to be established in the Assessment Accountability & Special programs department. This position will be established to support the Manager of Special Programs with ASES grant and Title I.

an eight hour, 203 day School Occupational Therapist, position number 7936, to be established in the Special Education department. This position will be established to meet students' needs.

an eight hour, 210 day Attendance Accounting Technician, position number 7935, to be established at San Miguel School. This position will be established to provide support.

a five hour and forty-five minute, 183 day Paraeducator II, position number 7927, to be established in Special Education department. This position will be established to provide additional support.

a five hour and forty-five minute, 183 day Paraeducator III, position number 7926, to be established in Special Education department. This position will be established to provide additional support.

FISCAL IMPACT

Cost for Secretary-\$69,839 General

Cost for School Occupational Therapist-\$102,429 Special Ed.

Cost for Attendance Technician-\$65,357 General

Cost for Para II-\$26,453 Special Ed.

Cost for Para III-\$27,141 Special Ed.

RECOMMENDATION

It is the recommendation to approve the establishment of positions, as presented.

ADDITIONAL MATERIAL

Attached: None

BOARD AGENDA ITEM

Name of Contributor: Jesus Vaca/Jonathan Koch

Date of Meeting: November 2, 2016

STUDY SESSION _____

CLOSED SESSION _____

SECTION A: PRELIMINARY _____

SECTION B: HEARINGS _____

SECTION C: CONSENT AGENDA _____

Agreement Category:

Academic

Enrichment

Special Education

Support Services

Personnel

Legal

Facilities

SECTION D: ACTION _____

SECTION E: REPORTS/DISCUSSION _____

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

Personnel Actions (Vaca/Koch)

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.

FISCAL IMPACT

RECOMMENDATION

It is the recommendation to approve the Personnel Actions, as presented.

ADDITIONAL MATERIAL

Attached: Classified Personnel Actions (page)
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

Jacqueline Gonzales	Substitute Teacher	2016/2017 School Year
Rusty Lanning	Substitute Teacher	2016/2017 School Year

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

Linda King	Driffill	October 10, 2016
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CLASSIFIED PERSONNEL ACTIONS

November 2, 2016

New Hire

Canchola Ventura, Juan	Paraeducator II, Position #6177 Special Education 5.75 hrs./183 days	10/05/2016
Duchon, Jill	Child Nutrition Worker, Position #2838 Frank 4.0 hrs./185 days	10/11/2016
Fateh, Navid David	Director of Facilities, Position #7354 Facilities 8.0 hrs./246 days	11/02/2016
Lee, Claudia	Paraeducator I, Position #2805 Harrington 4.0 hrs./183 days	10/07/2016
Sims, Elizabeth	Paraeducator I, Position #7183 McAuliffe 2.0 hrs./183 days	10/05/2016
Thompson, Ranesha	Paraeducator III, Position #2396 Special Education 5.75 hrs./183 days	10/03/2016

Limited Term

Johnson, Crystal	Health Care Technician	10/03/2016
Magante, JL	Paraeducator	10/14/2016
Vasquez Mendoza, Anita	Paraeducator	10/18/2016
Weatherford, Jessica	Paraeducator	10/17/2016

Exempt

Ayala, Alicia	Campus Assistant	08/18/2016
Pantoja, Jesus	AVID	09/13/2016

Promotion

Coke, Veronica	Child Nutrition Cafeteria Coordinator, Position #1075 Brekke 8.0 hrs./189 days Child Nutrition Worker, Position #2426 Fremont 5.5 hrs./185 days	10/10/2016
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Increase in Hours

Delgado, Gabriela	Paraeducator III, Position #1942 Special Education 5.75 hrs./183 days Paraeducator III, Position #1942 Special Education 5.0 hrs./183 days	09/21/2016
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In Lieu of Layoff

De Martinez, Jill	Office Assistant II, Position #1212 Fremont 6.0 hrs./203 days Office Assistant II, Position #547 San Miguel 6.0 hrs./203 days	11/21/2016
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Return from Leave of Absence

Resendiz, Monica	Child Nutrition Worker, Position #2160 Harrington 5.0 hrs./185 days	10/17/2016
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Resignation

Amezcuca, Daisy	Accounting Specialist III, Position #1810 Budget 8.0 hrs./246 days	10/28/2016
Garcia, Ivon	Paraeducator III, Position #2683 Special Education 5.75 hrs./183 days	10/13/2016

Retirement

Carbajal, Raquel	Child Nutrition Worker, Position #1835 Elm 5.0 hrs./185 days	12/31/2016
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OSD BOARD AGENDA ITEM

Name of Contributor: Robin Freeman

Date of Meeting: 11/2/16

- Study Session: _____
Closed Session _____
A-1. Preliminary _____
A-II. Reports _____
B. Hearings _____
C. Consent Agenda _____
- Agreement Category:
____ Academic
____ Enrichment
____ Special Education
____ Support Services
____ Personnel
____ Legal
____ Facilities
- D. Action Items _____ X
F. Board Policies _____ 1st Reading _____ 2nd Reading _____

Approval of Agreement #16-150 – G & D Associates (Freeman/West)

G & D Associates will continue to support the district and school teams in support of the implementation of change management strategies, effective magnet promotion, development of marketing collateral and branding.

FISCAL IMPACT:

Total not to exceed \$57,300.00 – MSAP

RECOMMENDATION:

It is the recommendation of the Project Director, MSAP, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #16-150 with G & D Associates.

ADDITIONAL MATERIAL(S):

Attached: Agreement #16-150, G & D Associates (13 Pages)
Proposal (7 Pages)

OXNARD SCHOOL DISTRICT

Agreement #16-150

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 2nd day of November, 2016 by and between the Oxnard School District (“District”) and G & D Associates (“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 November 3, 2016 through December 30, 2017 (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 Fifty Seven Thousand Three Hundred Dollars (\$57,300.00), 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: Debra West
Phone: 805.385.1501, x2312
Fax: 805.486.7358

To Consultant: G & D Associates
8881 Longs Peak Circle
Windsor, CO 80550
Attention: David Gregory
Phone: (970) 402.6306
Fax: ()

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

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

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

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

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

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

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

OXNARD SCHOOL DISTRICT:

G & D ASSOCIATES:

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 #16-150

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #16-150

SERVICES

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

***PER ATTACHED PROPOSAL**

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

***PER ATTACHED PROPOSAL**

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

STATUS REPORT FOR ACTIVITY:	DUE DATE
A. N/A	
B. 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 #16-150

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #16-150

COMPENSATION

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

*Per attached Proposal – Not to Exceed \$57,300.00

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

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

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

IV. The total compensation for the Services shall not exceed \$57,300.00, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #16-150

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #16-150

INSURANCE

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

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

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

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

(3) Insurance coverage should include:

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

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

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

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

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

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

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

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

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

Not Project Related

Project #16-150

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 #16-150

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #16-150

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, **G & D ASSOCIATES**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing



Proposal for Consultancy

Magnet Grant Support

Oxnard Magnet Program

No Cost Extension Year

**Proposal Prepared by
G&D Associates**



CONTENTS PAGE

1. Purpose
2. Suggested requirements and proposed actions
3. Pricing matrix
5. Terms and conditions



PURPOSE

G&D Associates have prepared this proposal for Oxnard School District Magnet Schools (2013 cohort). Bespoke consultancy will provide support for branding and marketing, and change management.

Consultancy will:

Support district and school teams in continual implementation of change management strategies.

Support the district and school teams in effective Magnet promotion.

Support schools in developing an effective marketing strategy.

Review all marketing collateral and redesign to include new logos and colors.

Redesign Fremont logo/brand.

Redesign Magnet logo/brand.



SUGGESTED REQUIREMENTS, PROPOSED ACTIONS

Requirement	Proposed Actions
Support district and school teams in continual implementation of change management strategies.	Provide onsite and offsite support on change management to ensure effective completion of grant.
Support district and school teams in effective Magnet promotion.	Provide onsite and offsite support on branding, campus development and marketing strategy.
Support schools in developing an effective marketing strategy.	Provide onsite and offsite support on branding, campus development and marketing strategy.
Review all marketing collateral and redesign to include new logos and colors	<p>Review all current marketing collateral. Redesign marketing collateral. Incorporate new school logos and colors. Create designs for a variety of promotional materials e.g. business cards, pop-up banners, flyers, templates etc.</p>
<p>Redesign Fremont logo/brand Redesign Magnet logo/brand</p>	<p>Redesign existing Fremont logo to better represent school theme. Redesign Magnet office logo and provide templates for letterheads, business cards and PowerPoint slides.</p>



PRICING MATRIX

Requirement	Number of Days	Cost	Total
Support the district and school teams in continual implementation of change management strategies.	10 months support at 1 day per month offsite.	10 days @ \$1,650/day	\$16,500
Support district and school teams in effective Magnet promotion.	As above	As above	\$ Nil
Support schools in developing an effective marketing strategy.	2 days onsite X3 visits + 3 prep/travel days	9 days @ \$2,200 includes all expenses	\$19,800
Review all marketing collateral and redesign where needed.	3 schools flat rate of \$5,000/school	3 schools @ \$5,000	\$15,000
Redesign Fremont logo/brand Redesign Magnet logo/brand.	Flat rate \$6,000	Flat rate \$6,000	\$6,000
Total	Flat rates 10 days offsite 9 days onsite including prep and travel	\$57,300	\$57,300



Terms and Conditions

1. DEFINITIONS

'Consultant' means Gregory and Denby Associates. 'Client' means the person, firm, company or organization for whom the Consultant is performing the Services. 'Agreement' means the contract referred to in Clause 2. 'Services' means the services to be performed by the Consultant in accordance with the proposal from the Consultant. 'Project' means the project or works for which the Client has commissioned the Services.

2. GENERAL

Unless and until a formal agreement is entered into, the Client's acceptance of the proposal for Services from the Consultant or a request for some or all the Services to be performed by the Consultant, shall constitute a binding contract between the Client and the Consultant which contract will be subject to any terms and conditions contained or referred to in the aforementioned proposal and these terms and conditions. In the event of any conflict, the terms and conditions in the proposal shall prevail over these terms and conditions. The Agreement so formed shall supersede all previous understandings, commitments or agreements whether written or oral between the Client and the Consultant relating to the subject matter hereof. No person or entity shall have any rights in relation to this Agreement, whether as third parties or otherwise, save the parties to this Agreement.

Should any term or condition of this Agreement be held to be unenforceable then such term or condition shall be disregarded and the remaining terms and conditions shall remain in full force and effect.

3. PERFORMANCE OF SERVICES AND SCOPE

The Consultant shall perform the Services using the degree of skill care and diligence to be expected from a consultant experienced in the provision of services of similar scope size and complexity. The Consultant shall use reasonable endeavors to complete the Services within the time or program agreed but shall not be responsible for any delay beyond the reasonable control of the Consultant.

The fee contained in the proposal is for the scope of works as defined therein. If not already contained in the proposal the Consultant and the Client shall agree as an initial activity an integrated project design program to include the activities of all the parties to the Project relevant to the Services to be supplied by the Consultant. The aforesaid program shall show the key dates for final information and the delivery of such to the Consultant so as to enable the Consultant to carry out the design in an efficient once through manner to achieve the program delivery dates for the Services.

4. CONFIDENTIALITY AND INTELLECTUAL PROPERTY RIGHTS

- (i) The Consultant and the Client shall keep confidential all information pertaining to the Services.
- (ii) Copyright and intellectual property rights for all proposals, reports, documents and the like produced by the Consultant prior to and in the performance of the Services shall remain vested with the Consultant but the Consultant shall grant an irrevocable royalty free license to the Client to use such reports, documents and the like for any purpose in connection with the Project after contract signing.

5. LIABILITY

- (i) The Consultant shall be liable to pay compensation to the Client arising out of or in connection with this Agreement only if a breach of the duty of care in Clause 3 is established against the Consultant.

- (ii) Notwithstanding any other term to the contrary in the Agreement or any related document the total liability of the Consultant under or in connection with the Agreement in the aggregate for all claims, whether in contract or in tort, in negligence or for breach of statutory duty or otherwise shall be limited to a sum equivalent to the fee payable under the Agreement or \$20,000, whichever is the lesser, or such other sum as may be expressly stated in the Consultant's proposal, provided always that any such liability of the Consultant shall be limited to such sum or sums as it would be just and equitable for the Consultant to pay having regard to the Consultant's responsibility for the same and on the basis that all other parties appointed or to be appointed by the Client to perform related services in connection with the Project shall be deemed to have provided undertakings on terms no less onerous than this Agreement and shall be deemed to have paid to the Client such contribution as it would be just and equitable for them to pay having regard to their responsibility for any loss or damage and providing that it shall be deemed that such parties have not limited or excluded their liability to the Client for such loss or damage in any way which may be prejudicial to the Consultant's liability under this clause. Nothing in this clause shall operate to exclude or limit the Consultant's liability for death or personal injury.

- (iii) The Client shall indemnify and keep indemnified the Consultant from and against all claims, demands, proceedings, damages, costs and expenses arising out of or in connection with this Agreement or the Project in excess of the liability of



the Consultant under this Agreement or which may be made in respect of events occurring after the expiry of the period of liability stated in this Agreement.

(iv) No action or proceedings under or in connection with this Agreement shall be commenced against the Consultant after the expiry of two years from completion of the Services.

6. CLIENT'S OBLIGATIONS

The Client shall supply, without charge and in such time so as not to delay or disrupt the performance of the Consultant in carrying out the Services, all necessary and relevant information, in his possession or available to him from his other agents or consultants and all necessary approvals or consents. The approval or consent by the Client to the Services shall not relieve the Consultant from any liability under this Agreement.

7. PAYMENT

(i) The Client shall pay the Consultant for the Services in accordance with the proposal and this Agreement. If the Consultant performs any additional services or if the Services are delayed or disrupted for reasons beyond the reasonable control of the Consultant then the Consultant shall be entitled to such additional fees as are fair and reasonable in the circumstances. The Consultant may render an invoice at monthly intervals for services properly performed. The agreed invoice, or in the event of a dispute the undisputed element, shall be paid within 28 days of receipt of the invoice by the Client (the final date for payment).

(ii) The Client shall not withhold any payment of any sum or part of a sum due to the Consultant under the Agreement by reason of claims or alleged claims against the Consultant unless the amount to be withheld has been agreed between the Client and the Consultant as due to the Client or such sum arises from an award in adjudication, arbitration or litigation in favor of the Client and arises under or in connection with the Agreement. Save as aforesaid all rights of set off at common law, in equity or otherwise which the Client may otherwise be entitled to exercise are hereby expressly excluded.

8. TERMINATION

If a party is in breach of a material term of this Agreement and despite written notice from the other party fails to remedy such breach within 30 days or such other period as may be agreed between the parties, then the other party shall be entitled to terminate this Agreement forthwith.

9. DISPUTE RESOLUTION

Any dispute between the parties that cannot be settled by mutual agreement shall be referred for final settlement to the arbitration of a person agreed between the parties.

BOARD AGENDA ITEM

Name of Contributor(s): **Robin I. Freeman**

Date of Meeting: **11/2/16**

- A. Preliminary _____
Study Session: _____
- B. Hearing: _____
- C. Consent Agenda _____ Agreement Category:
 - _____ Academic
 - _____ Enrichment
 - _____ Special Education
 - _____ Support Services
 - _____ Personnel
 - _____ Legal
 - _____ Facilities
- D. Action Items X
- E. Report/Discussion Items (no action)
- F. Board Policies 1st Reading _____ 2nd Reading _____

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

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

FISCAL IMPACT:

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

RECOMMENDATION:

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

ADDITIONAL MATERIAL(S):

Power Point

The electronic version of the Single Plan for Student Achievement of each school on the board agenda list is available for viewing on the October 28, 2016 board agenda for the mentioned meeting. Hard copies of the documents will also be available for viewing at the District Office, Educational Services Division.

Single Plans for Student Achievement

Oxnard School District
Board Meeting
November 2, 2016



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 student 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 State, local and curriculum-based assessments to prepare a narrative describing their school's strengths and areas of improvement.

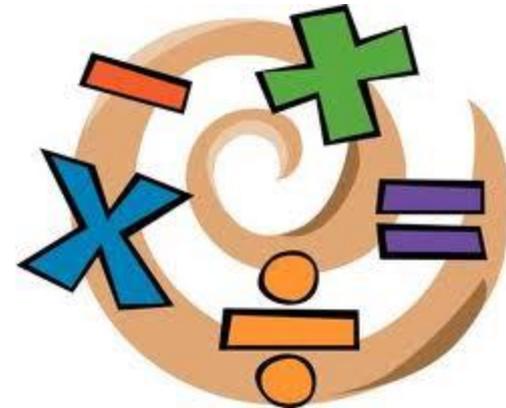
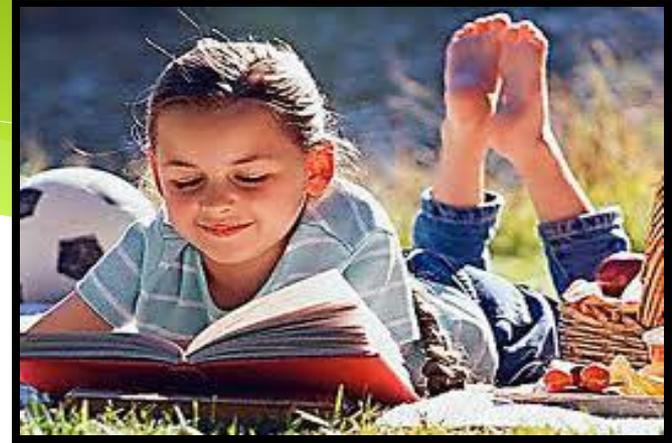
School Goals:

- * 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.



A Living Document

Single Plans are regularly revised to reflect changes in student needs and budget expenditures.

Thank You!



The Single Plan for Student Achievement

School: Norman R. Brekke Elementary School
CDS Code: 56725386114029
District: Oxnard School District
Principal: Jodi Nocero
Revision Date: October 19, 2016

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

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

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

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

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School Vision and Mission

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

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

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

All students will learn at Brekke School.

We like to simply say

At Brekke School, smart is something EVERYONE can get!

School Profile

Brekke's vision statement - "Brekke School: Where smart is something everyone can get" – is a reflection on our staff belief in the growth mindset and ensuring that all students know that they can achieve at high levels. It is an integral part of the Brekke culture.

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 and a focus on a strong implementation of the common core state standards in every classroom provides students with the opportunities to think critically and creatively and to communicate and collaborate which ultimately strengthens their critical thinking, reading comprehension, and math skills. Teachers have worked to improve their instructional practices so that the rigor needed to push our students forward is evident in every classroom.

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). 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 interventions. The use of the Accelerated Reader program school wide encourages students to read and reach their individual reading goals which helps to build their reading skills. The IXL program also helps to support the teaching and learning in math (TK-5) and language arts (grades 2-5) with extra practice and focus on skills.

Brekke is committed to increasing English proficiency and building academic vocabulary. This year we will continue to provide designated ELD using the newly adopted reading/language arts/ELD curriculum. Extended learning opportunities for English Learners are available throughout the year and will focus on increasing academic vocabulary and communication and critical thinking skills. We also continue to incorporate SIOP strategies into our lesson planning and delivery.

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, implementation of the Common Core standards, and a focus on our new language arts curriculum.

This year Brekke is also beginning to implement CHAMPS as a positive behavior support with students. The staff is working to "CHAMP" the different areas of the school and is focused on providing positive behavior support for our students. With CHAMPS, we are also focused on building resilience and a growth mindset with our students and encouraging them to reach their goals. Parent meetings and workshops are also planned to present parents with information on CHAMPS, building resilience in children, and how we can support students in creating a growth mindset. As a staff, we are committed to putting systems in place to help our students become confident and resilient life-long learners.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	116	90	116	89	116	89	100.0	98.9
Grade 4	106	104	103	103	102	103	97.2	99
Grade 5	108	107	105	105	104	105	97.2	98.1
All Grades	330	301	324	297	322	297	98.2	98.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2383.3	2402.3	9	9	17	22	35	39	38	29
Grade 4	2426.8	2420.3	9	12	19	17	27	25	44	47
Grade 5	2458.5	2473.8	5	9	26	30	25	27	44	35
All Grades	N/A	N/A	8	10	21	23	29	30	42	37

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	9	43	61	46	30
Grade 4	10	7	43	41	47	52
Grade 5	10	11	46	50	44	38
All Grades	10	9	44	50	46	41

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	10	43	53	47	37
Grade 4	9	16	56	44	35	41
Grade 5	12	14	47	53	41	32
All Grades	10	13	48	50	42	37

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	11	64	71	28	18
Grade 4	11	13	63	62	26	25
Grade 5	7	10	59	57	35	32
All Grades	8	11	62	63	30	26

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	13	62	64	31	22
Grade 4	8	9	51	49	41	43
Grade 5	17	27	58	52	25	21
All Grades	11	16	57	55	32	29

Conclusions based on this data:

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	116	90	116	89	116	89	100.0	98.9
Grade 4	106	104	101	103	100	103	95.3	99
Grade 5	108	107	105	105	105	105	97.2	98.1
All Grades	330	301	322	297	321	297	97.6	98.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2404.9	2405.3	3	1	30	33	38	38	28	28
Grade 4	2413.1	2438.2	2	7	14	17	36	42	48	34
Grade 5	2445.6	2458.1	7	6	8	12	27	31	59	50
All Grades	N/A	N/A	4	5	18	20	34	37	44	38

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	16	12	42	48	41	39	
Grade 4	6	13	24	28	70	59	
Grade 5	10	9	19	30	70	61	
All Grades	11	11	29	35	60	54	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	12	52	60	35	28
Grade 4	2	7	46	52	52	41
Grade 5	5	10	32	28	63	62
All Grades	7	10	44	46	50	44

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	10	63	63	23	27
Grade 4	4	13	44	46	52	42
Grade 5	6	6	41	43	53	51
All Grades	8	9	50	50	42	41

Conclusions based on this data:

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					20		***		43		20	43	***	60	14
1	6	3	2	29	13	29	31	36	39	20	13	12	14	36	17
2	4	11	2	18	21	19	63	36	45	10	23	10	6	9	24
3	3	2	4	38	28	41	30	49	33	24	13	16	5	8	6
4	2	3	3	33	17	45	48	45	34	15	21	13	2	14	5
5	12	3	4	48	38	24	32	54	44	8	3	12		3	16
6	16			48			24			8			4		
Total	6	5	3	32	24	31	40	43	39	15	15	14	6	14	13

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		
	2013-14	2014-15	2015-16
Number of Annual Testers	235	221	202
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	235	221	202
Number Met	141	101	109
Percent Met	60.0%	45.7%	54.0%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	217	52	231	41	214	39
Number Met	61	27	46	14	57	11
Percent Met	28.1%	51.9%	19.9%	34.1%	26.6%	28.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	No	No	N/A	N/A

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

Conclusions based on this data:

1. 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		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. District AMAO 1 and 2 scores decreased from the previous year.
2. Brekke and district scores were comparable.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Language Arts

LEA GOALS:

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

SCHOOL GOAL #1:

- A. As measured by the STAR 360 scale score, all students will read at grade level by the end of the year, or they will decrease the distance between their reading level and grade level by 1.5 years. End of year grade level is considered grade year .9 (example third grade is 3.9 or above).
- B. All students will increase performance by one level or maintain advanced level in English Language Arts.
- This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

Data Used to Form this Goal:

- STAR 360 Early Literacy Assessment (Kindergarten and first grade)
- STAR 360 Reading Assessment
- District Benchmark data
- CAASPP data

Findings from the Analysis of this Data:

- August 2016 STAR 360 Early Literacy Assessment- 28% of kindergarten students scored at benchmark or above.
- August 2016 STAR 360 Early Literacy Assessment- 30% of 1st grade students scored at benchmark or above.
- August 2016 STAR 360 Reading Assessment: 38% of 2nd grade students scored at benchmark or above.
- August 2016 STAR 360 Reading Assessment: 42% of 3rd grade students scored at benchmark or above.
- August 2016 STAR 360 Reading Assessment: 47% of 4th grade students scored at benchmark or above.
- August 2016 STAR 360 Reading Assessment: 36% of 5th grade students scored at benchmark or above.

How the School will Evaluate the Progress of this Goal:

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

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

Strategy #1

STRATEGY:

Brekke School teachers will 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
Conduct grade level collaboration meetings to analyze student progress and mastery towards ELA standards, plan instruction and ELD, discuss interventions and formative assessments. Early release Wednesdays	Principal and Instructional Coach	Support teachers with the analysis of data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT and classroom assessment data. Early release Wednesdays.	Not Applicable			0
	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 collection and analysis of data and identification of students in need of targeted interventions or acceleration. Monitor student progress through				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		STAR, IPT, DIBELS and classroom assessment data. Early release Wednesdays.				
Conduct Leadership meetings with teachers to discuss, plan and develop support for teachers and students with the implementation of the adopted language arts curriculum. August 2016-June 2017	Principal Leadership Team Members	Coordinate meetings and support teachers with data and/or materials. Collaborate with other group members and share information with grade level colleagues.	Cost of substitutes	0001-0999: Unrestricted: Locally Defined	Discretionary	4640.00
Implement the Step Up to Writing organization during structured writing time with scaffolded support for English Learners. (August 2016-June 2017).	Principal Instructional Coach Teachers	Support instruction and learning. Provide support as needed. Teach writing systematically with designated scaffolds for English Learners.	Not Applicable			0
Ensure technology access to needed software for differentiated learning for every student. Ongoing.	Site technician Principal and Teachers	Identify replacement needs and make appropriate order requests. Ongoing Implement instructional technology strategies in the classroom. Investigate instructional tools that support technology in the classroom. Ongoing	Cost of materials	0001-0999: Unrestricted: Locally Defined	Discretionary	5208.00
Conduct IEP meetings Floating substitute to release general education classroom teacher and special education teachers to conduct meetings and/or prep. Two substitutes one day/month. September 2016-June 2017	Principal Teachers 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 speech goals; facilitate the development of new speech goals.	Cost of floating substitute to release teacher. (one sub provided by Pupil Services) One day/month	0001-0999: Unrestricted: Locally Defined	Discretionary	2711.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	School Psychologist	Provide input on academic assessment and social/emotional areas.				
Provide MyON program to all students to download books for independent reading at home and at school. August 2016-June 2017	Teachers Site Technician	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	
Provide class size reduction for grades 2-5 through science/small group instruction model (4 days/week). August 2016-June 2017	Principal Extra Support Teacher Teachers	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 2016-June 2017 Provide science lessons to students in grades 2-5. Provide support to teachers for extension activities in the classroom. August 2016-June 2017 Provide small group instruction to students during designated science/small group times for identified areas of need. August 2016-June 2017	Extra Support Teacher		District Funded	
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 Machine Maintenance	0001-0999: Unrestricted: Locally Defined 0001-0999: Unrestricted: Locally Defined	Discretionary Discretionary	15330.00 1535.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide the IXL ELA software program to all students for differentiated ELA practice in grades 2-5. August 2016-June 2017	Classroom teachers	Use the IXL ELA program for students to work at their independent level for foundational reading and grammar skills.	Contract agreement	3000-3999: Employee Benefits	Title I	3326.00
			Contract agreement	0001-0999: Unrestricted: Locally Defined	Discretionary	2514.00
Provide access to Accelerated Reader for all K-5 students to increase number of words read. August 2016-June 2017	Principal	Schedule STAR 360 assessments and monitor data. Provide incentives for students who meet reading goals.	Cost of STAR 360		District Funded	
	Teachers, TOSA, Librarian	Establish reading goals for each student, monitor progress and ensure students are reading at appropriate levels.	Academic incentives	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	1500.00
Teachers will continue to incorporate the depth and complexity icons into their teaching and to provide a deeper understanding of grade level concepts for students. Daily	Teachers	Use the depth and complexity icons in their teaching. Daily	Not applicable			0

Strategy #2

STRATEGY:

Brekke 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 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 2016-June 2017	Principal	Provide support with scheduling, materials, and data analysis. Ongoing	Teacher hourly salary	0001-0999: Unrestricted: Locally Defined	LCFF - EL	2107.53
	Grade Level Teachers	Provide support to students during extended learning time opportunity based on identified student needs.	Teacher hourly salary	4000-4999: Books And Supplies	Title III	6225.00
	Instructional TOSA	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	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	6225.00
Purchase materials to support the implementation of the Common Core State Standards in ELA 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 2016-June 2017	Principal	Research, identify and order effective resources for intervention. Ongoing as needed.	Cost of supplies	0001-0999: Unrestricted: Locally Defined	Discretionary	4585.59
	Teachers	Research and identify effective resources for intervention. Plan and provide instruction and intervention for students. Ongoing as needed.	Cost of supplies	4000-4999: Books And Supplies	Title III	1000.00
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	Principal	Schedule student monitoring conferences and meet with teachers individually to discuss at-risk students and monitor progress of interventions.	Cost of substitutes	3000-3999: Employee Benefits	Title I	700.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
needs. (2 days of meetings; 3 times/year)	Instructional TOSA Teachers	once/trimester Meet with principal and teachers to discuss at-risk students and monitor progress of interventions. once/trimester Monitor student progress through analysis of assessment data (ongoing); meet with principal and instructional coach individually 3 times/year to discuss student progress.				
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 2016-June 2017	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.	0001-0999: Unrestricted: Locally Defined	Discretionary	609.00
	Instructional TOSA	Provide input on academic progress of students. Ongoing as needed.	Floating substitute to release teachers to meet during consultation meetings.	3000-3999: Employee Benefits	Title I	2879.00
	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 attendance performance.	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	1500.00
	Classroom Teachers	Provide student academic and/or behavior baseline information and progress during meetings. Monitor progress of students. Ongoing as needed.	Materials/incentives for ongoing positive behavior support system.	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	800.00
	Resource Teacher	Provide input regarding academic and/or behavior	Materials/incentives for ongoing positive behavior support system.	0001-0999: Unrestricted: Locally Defined	Discretionary	1206.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	School Pyschologist Speech Pathologist	concerns; provide information on interventions. Ongoing as needed. Provide input regarding academic and/or behavior concerns. Ongoing as needed. Provide consultation for speech concerns. Ongoing as needed.				
Provide extended learning opportunities (before or after school) and clubs to support critical thinking, academic vocabulary and extended reading opportunities. August 2016-June 2017	Teachers	Identify students for extended learning opportunities. Provide instruction through tutoring or clubs based on identified students needs. As scheduled January - June 2017	Teacher hourly salary	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	9385.20
			Teacher hourly salary	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	3277.52
			Teacher hourly salary	0001-0999: Unrestricted: Locally Defined	LCFF - EL	4538.00
			Teacher hourly salary	4000-4999: Books And Supplies	Title III	2222.00
Implement small group early literacy intervention for intensive readers and English Learners in grades K, 1, and 2. August 2016 - June 2017	Principal Teachers	Support teachers with the analysis of data and identification of students in need of targeted interventions. Monitor student progress through STAR and IPT data. As needed. Collect and analyze assessment data, identify students in need of targeted interventions or acceleration. Collaborate on the development of lessons and formative	ISP Salary and Benefits	3000-3999: Employee Benefits	Title I	14253.78
			ISP Salary and Benefits	0001-0999: Unrestricted: Locally Defined	Discretionary	19385.14
			ISP Salary and Benefits	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	21238.11

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Instructional TOSA Intervention Service Provider	assessments. Monitor student progress through STAR, IPT, and classroom assessment data. Early release Wednesdays. Support teachers with the analysis of data and identification of students in need of targeted interventions. Monitor student progress through STAR and IPT data. As needed. 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 and support for ELD in grades K-5.	Principal Instructional TOSA	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 and classroom assessment data. As needed. Support teachers with the collection and analysis of classroom assessment data and the identification of students in need of targeted interventions. Monitor student progress through the STAR and classroom assessment data. As	ISP Salary and Benefits ISP Salary and Benefits ISP Salary and Benefits	3000-3999: Employee Benefits 0001-0999: Unrestricted: Locally Defined 0001-0999: Unrestricted: Locally Defined	Title I Discretionary LCFF - EL	7126.89 9692.57 11458.78

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 therabands, sensory balls, pencil grips to meet specific identified needs of students in order to respond to intervention and instruction. August 2016-June 2017.	Principal	Research, identify and order effective resources for intervention and support. Ongoing as needed.	Cost of materials	4000-4999: Books And Supplies	Title III	300.00
	Teachers	Research and identify effective resources for intervention. Plan and provide instruction and intervention for students. Ongoing as needed.	Cost of materials	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	1697.49
	Instructional TOSA	Research and identify effective resources for intervention. Ongoing as needed.				

Strategy #3

STRATEGY:
 Brekke 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 parent meeting for families of entering kindergarten students.	Principal	Plan meeting. September/October	Not applicable			0
Provide MyON program access and training to all incoming students to download books for independent reading at home and at school. August 2016 - June 2017	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	
Provide additional assistance to kindergarten teachers in the classroom for the first three days of school. August 2016	Principal	Schedule substitutes	Cost of substitutes	0001-0999: Unrestricted: Locally Defined	Discretionary	1044.00
Open the campus and classrooms to parents and families on the first day of school and host Coffee with the Principal the first day of school. August 2016	Principal	Meet with parents on first day of school to answer questions and provide information.	Not applicable			0
Hold transition meetings for teachers of Pre-K/TK/K to ensure a smooth transition between programs. Early release Wednesdays May/June 2017.	Principal Teachers	Schedule articulation meetings between vertical teams of grade levels to discuss program needs and specific student concerns. Early release Wednesdays May/June 2017 Meet in vertical teams to discuss program needs and	Not applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		specific student concerns. Early release Wednesdays May/June 2017.				

Strategy #4

STRATEGY:
Brekke School will implement a transition plan for students promoting from 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate with middle school administrators to schedule presentations for 5th grade students. March-May 2017	Principal	Coordinate with middle schools to schedule presentations. March-May 2017	Not applicable			0
Meet with middle school administrators to discuss transition of students. May-June 2017	Principal and Teachers	Meet with middle school administrators and representatives. May-June 2017	Not applicable			0

Strategy #5

STRATEGY:
 Brekke School will provide professional development to support teachers with the implementation of the state adopted language arts curriculum and the Common Core State Standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for peer observation, professional development workshops, lesson study and collaboration with the instructional coach and peers at Brekke and other schools for implementation of the ELA Common Core State Standards, SIOP, the development of the Science and Inquiry Strand, and the continued improvement in ELA and ELD. September 2016 - May 2017	Principal	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.	Cost of substitutes	0001-0999: Unrestricted: Locally Defined	Discretionary	2300.00
	Instructional TOSA	Coordinate and plan opportunities for collaboration. Work with teachers to debrief and expand on learned strategies. Ongoing as needed.	Travel and Conference	0001-0999: Unrestricted: Locally Defined	Discretionary	500.00
	Teachers	Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. Ongoing as needed.	Travel and Conference	3000-3999: Employee Benefits	Title I	1000.00
Provide opportunities for peer support and training at staff meetings and monthly PLC meetings. September 2016-June 2017.	Principal, Instructional TOSA, and Teachers	Identify areas in need of support and plan for training in identified areas. As needed	Not applicable			0

Strategy #6

STRATEGY:

Brekke 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 parent involvement meetings such as <ul style="list-style-type: none"> • Title I quarterly meetings, • Coffee with the Principal • ELAC • TK/Kindergarten and 5th/6th grade transition meetings • Success recognition meetings • Technology • Science and Inquiry Strand • Growth Mindset • Positive parenting/building resilience As needed September 2016-June 2017	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.	Cost of materials Cost of materials Teacher extra pay Babysitting	4000-4999: Books And Supplies 0001-0999: Unrestricted: Locally Defined 3000-3999: Employee Benefits 0001-0999: Unrestricted: Locally Defined	Title III Discretionary Title I Discretionary	800.00 400.00 528.00 224.00
Update the Brekke webpage on a regular basis to inform parents/community of school activities. Ongoing/As needed	Principal, 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
Provide monthly Fast-Brekking Newsletter to Brekke families with important information and upcoming dates. August 2016-June 2017	Principal and Office Staff	Write and distribute newsletter to families.	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 presented to parents at meetings and revised annually. As needed	Not applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation and home communication for non-English speaking homes. August 2016-June 2017	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.	0001-0999: Unrestricted: Locally Defined	Discretionary	5835.00
			Postage	0001-0999: Unrestricted: Locally Defined	Discretionary	300.00
			Cost of Clerical Sub	0001-0999: Unrestricted: Locally Defined	Discretionary	250.00

Strategy #7

STRATEGY:

Brekke School will support the district implementation of the After School Education and Safety (ASES) grant and will coordinate with program personnel to support reading growth in students.

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. August 2016-June 2017	Principal ASES Administrator	Meet with the ASES administrator and teacher liaison monthly. Coordinate after school program, work with the teacher liaison and after school program personnel.	Not applicable			0
Ensure access to needed classrooms and equipment. As needed	Principal and After School Site Coordinator	Work together to identify needs for space and equipment. As needed.	Not applicable			0
Provide access to IXL ELA to 2nd-5th grade students in the after school program. August 2016-June 2017	Principal and Teacher Liaison	Work with after school program coordinator to support student use of IXL ELA practice during the after school program. August 2016-June 2017	See Goal #1, Strategy #1			

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
A. As measured by the STAR 360 math assessment scale score, all students will reach benchmark by the end of the year. 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:
<ul style="list-style-type: none">• My Math• STAR 360 Math assessment data• Statewide assessment data• District benchmark data
Findings from the Analysis of this Data:
Average percentage of students meeting benchmark level on 2016 STAR 360 initial math assessment: <ul style="list-style-type: none">• Kindergarten- 77%• 1st grade- 65%• 2nd grade:57%• 3rd grade: 66%• 4th grade: 58%• 5th grade: 52%

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 will ensure the full implementation of the state approved mathematics curriculum and support the Common Core State Standards of mathematics.

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 math 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 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, and classroom				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		assessment data. Early release Wednesdays.				
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. Conduct assessments as needed. Provide input on progress toward speech goals, facilitate development of new goals, conduct assessment as needed.	See Goal #1, Strategy #1			
Provide the IXL software program to all students for differentiated math practice in all grades.	Teachers	Use the IXL program for students to work at their independent level for foundational math skills.	See Goal #1, Strategy #1			
Provide class size reduction for grades 2-5 through science/small group instruction model. (4 days/week). August 2016-June 2017	Principal Extra Support Teacher	Work with EST and teachers to build a schedule ensuring daily science and small group ELA and/or math opportunities for students in grades 2-5. Monitor student progress. Provide science lessons to students in grades 2-5. 4 days/week (M/T/TH/F)	District Funded EST			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers	August 2016-June 2017 Provide small group instruction to students during designated science/small group times for identified areas of need. August 2016-June 2017				
Provide STAR 360 Math to all students including benchmark assessments and math facts. August 2016-June 2017	Principal Teachers	Use the STAR 360 benchmark results to identify baseline levels for students, identify needed areas of support and to monitor student progress/growth. August 2016-June 2017 use the STAR 360 assessment data to identify baseline levels for students, identify needed areas of support, to monitor student growth, and inform instruction.	District Funded			
Conduct Leadership meetings with teachers to discuss, plan and develop support for teachers and students with the implementation of the adopted math curriculum. August 2016-June 2017	Principal Leadership Team Members	Coordinate meetings and support teachers with data and/or materials. Collaborate with other group members and share information with grade level colleagues.	See Goal #1, Strategy #1			
Teachers will continue to incorporate the depth and complexity icons into their teaching and to provide a deeper understanding of grade level concepts for students. Daily	Teachers	Use the depth and complexity icons in their teaching. Daily	Not applicable			0

Strategy #2

STRATEGY:
 Brekke School will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct grade level collaboration meetings to analyze student progress, mastery towards math 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				
Provide professional development for teachers on the new curricular materials and supportive technology.	Principal	Offer coaching and lesson observation opportunities to support math implementation. Ongoing/as needed.	District funded			
	Classroom Teachers	Attend professional development meetings, implement the new curriculum and collaborate				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Instructional TOSA	with other teachers on best practices. Ongoing Support the implementation of the new curriculum. Provide model lessons as needed.				
Provide the IXL Math program to all students for differentiated math practice.	Teachers	Use the IXL program for students to work at their independent level for foundational math skills. August 2015-June 2016	See Goal #1, Strategy #1			
Purchase materials to support the implementation of the math Common Core State Standards and to provide targeted intervention and/or enrichment opportunities for students. August 2016-June 2017	Principal Teachers	Research, identify and order effective resources for intervention. August 2016-June 2017 Research and identify effective resources for intervention. August 2016-June 2017	See Goal #1, Strategy #2			
Conduct IEP meetings. Floating substitute to release general education classroom teacher and special education teachers to conduct IEP meetings. September 2016-June 2017	Principal General Ed Teachers Special Ed Teachers Speech/Language Pathologist	Facilitate IEP meetings. September 2015-June 2016 Provide input on goals in identified areas of need for student. Share information on mainstreaming. September 2015-June 2016 Provide input on progress towards goals, facilitate development of new goals in identified areas of need, conduct assessments. September 2015-June 2016 Provide input on progress towards speech goals, facilitate development of new speech goals, and conduct assessments.	See Goal #1, Strategy #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	School Psychologist	September 2015-June 2016 Conduct and provide input on academic/cognitive assessment and social/emotional areas. September 2015-June 2016				
Provide opportunities for small group math intervention for all student in grades K-5. Ongoing	Principal Instructional Coach Teachers ISPs	Support teachers with the analysis of data and identification of students in need of targeted interventions. As needed Support teachers with the analysis of assessment data and identification of students in need of targeted interventions. As needed Collect and analyze assessment data and identify students in need of targeted interventions. As needed. Follow the LEAD/small group instruction model to provide 40 minutes/4 days week of intervention or enrichment.	Not Applicable			0
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 Instructional Coach Teachers	Schedule student monitoring conferences and meet with teachers to discuss at-risk students and monitor progress of interventions. Meet with the principal and teachers to discuss at risk students and monitor progress of interventions. Monitor student progress and collect data.	See Goal #1, Strategy #1			0

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 2016-June 2017	Consultation Team	Research and identification of effective resources for support. As needed	See Goal #1, Strategy #2			
Provide class size reduction for grades 2-5 through science/small group instruction model. (4 days/week). August 2016-June 2017	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 2016-June 2017 Provide science lessons to students in grades 2-5. 4 days/week (M/T/Th/F) August 2016-June 2017 Provide small group instruction to students during designated science/small group times for identified areas of need. August 2016-June 2017	Not Applicable			0
Provide STAR 360 Math to all students including benchmark assessments and math facts practice. August 2016-June 2017	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.	District Funded			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Use the math facts practice with students to improve math proficiency.				

Strategy #3

STRATEGY:
 Brekke 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 parent night meetings for families of entering kindergarten students.	Principal	Plan and facilitate meeting.	See Goal #1, Strategy #3			
Provide additional assistance to kindergarten teachers in the classroom for the first three days of school. August 2016	Principal	Schedule substitutes. August 2016	See Goal #1, Strategy #3			
Open the campus and classrooms to parents and families on the first day of school and host Coffee with the Principal the first day of school. August 2016	Principal	Meet with parents on first day of school to answer questions and provide information.	Not applicable			0
Hold transition meetings for teachers of Pre-K/TK/K to ensure a smooth transition between programs. Early release Wednesdays May/June 2017.	Principal	Schedule articulation meetings between vertical teams of grade levels to discuss program needs and specific student concerns. Early release Wednesdays May/June 2017	Not applicable			0
	Teachers	Meet in vertical teams to discuss program needs and specific student concerns. Early release Wednesdays May/June 2017.				

Strategy #4

STRATEGY:
Brekke School will implement a transition plan for students promoting from 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate with middle school administrators to schedule presentations for 5th grade students. March-May 2017	Principal	Coordinate with middle school administrators to schedule presentations.	Not applicable			0
Meet with middle school administrators to discuss transition of students. May-June 2017	Principal and Teachers	Meeting with middle school administrators and representatives.	Not applicable			0

Strategy #5

STRATEGY:
 Brekke School will provide professional development to support the implementation of the state adopted math curriculum and math Common Core State Standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for teachers on the curricular materials and supportive technology. As needed	Principal Teachers Instructional TOSA	Work with teachers to identify areas in need of support. Offer coaching and lesson observation opportunities to support math implementation. Ongoing as needed. Attend professional development meetings, implement the curriculum and collaborate with other teachers on best practices. Ongoing Support the implementation of the curriculum and CCSS. Provide model lessons as needed.	See Goal #1, Strategy #5			
Provide professional opportunities for peer observation, professional development workshops, lesson study and collaboration with the instructional coach and peers at Brekke School and other schools for the implementation of the Common Core State Standards, the development of the Science and Inquiry Strand and the continued improvement in math and ELD. Ongoing as needed.	Principal Instructional TOSA Teachers	Coordinate and plan for collaboration. Work with teachers to debrief and expand on learned strategies. As needed Coordinate and plan for collaboration. Work with teachers to debrief and expand on learned strategies. As needed Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand	See Goal #1, Strategy #5			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		on learned strategies. As needed.				

Strategy #6

STRATEGY:
Brekke 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 parent involvement meetings such as <ul style="list-style-type: none"> • Title I quarterly meetings, • Coffee with the Principal • ELAC • TK/Kindergarten and 5th/6th grade transition meetings • Success recognition meetings • Technology • Science and Inquiry Strand • Growth Mindset • Positive parenting/building resilience As needed September 2016-June 2017	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 #6			
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
Update the Brekke webpage on a regular basis to inform parents/community of school activities. Ongoing/As needed	Principal, 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
Provide monthly Fast-Brekking Newsletter to Brekke families with important information and upcoming dates. August 2016-June 2017	Principal and Office Staff	Ensure parent involvement policy is presented to parents at meetings and revised annually. As needed	Not applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation and home communication for non-English speaking homes. August 2016-June 2017	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.	See Goal #1, Strategy #6			

Strategy #7

STRATEGY:

Brekke School will support the district implementation of the After School Education and Safety (ASES) grant and will coordinate with personnel to increase student growth in math through the after school program.

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. August 2016-June 2017	Principal ASES Administrator	Meet with the ASES administrator and teacher liaison monthly. Coordinate after school program, work with the teacher liaison and after school program personnel.	Not applicable			0
Ensure access to needed classrooms and equipment. As needed	Principal and After School Site Coordinator	Work together to identify needs for space and equipment. As needed.	Not applicable			0
Provide access to IXL Math to students in the afterschool program. August 2016-June 2017	Principal and Teacher Liaison	Work with after school program coordinator to support student use of IXL math practice during the after school program.	See Goal #1, Strategy #1			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners:

LEA GOALS:

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

SCHOOL GOAL #3:

- A. AMAO #1: 100% of all English Learners will advance one level on the CELDT
- B. AMAO #2: 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 'standard met' level or above on the 2016 statewide assessment in English Language Arts.
 2. EL students in 3rd-5th Grade will score at a 'standard met' level or above on the 2016 statewide assessment in mathematics.

Data Used to Form this Goal:

-CELDT data

Findings from the Analysis of this Data:

- AMAO 1: 54%
- AMAO 2: 28.2%

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 ensure the full implementation of the state approved ELA and ELD curriculum and the Common Core State Standards for language arts and ELD.

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 ELD 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, 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, and IPT data and make necessary changes to groups as needed based on data. Early release Wednesdays.				
	Instructional TOSA	Support teachers with the analysis of data and identification of students in need of targeted interventions or acceleration. Monitor student progress through STAR, IPT, and classroom				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		assessment data. Early release Wednesdays.				
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 TOSA 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			
Use CELDT and IPT data to group students for daily ELD instruction in order to improve student CELDT levels, help to reclassify students, and meet AMAO 1 goal. August 2016-June 2017	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 2016-June 2017	Not applicable Awards for students meeting CELDT goals and/or reclassifying	4000-4999: Books And Supplies	Title III	0 1000.00
Develop scaffolded materials to support English Learners in the Step Up to Writing and California Standards ELA/Math instruction. As needed	Instructional TOSA 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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use SIOP strategies in the classroom and monitor implementation of ELD. August 2016-June 2017	Principal Instructional TOSA 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
Conduct Leadership meetings with teachers to discuss, plan and develop support for teachers and students with the implementation of the adopted language arts curriculum. August 2016-June 2017	Principal Leadership Team Members	Coordinate meetings and support teachers with data and/or materials. Collaborate with other group members and share information with grade level colleagues.	See Goal #1, Strategy #1			
Teachers will continue to incorporate the depth and complexity icons into their teaching and to provide a deeper understanding of grade level concepts for students. Daily	Teachers	Use the depth and complexity icons in their teaching. Daily	Not applicable			0

Strategy #2

STRATEGY:

Brekke 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 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 Teachers Instructional Coach	Provide support with scheduling, materials, and data analysis. Ongoing 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). 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).	See Goal #1, Strategy #2			
Provide extended learning opportunities (before or after	Teachers	Identify students for tutoring. Provide	See Goal #1, Strategy #2			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
school) and clubs to support critical thinking, academic vocabulary and extended reading opportunities. August 2016-June 2017		instruction before or after school in targeted areas based on identified students needs. As scheduled January - June 2017				
Purchase materials to support the implementation of the ELD Common Core 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 2016-June 2017	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.	See Goal #1, Strategy #2			
Implement small group literacy intervention for intensive readers and Long Term English Learners in grades 4 and 5. August 2016 - June 2017	Principal and Instructional TOSA Teachers ISP	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. 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 Wedensdays Provide intervention as needed. 40 minutes/day/ 4	ISP Salary and benefits ISP Salary and benefits ISP Salary and benefits	0001-0999: Unrestricted: Locally Defined 3000-3999: Employee Benefits 0001-0999: Unrestricted: Locally Defined	Discretionary Title I LCFF - EL	7538.65 5543.12 11458.71

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		days/week. (1 ISP for 3.5 hours/day for 120 days)				
Conduct grade level collaboration meetings to analyze student progress, mastery towards ELD 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, and classroom assessment data. Early release Wednesdays.	Not applicable			0
	Instructional TOSA	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, and classroom assessment data. Early release Wednesdays				
	Teachers	Collect and analyze 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 and IPT data and make necessary changes to groups as needed based on data. Early release Wednesdays				
Implement small group early literacy intervention for intensive readers and English Learners in	Principal	Support teachers with the analysis of classroom assessment data and	See Goal #1, Strategy #2			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
grades K, 1, and 2. August 2016-June 2017	Instructional TOSA	<p>identification of students in need of targeted interventions. Monitor student progress through STAR and IPT data. As needed</p> <p>Support teachers with the analysis of classroom assessment data and identification of students in need of targeted interventions. Monitor student progress through STAR and IPT data. As needed</p>				
	Teachers	<p>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 and IPT data and make necessary changes to groups as needed based on data. Early release Wednesdays.</p>				
	ISPs	<p>Provide support for kindergarten, 1st, and 2nd grade reading groups for intensive readers and English Learners (2 ISPs for 4.5 hours/day; four days/week for 120 days)</p>				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Language Appraisal Team Meetings to review cases of student who are not demonstrating sufficient progress, develop action plans, and monitor progress. As needed August 2016-June 2017	Principal Consultation/ELRT Team	Facilitate Language Appraisal Team Meetings, follow up with resources/action as needed. Review CELDT and IPT data to monitor progress of students with action plans. As needed 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	Cost of substitutes	3000-3999: Employee Benefits	Title I	700.00
Provide class size reduction for grades 2-5 through science/small group instruction model. (4 days/week) August 2016-June 2017	Teachers Extra Support Teacher	Provide small group instruction to students during designated science/small group times for identified areas of need. August 2016-June 2017 Provide science lessons to students in grades 2-5 4 days/week (M/T/Th/F). August 2016-June 2017	See Goal #1, Strategy #2			

Strategy #3

STRATEGY:

Brekke School will implement at 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 parent meetings for families of entering kindergarten students.	Principals	Plan meetings. September 2016	Not Applicable			0
Provide MyON program access and training to all incoming students to download books for independent reading at home and at school. August 2016 - June 2017	Principal Teachers Site Tech	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	
Provide additional assistance to kindergarten teachers in the classroom for the first three days of school. August 2016	Principal	Schedule substitutes	See Goal #1, Strategy #3			
Open the campus and classrooms to parents and families on the first day of school and host Coffee with the Principal the first day of school. August 2016	Principal	Meet with parents on first day of school to answer questions and provide information.	Not Applicable			0
Hold transition meetings for teachers of Pre-K/TK/K to ensure a smooth transition between programs. Early release Wednesdays May/June 2017.	Principals Teachers	Schedule articulation meetings between vertical teams of grade levels to discuss program needs and specific student concerns. Early release Wednesdays May/June 2017 Meet in vertical teams to discuss program needs and specific student concerns.	Not Applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Early release Wednesdays May/June 2017.				

Strategy #4

STRATEGY:
Brekke School will implement a transition plan for students promoting from 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate with middle school administrators to schedule presentations for 5th grade students. March-May 2017	Principal	Coordinate with middle school administrators to schedule presentations for 5th grade students. March-May 2017	Not Applicable			0
Meet with middle school administrators to discuss transition of students. May-June 2017	Principal	Coordinate meetings and support teachers with data and/or materials as needed.	Not Applicable			0

Strategy #5

STRATEGY:
 Brekke School will provide professional development to support the implementation the new ELD program and the ELD Common Core State Standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for peer observation, professional development workshops, lesson study and collaboration with the instructional coach and peers at Brekke and other schools for implementation of the ELD Common Core State Standards, SIOP, the development of the Science and Inquiry Strand, and the continued improvement in ELA, math and ELD. September 2016 - May 2017	Principal Instructional TOSA 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 #5			
Provide opportunities for peer support and training at staff meetings and monthly PLC meetings. September 2016-June 2017.	Principal, Instructional TOSA, and Teachers	Identify areas in need of support and plan for training in identified areas. As needed	Not Applicable			0

Strategy #6

STRATEGY:
Brekke 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 parent involvement meetings such as <ul style="list-style-type: none"> • Title I quarterly meetings, • Coffee with the Principal • ELAC • TK/Kindergarten and 5th/6th grade transition meetings • Success recognition meetings • Technology • Science and Inquiry Strand • Growth Mindset • Positive parenting/building resilience As needed September 2016-June 2017	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.	See Goal #1, Strategy #6			
Update the Brekke webpage on a regular basis to inform parents/community of school activities. Ongoing/As needed	Principal, 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
Provide monthly Fast-Brekking Newsletter to Brekke families with important information and upcoming dates. August 2016-June 2017	Principal and Office Staff	Write and distribute newsletter to families.	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 presented to parents at meetings and revised annually. As needed	Not Applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation and home communication for non-English speaking homes. August 2016-June 2017	Principal, Office Manager, Office Assistant	Clerical office staff will support parents as they navigate the school system with translation and support. August 2016-June 2017	See Goal #1, Strategy #6			

Strategy #7

STRATEGY:
Brekke 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
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 2016-June 2017	Principal ASES Administrator	Meet with the ASES administrator and teacher liaison monthly. Coordinate after school program, work with the teacher liaison and after school program personnel.	Not Applicable			0
Ensure access to needed classrooms and equipment. As needed	Principal and After School Site Coordinator	Work together to identify needs for space and equipment. As needed.	Not Applicable			0

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Safety

LEA GOALS:

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

SCHOOL GOAL #4:

- A. Decrease office referrals by 10% with continued implementation of the Schoolwide Positive Behavior Support Plan: the Brekke Dolphin Pride Schoolwide Positive Behavior Support System of the 3 B's. Be Safe, Be Responsible, Be Respectful
 - B. Build and Strengthen relationships with Brekke Families
 - C. Emergency Preparedness: Implement the Brekke School Safety Plan
 - D. Increase knowledge of internet/technology safety for students and parents.
 - E. Maintain an average attendance rate of 96%.
 - F. Reduce the percentage of students experimenting/using tobacco products by 10%.
- This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.

Data Used to Form this Goal:

Safe School report
School Needs assessment
Teacher, parent, and student observation
Discipline referrals
Suspensions
Attendance data
Healthy Schools Survey data

Findings from the Analysis of this Data:

Emergency preparedness needs to be reviewed and updated. All stakeholders are concerned about student wellness, self esteem, bullying, and internet/technology safety. Office referrals and suspensions decrease with continued implementation of the positive behavior program.

How the School will Evaluate the Progress of this Goal:

Brekke 3 B safety leadership committee analysis and reports to staff.

Number of discipline referrals.

Number of Suspensions

Attendance data

Healthy Schools Survey data

Strategy #1

STRATEGY:

Brekke School will ensure the full implementation of CHAMPS, the positive behavior support system, and the Brekke 3 B's.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the CHAMPS model and explicitly teach expectations to students for school activities in the classroom, hallways, cafeteria, playground, and library to reduce behavior issues and increase learning time. August 2016-June 2017	School Staff	Use the CHAMPS model to provide explicit behavior expectations to students and positive behavior support. August 2016-June 2017	See Goal #1, Strategy #1 Publication charges	0001-0999: Unrestricted: Locally Defined	Discretionary	339.00
Implement an attendance program to encourage students to come to school every day and on time. August 2016-June 2017	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 2016-June 2017	Principal and Office Manager	Schedule an administrative substitute.	Cost of pay for administrative substitute	0001-0999: Unrestricted: Locally Defined	Discretionary	500.00
Provide structured activities during recess and lunch to support students in making positive choices. August 2016-June 2017	Outreach Coordinator and School Counselor	Provide guided student activities and play during recess and lunch breaks. August 2016-June 2017	Outreach Coordinator and School Counselor Positions		District Funded	
Post positive behavior support posters in each classroom and different areas throughout the school to highlight expected behaviors in each area. August/September 2016.	Teachers and staff	Ensure posters are visible and continue to review expected behaviors. August 2016-June 2017	Outreach Coordinator and School Counselor positions		District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. August 2016-June 2017	Campus Supervisors Principal	Provide student monitoring on the playground and in the cafeteria to ensure student safety. August 2016-June 2017 Hire and supervise personnel.	Cost of campus supervisors	0001-0999: Unrestricted: Locally Defined	Discretionary	77280.00
Monitor student discipline data to identify areas of needed support. August 2016-June 2017	Principal, School Counselor, Outreach Coordinator Consultation Team	Monitor data and provide support as needed. Identify areas of support for students brought to consultation for behavior issues. As needed	Not Applicable			0
Review and update MTSS behavior pyramid as needed. Ongoing	Principal, School Counselor, Outreach Coordinator, Leadership Team	Monitor student discipline data to assess areas of need. Identify areas in need of updating on pyramid. As needed	Not applicable			0

Strategy #2

STRATEGY:

Brekke School will provide a safe environment in order to ensure opportunity and educational access to all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the CHAMPS model and explicitly teach expectations to students for school activities in the classroom, hallways, cafeteria, playground, and library to reduce behavior issues and increase learning time. August 2016-June 2017	Teachers and staff	Teach expectations and use positive behavior support strategies for all students. August 2016-June 2017	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 2016-June 2017	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. As needed August 2016-June 2017	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 CHAMPS positive behavior system and the Brekke Bs. August 2016-June 2017	Campus supervisors Principal	Provide student monitoring on the playground and in the cafeteria to ensure student safety. Hire and supervise personnel.	See Goal #4; Strategy #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide structured activities during recess and lunch to support students in making positive choices. August 2016-June 2017	Outreach Coordinator and School Counselor	Provide guided student activities and play during recess and lunch breaks.	Outreach coordinator and school counselor positions		District Funded	
Implement the Comprehensive Safe School Plan and Emergency Operations Plan. August 2016-June 2017	Principal and Safety Committee ASES Administrator and Staff Principal, Office Staff, and Custodians	Review 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 2016-June 2017	Principal and Office Staff	Schedule and conduct monthly drills throughout the year and coordinate with school resource officer for lockdown drills. As needed	Not Applicable			0
Provide tobacco prevention education through "Friday Night Live" program with fifth grade students. As scheduled	Outreach Consultant	Work with fifth grade students on tobacco prevention	Not Applicable			0
Implement an attendance program to encourage students to come to school every day and on time. August 2016-June 2017	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			

Strategy #3

STRATEGY:

Brekke 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
Hold transition meetings for teachers of Pre-K/TK/K to ensure a smooth transition between programs. Early release Wednesdays May/June 2017.	Principal Teachers	Schedule articulation meetings between vertical teams of grade levels to discuss program needs and specific student concerns. Early release Wednesdays May/June 2017 Meet in vertical teams to discuss program needs and specific student concerns. Early release Wednesdays May/June 2017.	Not Applicable			0
The school will hold parent meetings for families of entering kindergarten students.		Plan meeting. September/October 2016	Not Applicable			0
Provide additional assistance to kindergarten teachers in the classroom for the first three days of school. August 2016	Principal	Meet with parents on first day of school to answer questions and provide information.	See Goal #1, Strategy #3			

Strategy #4

STRATEGY:
Brekke School will implement a transition plan for students promoting from 5th to 6th grade students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold transition meetings for teachers of 5th and 6th grade to ensure a smooth transition between programs. Early release Wednesdays May/June 2017.	Principal	Schedule articulation meetings to discuss program needs and specific student concerns. Early release Wednesdays May/June 2016	Not Applicable			0

Strategy #5

STRATEGY:
 Brekke School will provide professional development to support the CHAMPS positive behavior support model and continued implementation of the Brekke B's.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct meetings with CHAMPS leadership team members to discuss, develop, and provide training for CHAMPS. August 2016-June 2017	CHAMPS Leadership Team	Provide training to all teachers and staff on CHAMPS. Early release Wednesdays and staff meetings August 2016-June 2017	Not Applicable			0
Provide opportunities for peer observation, professional development workshops, and collaboration with the CHAMPS leadership team members. Ongoing as needed.	Principals Teachers	Coordinate and plan for collaboration. Work with teachers to debrief and expand on learned strategies. As needed Work with colleagues on using the CHAMPS system in their classroom. August 2016-June 2017	See Goal #1, Strategy #5 Travel and Conference	0001-0999: Unrestricted: Locally Defined	Discretionary	2500.00

Strategy #6

STRATEGY:

Brekke School will coordinate meetings and distribute information on the CHAMPS positive behavior model and the Brekke B's.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct meetings with CHAMPS leadership team members to discuss, develop, and provide information to parents.	CHAMPS Leadership Team	Plan information meetings for parents. As scheduled	See Goal #1, Strategy #1			
Provide information to parents on positive behavior support model at parent meetings including ELAC, SSC, Coffee with the Principal and other scheduled meetings. As scheduled August 2016-June 2017	Principal, Champs Leadership Team, Outreach Coordinator, School Counselor	Work with CHAMPS leadership team, Outreach Coordinator, and School Counselor to plan meetings and provide information to parents.	Not Applicable			0
Provide workshops for parents including nutrition class, positive parenting, building resilience in children, growth mindset and Triple P Parenting classes. September 2016-June 2017 as scheduled.	Principal, School Counselor and Outreach Coordinator	Plan and schedule workshops for parents	See Goal #1, Strategy #6			

Strategy #7

STRATEGY:
 Brekke School will support implementation of the After School Education and Safety (ASES) grant and will work with the program personnel to implement the CHAMPS model in the after school program.

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. August 2016-June 2017	Principal ASES Administrator	Work with ASES administrator and teacher liaison. August 2016-June 2017 Coordinate after school program, work with teacher liaison and after school program personnel. August 2016-June 2017	Not Applicable			0

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT:
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
Prepare students to be college and career ready through the development and implementation of the school-wide strand focus of Science and Inquiry.
Data Used to Form this Goal:
2016 CAASPP Science Assessment results
Findings from the Analysis of this Data:
Fifth grade students scoring proficient/advanced on 2014 CAASPP Science Assessment: 49%
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Student surveys• Pre/Post Assessments• Lab Reports• 2016 CAASPP Assessment Results

Strategy #1

STRATEGY:
Brekke School will ensure the full implementation of the Science and Inquiry strand focus.

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	Extra Support Teacher		District Funded	
Purchase materials to support the development of the Science and Inquiry Strand Focus (Scholastic News, Science/Social Studies Weekly, BrainPop). August 2016-June 2017	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	10296.69
			Cost of materials	0001-0999: Unrestricted: Locally Defined	Discretionary	5578.00
			Cost of materials	3000-3999: Employee Benefits	Title I	2840.00
			Cost of materials	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	2000.00
			Cost of materials	4000-4999: Books And Supplies	Title III	1494.00
Provide school clubs for students that support the strand focus (STEAM Club, nutrition club, book	Principal	Support teachers with needed material. As needed	See Goal #1, Strategy #2			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
club). Ongoing	Club Moderators	Organize club meetings and agendas. Collaborate with teachers on relevant topics. Ongoing				
Conduct meetings with teachers to discuss and plan for the continued development and implementation of the Science and Inquiry Strand Focus. As scheduled August 2016-June 2017	Principal Leadership Team Teachers	Coordinate meetings and support teachers with data and/or materials as needed. Develop and plan strategies to incorporate strand focus throughout subject areas. Implement strategies to incorporate strand focus in their classrooms.	See Goal #1, Strategy #1			
Provide opportunities for peer observation, professional development workshops, lesson study and collaboration with the instructional coach and peers at Brekke for implementation of the Next Generation Science 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	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 #5			
Teachers will continue to incorporate the depth and complexity icons into their teaching and to provide a deeper	Teachers	Use the depth and complexity icons in their teaching. Daily	Not Applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
understanding of grade level concepts for students. Daily						

Strategy #2

STRATEGY:

Brekke School will ensure opportunity and access to the Science and Inquiry strand 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 (STEAM Club, Nutrition Club, Book Club). August 2016-June 2017	Principal Club Moderators	Support teachers with needed material. As needed Organize club meetings and agendas. Collaborate with teachers on relevant topics. Ongoing	See Goal #1, Strategy #2			
Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (assemblies and field trips). August 2016-June 2017	Teachers and EST	Plan enrichment opportunities for students and expand on concepts taught in the classroom and science lab. August 2016-June 2017	Cost of activities and/or entrance fees; transportation	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	6000.00
			Cost of activities and/or entrance fees; transportation	3000-3999: Employee Benefits	Title I	4200.21
			Cost of activities and/or entrance fees; transportation	0001-0999: Unrestricted: Locally Defined	Discretionary	1815.06
			Cost of activities and/or entrance fees; transportation	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	2000.00
Provide extended science lessons for students in grades K-1. August 2016-June 2017	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:
 Brekke School will implement a transition plan for students entering TK and/or Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will hold parent meeting for families of entering kindergarten students to discuss strand focus.	Principal, EST and Instructional TOSA	Plan and schedule meetings. As scheduled	Not Applicable			0
Provide MyON program access and training to all incoming students to download books focused on the science and inquiry strand. August 2016 - June 2017	Principal 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.	See Goal #1, Strategy #1			
Hold transition meetings for teachers of Pre-K/TK/K to ensure a smooth transition between programs. Early release Wednesdays May/June 2017.	Principal Teachers	Schedule articulation meetings between vertical teams of grade levels to discuss program needs and specific student concerns. Early release Wednesdays May/June 2017 Meet in vertical teams to discuss program needs and specific student concerns. Early release Wednesdays May/June 2017.	Not Applicable			0

Strategy #4

STRATEGY:
Brekke School will implement a transition plan for students promoting from 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate with middle school administrators to schedule presentations for 5th grade students. March-May 2017	Principal	Coordinate with middle schools to schedule presentations.	Not Applicable			0
Hold transition meetings for teachers of 5th and 6th grade to ensure a smooth transition between programs. Early release Wednesdays May/June 2017.	Principals and Teachers	Meet with middle school teachers and administrators.	Not Applicable			0

Strategy #5

STRATEGY:
 Brekke School will provide professional development to support teachers with the implementation of the state adopted language arts curriculum and the Common Core State Standards.

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 science and inquiry icons into teaching. August 2016-June 2017	Principal and Instructional Coach Teachers	Coordinate and plan for collaboration. Work with teachers to debrief and expand on learned strategies. As needed Coordinate and plan opportunities for collaboration. Work with colleagues to plan lessons, teach, debrief and expand on learned strategies. As needed/scheduled	See Goal #1, Strategy #5			

Strategy #6

STRATEGY:
 Brekke School will coordinate meetings and distribute information to generate parent involvement in and knowledge of the Science and Inquiry Strand Focus.

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, 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
Provide parent nights to highlight strand focus (Science nights). As scheduled	Principal and Teachers	Plan parent nights to highlight different ways strand focus is incorporated throughout the subject areas and different science concepts being taught. As scheduled.	See Goal #1, Strategy #6			
Conduct parent involvement meetings such as <ul style="list-style-type: none"> • Title I quarterly meetings, • Coffee with the Principal • ELAC • TK/Kindergarten and 5th/6th grade transition meetings • Success recognition meetings • Technology • Science and Inquiry Strand • Growth Mindset • Positive parenting/building resilience As needed September 2016-June 2017	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.	See Goal #1, Strategy #6			
Provide monthly Fast-Brekking Newsletter to Brekke families with important information and	Principal and Office Staff	Write and distribute newsletter to families.	Not Applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
upcoming dates. August 2016-June 2017						
Provide translation and home communication for non-English speaking homes. August 2016-June 2017	Principal, Office Manager, Office Assistant	Clerical office staff will support parents as they navigate the school system with translation and support. August 2016-June 2017	See Goal #1, Strategy #6			

Strategy #7

STRATEGY:

Brekke School will support the district implementation of the After School Education and Safety (ASES) grant and will coordinate with program personnel to support the school's Science and Inquiry Strand Focus.

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. August 2016-June 2017	Principal ASES Coordinator	Meet with the ASES administrator and teacher liaison monthly. Coordinate after school program, work with the teacher liaison and after school program personnel.	Not Applicable			0
Ensure access to needed classrooms and equipment. As needed	Principal and After School Site Coordinator	Work together to identify needs for space and equipment. As needed.	Not Applicable			0

Centralized Services for Planned Improvements in Student Performance

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance

SCHOOL GOAL #1:

Goal 1: Language Arts:

- A. The percentage of students scoring below proficiency on the previous year's ELA assessments will reduce by 10% as these students move towards proficient or advanced on the 2014 assessment.
- B. All students will increase performance by one level or maintain advanced level in English Language Arts.

This goal pertains to all students including the following subgroups: English Learners, MIgrant Students, Special Education, SED, and Hispanic.

Goal 2: Mathematics

- A. Kindergarten- All students will count, recognize, represent, name, and order a number of objects (up to 30); Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
- B. 1st Grade- All students will count, read, and write whole numbers to 100; Count and group objects in ones and tens; Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
- C. The percentage of students scoring below proficiency on the previous year's mathematics assessments will reduce by 10% as these students move towards proficient or advanced on the 2014 assessment.
- D. All students will increase performance by one level or maintain advanced level in mathematics.

This goal pertains to all students including the following subgroups: English Learners, MIgrant Students, Special Education, SED, and Hispanic.

Goal 3: English Learners

- A. AMAO #1: 100% of all English Learners will advance one level on the CELDT
- B. AMAO #2: 21.4% of EL students who have been in language instruction educational programs for less than five years will reach English Proficient Level on the CELDT. 47% of EL students who have been in language instruction educational programs for more than five years will reach English Proficient Level on the CELDT.
- C. AMAO #3:
 - 1. EL students in 3rd-6th Grade will score "proficient" or "advanced" on the 2014 statewide assessment in English Language Arts.
 - 2. EL students in 3rd-6th Grade will score "proficient" or "advanced" on the 2014 statewide assessment in mathematics.

Goal 4: Safety

- A. Schoolwide Positive Behavior Support Plan: Continue to implement the Brekke Dolphin Pride Schoolwide Positive Behavior Support System of the 3 B's. Be Safe, Be Responsible, Be Respectful
- B. Build and Strengthen relationships with Brekke Families
- C. Emergency Preparedness: Implement the Brekke School Safety Plan
- D. Increase knowledge of internet/technology safety for students and parents.

This goal pertains to all students including the following subgroups: English Learners, MIgrant Students, Special Education, SED, and Hispanic.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Instructional TOSA	August 2016-June 2017	Instructional TOSA will work with staff to improve school outcomes in the area of reading/language arts, math, and ELD. Provide professional development and lesson models as needed.	1000-1999: Certificated Personnel Salaries	Centralized Services	119576.00
School Counselor	August 2016-June 2017	Work with staff and students to implement positive behavior intervention and support model and to provide social skills groups for students.	1000-1999: Certificated Personnel Salaries	Centralized Services	105968.00
Site Computer Technician	August 2016-June 2017	Provide technical support to staff and students.	2000-2999: Classified Personnel Salaries	Centralized Services	67923.00
Library Technician	August 2016-June 2017	Provide support to and access to books for teachers and students.	2000-2999: Classified Personnel Salaries	Centralized Services	29184.00
Outreach Coordinator	August 2016-June 2017	Provide support and community resources to students and families.	2000-2999: Classified Personnel Salaries	Centralized Services	46979.00
Copy Machines	August 2016-June 2017	Cannon Contract	5000-5999: Services And Other Operating Expenditures	Centralized Services	10368.00

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	173,820.01
0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	20,000.01
0001-0999: Unrestricted: Locally Defined	LCFF - EL	29,563.02
0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	45,920.00
3000-3999: Employee Benefits	Title I	43,097.00
4000-4999: Books And Supplies	Title III	13,041.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	173,820.01
LCFF - Discretionary	20,000.01
LCFF - EL	29,563.02
LCFF - Targeted	45,920.00
Title I	43,097.00
Title III	13,041.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Increase proficiency of all students on grade level standards. Increase proficiency for English Learners in all language domains.

Identify the major expenditures supporting these priorities.

Personnel (Intervention Service Providers and after school clubs/tutoring) 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 multi-tiered system of supports
- Focus on ELD standards and strategies to support English learners
- Incorporate the depth and complexity icons into all classrooms
- CHAMPS positive behavior support model

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?

Teachers will use the Common Sense Media lessons to teach internet and technology safety to students and parents.

Identify barriers to full or timely implementation of the strategies identified above.

Lack of time in classroom to teach the specific Common Sense Media lessons and the fact that teachers incorporated the teaching of tech/internet safety into their own lessons.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Information and lessons were given to students in alternative formats and tech/internet safety was also targeted in positive behavior support model.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
This had very little impact on internet safety. Data included student referrals to office for misuse of iPads/technology.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
The focus on ELD standards and strategies to improve English learners in all domains. The increase in the AMAO 1 results provide evidence that the strategies had a positive impact.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
None

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- X Lack of timely implementation
Limited or ineffective professional development to support implementation
- X Lack of effective follow-up or coaching to support implementation
Not implemented with fidelity
Not appropriately matched to student needs/student population
Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- X Continuing it with the following modifications:
More support and time for planning with colleagues

Involvement/Governance

How was the SSC involved in development of the plan?
Budget discussions and discussions of most effective strategies.

How were advisory committees involved in providing advice to the SSC?
ELAC members were asked for input on goals and strategies and their priorities for English learners.

How was the plan monitored during the school year?
Data review and classroom visits

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Continued follow up on implementation on planned strategies/activities and common benchmarks.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
Goals 4 and 5

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		
Tracie Martinez		X			
Serena Chun		X			
Stephanie Hammer		X			
Laura Lopez				X	
Jennifer Curry				X	
Olga Medina				X	
Leticia Trejo				X	
Yolanda Melano				X	
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

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

Jodi Nocero

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 October 19, 2016.

Attested:

Jodi Nocero _____
Typed Name of School Principal *Jodi Nocero* _____
Signature of School Principal 10/19/16
Date

Serena Chun _____
Typed Name of SSC Chairperson *Serena Chun* _____
Signature of SSC Chairperson 10/19/16
Date



oXnard school district

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

Norman R. Brekke School

1400 Martin Luther King Jr. Drive, Oxnard CA 93030
(805) 385-1521 Fax: (805) 485-4467



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **that parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **that parents are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.**
- ✓ **that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Norman Brekke School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Norman Brekke School will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Norman Brekke School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Norman Brekke School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Norman Brekke convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Norman Brekke conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes a bi-monthly newsletter along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.
- ✓ Annual Needs Assessment.

Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntario, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Ingles, Junta de información para los padres, Póliza, la directora siempre esta disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela Norman Brekke notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Norman Brekke verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Norman Brekke periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Norman Brekke ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Norman Brekke convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas acerca de la participación general de los padres de familia en el distrito)

- ✓ Informales a los padres de familia que la escuela participa en el programa Título I (condición de los programas principales que reciben asistencia).

Adicionalmente, la escuela Norman Brekke debe conducir un foro para los padres y los miembros de la comunidad con el fin de que se desarrolle aún más la colaboración de los padres de familia y concuerden colectivamente con las normas de pólizas acerca de la participación de los padres en la escuela.

A los padres se les proporciona una descripción y una explicación sobre el plan de estudios que se imparte en la escuela, las evaluaciones académicas que se utilizan para medir el progreso del alumnado y los niveles de dominio que se anticipa cumplan los estudiantes.

- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de pólizas acerca de la participación escolar
 - Calendario escolar y calendario de reuniones
 - Manual para padres de familia y alumnos
 - Solicitud para registrarse como voluntario y información
 - Información sobre las evaluaciones académicas
 - Descripciones del currículo para artes del idioma y matemáticas y otras áreas del contenido
- ✓ El sitio de Internet de la escuela provee información sobre el personal docente, las actividades del salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales de la directora proveerán información y las sugerencias presentadas por parte de los padres.

A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informales los próximos eventos y actividades. La directora mantiene una póliza de bienvenida a su oficina para cualquier pregunta o preocupación que tenga.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de pólizas acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de Padres
- ✓ Accesorio Académicos

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: 09-30-2015

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: Brasilia Perez
Position: Principal
Phone Number: (805) 385-1524
Address: 301 North Marquita St.
Oxnard, CA 93030-3792
E-mail Address: bperez@oxnardsd.org

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

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School Vision and Mission

Cesar E. Chavez K-8 School's Vision and Mission Statements

Vision:

Where students soar to their full potential.

Mission:

Support Resilient and Independent Learners through Rigorous and Engaging Experiences utilizing Technology through Literacy and Communication Arts (CALCAT) to prepare them for an ever changing world.

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 2016-2017 school years, Chavez School served 965 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 counselor and 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 currently have the Dual Language Program - DLI in Kindergarten to second grade. 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. Our teachers collaborate to explore the new Common Core State Standards (CCSS) and emphasize 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 MyON 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	110	89	108	89	108	89	98.2	100
Grade 4	125	105	125	105	125	105	100.0	100
Grade 5	92	136	92	134	92	134	100.0	98.5
Grade 6	124	110	123	107	123	107	99.2	97.3
Grade 7	96	117	95	115	95	115	99.0	98.3
Grade 8		80		79		79		98.8
All Grades	547	637	543	629	543	629	99.3	98.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2350.8	2354.2	3	4	13	8	23	29	61	58
Grade 4	2383.4	2396.2	4	4	8	13	18	25	70	58
Grade 5	2434.0	2428.3	3	2	17	17	24	22	55	59
Grade 6	2451.2	2459.5	3	2	12	17	25	36	59	45
Grade 7	2466.1	2456.8	3	3	12	8	27	23	58	67
Grade 8		2479.9		3		13		27		58
All Grades	N/A	N/A	3	3	12	13	23	27	61	58

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	3	31	35	62	62
Grade 4	6	4	34	39	61	57
Grade 5	8	4	35	32	58	63
Grade 6	3	2	36	44	61	54
Grade 7	2	3	42	30	56	67
Grade 8		6		27		67
All Grades	5	4	35	35	60	62

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	8	33	37	62	55
Grade 4	2	7	29	43	69	50
Grade 5	8	7	37	40	55	54
Grade 6	7	7	33	43	60	50
Grade 7	7	3	45	37	47	60
Grade 8		5		39		56
All Grades	6	6	35	40	59	54

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	4	68	58	32	37
Grade 4	4	4	52	75	44	21
Grade 5	3	3	58	60	39	37
Grade 6	3	6	61	65	36	29
Grade 7	5	3	47	54	47	43
Grade 8		0		54		46
All Grades	3	3	57	62	40	35

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	6	43	42	54	53
Grade 4	5	3	40	45	55	52
Grade 5	11	10	48	57	41	32
Grade 6	9	12	58	51	33	36
Grade 7	7	6	44	37	48	57
Grade 8		4		44		52
All Grades	7	7	47	47	46	46

Conclusions based on this data:

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	110	89	109	89	109	89	99.1	100
Grade 4	125	105	125	105	124	105	100.0	100
Grade 5	92	136	92	134	92	134	100.0	98.5
Grade 6	124	110	123	107	123	107	99.2	97.3
Grade 7	96	117	95	115	95	115	99.0	98.3
Grade 8		80		79		79		98.8
All Grades	547	637	544	629	543	629	99.5	98.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2385.4	2379.8	2	3	17	16	34	27	47	54
Grade 4	2402.0	2415.2	4	0	7	12	28	42	60	46
Grade 5	2429.8	2425.8	0	3	5	4	30	28	64	66
Grade 6	2422.3	2431.0	2	6	9	1	16	31	72	63
Grade 7	2435.1	2420.3	2	1	5	3	22	21	71	76
Grade 8		2429.8		3		5		11		81
All Grades	N/A	N/A	2	3	9	6	26	27	63	64

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	18	32	24	55	58
Grade 4	7	3	19	31	74	66
Grade 5	2	4	16	19	82	76
Grade 6	4	5	16	17	80	79
Grade 7	5	2	19	17	76	81
Grade 8		4		10		86
All Grades	6	6	20	20	73	74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	4	38	44	58	52
Grade 4	6	1	27	43	68	56
Grade 5	0	3	29	25	71	72
Grade 6	2	5	29	23	68	72
Grade 7	3	0	45	34	52	66
Grade 8		5		35		59
All Grades	3	3	33	33	64	64

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	8	56	51	40	42
Grade 4	5	2	27	50	69	48
Grade 5	1	5	37	34	62	60
Grade 6	3	6	31	43	66	51
Grade 7	3	3	65	25	32	72
Grade 8		1		42		57
All Grades	3	4	42	40	55	56

Conclusions based on this data:

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K							25	7	22	50	27	22	25	67	56
1	2		1	7	6	8	31	32	35	24	30	38	36	32	18
2		2	1	11	18	11	43	37	32	37	29	37	9	14	19
3		3	2	14	14	13	47	49	50	31	26	16	9	8	19
4	2	3	3	19	20	14	44	56	57	19	18	17	16	4	9
5	2	8	6	35	37	38	50	45	40	6	7	13	6	3	4
6		1	5	33	24	42	49	55	32	16	14	14	2	5	7
7		6	4		40	40		47	40		8	13			1
8			11			30			54			2			2
Total	1	3	4	17	20	23	42	44	41	24	20	20	16	13	12

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		
	2013-14	2014-15	2015-16
Number of Annual Testers	496	560	575
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	496	560	575
Number Met	245	277	284
Percent Met	49.4%	49.5%	49.4%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	553	108	433	197	385	250
Number Met	48	37	54	65	34	101
Percent Met	8.7%	34.3%	12.5%	33.0%	8.8%	40.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

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		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

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:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
Kindergarten: All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency. 1st – 5th Grades: Students shall be at grade level or reduce the distance between their reading level and grade level by 1.5 years growth 6th-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) STAR 360 Reading and Early Literacy Assessment assessment results (Kindergarten to 8th grade) Interim Formative Assessments (grades K-8) CAASPP results CELDT results
Findings from the Analysis of this Data:
The percentage of students attaining benchmark in Essential Literacy Skills Benchmarks at the end of the 2015-2016 school year: English Kindergarten - 18% Spanish Kindergarten - 25%
The percentage of students attaining proficiency on the STAR 360 in Language Arts Assessment for the end of 2015-2016 school year. 1st grade - 11%

2nd grade - 27%
3rd grade - 31%
4th grade - 37%
5th grade - 37%
6th grade - 35%
7th grade - 32%
8th grade - 20%

The percentage of students attaining proficiency on the CAASPP Assessments in Language Arts at the end of the 2015-2016 school year.

3rd grade - 16%
4th grade - 17%
5th grade - 19 %
6th grade - 19%
7th grade - 11%
8th grade - 9%

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
CAASPP

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 English Language Arts curriculum.	Instructional Coach	August 2016 - June 2017	Certificated Salaries: TOSA salary	1000-1999: Certificated Personnel Salaries	District Funded	123686
Implementation of systematic instruction of Language Arts using district adopted curriculum materials	Teachers K-8	August 2016 - June 2017	District Funded	None Specified		0
District adopted Language Arts curriculum implementation guides will be used to guide instruction and assessment.	Teachers K-8	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified	District Funded	0
The STAR 360 Reading and Early Literacy assessment will be analyzed and monitored all year for patterns of academic growth.	Teachers K-8, Instructional Coach, substitute teachers	August 2016 - June 2017	District Funded	None Specified		0

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 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
Principal and Instructional Coach will conduct ELA and ELA data conferences with teachers at least twice a year to discuss assessment results.	Teachers K-8, Principal, Instructional Coach, teacher substitutes	August 2016 - June 2017	Substitute teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5000
					Title I	5000
Implementation of school wide systematic instruction on writing process (K-8) based on writing standards.	Teachers K-8, Instructional Coach	August 2016 - June 2017	District Funded	None Specified		0
Site Technology Technician will maintain equipment and software to support student ELA learning through technology.	Site Technology Technician	August 2016 - June 2017	Classified Salaries: Computer Lab Tech salary	None Specified	District Funded	56240
Monitor and implement Accelerated Reader program	Teachers K-8, Library Technician, Instructional Coach, substitute teachers	August 2016 - June 2017	Classified Salaries: Librarian	None Specified	District Funded	58116
				2000-2999: Classified Personnel Salaries	LCFF - Targeted	3000
Materials and supplies will be purchased to support the core ELA instructional program.	All school staff	August 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1100
Teachers will have use of the laminator, Duplo copy machines and Xerox copy machines in order to make necessary copies of	Teachers K-8	August 2016 - June 2017	Maintenance Agreement for Xerox machines	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	700

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instructional materials				5000-5999: Services And Other Operating Expenditures	Discretionary	3000
				None Specified	District Funded	12636
Extra clerical support will be provided to support the school.	Teachers K-8, support staff	August 2016 - June 2017	Certificated Salaries	2000-2999: Classified Personnel Salaries	LCFF - Targeted	250
Implementation of the 3rd grade Transitional Bilingual Education class following the district's EL Master Plan.	Teachers K-8	August 2016 - June 2017	District Funded	None Specified		0
Implementation of Dual Language Immersion for Kindergarten through second grade classes.	Teachers K-1	August 2016 - June 2017	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 Providers (2) will provide necessary ELA interventions for targeted services for students in grades 1st - 5th.	ISP teachers	September 2016 - June 2017	Certificated Salaries: (3.5 ISP's for ELA for 135 days)	1000-1999: Certificated Personnel Salaries	Title I	56810
Implementation of Universal Access (1st-5th) targeted to all groups to reinforce ELA standards-based instruction.	Teachers 1-5, ISP Teachers, Instructional Coach	September 2016 - June 2017	District Funded	None Specified		0
Intervention and enrichment materials will be utilized during Universal Access in Language Arts.	Teachers 1-6, ISP Teachers, Instructional Coach	September 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1000
Instructional Assistants will provide necessary interventions in Reading and Writing for targeted services for students in 1st grade.	Teachers, Instructional Assistant	September 2016 - June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	Title I	16915
Implementation of Before and After School tutoring in Language Arts for targeted students, including Foster Youth.	Teachers K-8, Instructional Coach	September 2016 - June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	8000
Purchase of Intervention Materials for before and after school tutoring English Language Arts.	Principal, Instructional Coach	September 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	500
Students progress will be monitored using formative and summative assessments. ELA Intervention strategies will be	Teachers K-8, Instructional Coach, ISP	August 2016-June 2017	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
based on results.						
Staff will monitor at-risk students in ELA through the MTSS process, grade level meetings and analysis of data.	Teachers K-8, Principal	September 2016 - June 2017	District Funded	None Specified		0
Students will have opportunities to access technology for intervention or enrichment in ELA (i.e. iPods, iPad, applications, software.)	Teachers K-8, Principal	September 2016 - June 2017	Purchase of Apps for iPads	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2735
Site Technology Technician will implement Student Technology Club as an enrichment after school program in ELA.	Site Technology Technician	September 2016 - June 2017	See Goal #1, Strategy #1, Action 10			
Students will participate in field trips and enrichment activities to enhance English Language Arts standards, specifically in writing and presentation.	Teachers K-8	September 2016 - June 2017	Transportation for field trip	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	300
			Admission for field trip: Professional/Consulting Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	4197
				5700-5799: Transfers Of Direct Costs	LCFF - Discretionary	1354
Academic incentives will be provided to motivate and engage students in reading programs MyON and Accelerated Reader.	Teachers K-8, Principal, Instructional Coach	September 2016 - June 2017	Materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will provide necessary interventions in Reading and Writing for targeted services for English Learner students in Kindergarten in both Language Arts and English Language Development.	Teachers, Instructional Assistant	August 2016-June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	Title III	21840
Implementation of Before and After School tutoring in Language Arts and English Language Development for targeted English Learner students.	Teachers K-8, Instructional Coach	August 2016-June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title III	11733
Instructional Assistants will provide necessary interventions in Reading and Writing for targeted services for EL students in Dual Language Immersion.	Teachers, Instructional Assistant	August 2016-June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - EL	17425

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
Instructional Assistants will provide necessary ELA interventions for targeted services for students in Kindergarten.	Teachers K, Instructional Assistants	August 2016-Jun 2017	See Goal #1, Strategy #2, Action #13	None Specified	District Funded	0
Parent workshop will be provided for in-coming families of kindergarten students on Reading Readiness.	Teachers, Principal, Instructional Coach	August 2016	Materials and Supplies	4000-4999: Books And Supplies	Title I	1000
			Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Title I	1000
Collaboration between site kindergarten teachers on ELA Common Core Standards.	Teachers K	August 2016-Jun 2017	District Funded	None Specified		0

Strategy #4

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for 6th graders by providing time for vertical meetings between 6th and 7th grade teachers to discuss reading and writing levels.	Teachers 6-8	August 2016 - June 2017				
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, Teachers 6-8	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
The school will conduct an 8th grade parent meeting workshop regarding Transition to High School, which will include A-G requirements, High School Exit Exam, etc.	Principal, 8th grade teachers	August 2016 - June 2017	District Funded	None Specified		0
Pacifica High School Counselors will meet with all 8th grade students to determine High School placement.	High School Counselor, School Site Counselor, Principal, Teachers 8th grade	January 2017 - May 2017	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Middle School placement assessment administered to 5th, 6th, and 7th grade students in ELA.	Teachers 6-8, Instructional Coach	August 2016 - June 2017	District Funded	None Specified		0
8th grade students will shadow High School students at Pacifica High School on a walking field trip.	High School Counselors, Principal	August 2016 - June 2017	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 2016 - June 2017	Travel and Conferences	5000-5999: Services And Other Operating Expenditures	Title I	1500
The school will provide opportunities for staff to attend professional development in English Language Arts.	Teachers K-8, Instructional Coach, Administration	August 2016 - June 2017	Travel and Conference	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	2000
Instructional Coach will present professional development to teachers to improve instructional practice in Language Arts.	Teachers K-8, Instructional Coach	August 2016 - June 2017	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 ELA and ELD data, monitor student progress and plan for the regular instructional program as well as interventions.	Teachers K-8, Instructional Coach Support staff	August 2016 - June 2017	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 related to ELA and ELD.	Teachers K-8, Instructional Coach	August 2016 - June 2017	Need substitute teachers for Teachers K-8	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Discretionary Title I	2000 1000

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 ELA school improvement.	Teachers K-8, Instructional Coach	August 2016 - June 2017	Need substitute teachers for Teachers K-8	1000-1999: Certificated Personnel Salaries	Title I	2000
The school will provide RTI training for staff through Ventura County Office of Education.	Principal Teachers K-8	January, May 2017	Travel and Conferences	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	3000
The school will provide staff development in developing professional learning communities through Cultural Diversity.	Staff	March 2017	District Funded	None Specified		0
The school will provide training for teachers in understanding and working with students and adults from different cultural backgrounds and SES.	Principal Teachers K-8	August 2016-June 2017				
Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices in ELA.	Teachers K-8, Instructional Coach	August 2016 - June 2017	District Funded	None Specified		0

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I meeting will be held to inform parents of school goals, programs, and activities.	Principal, Parents	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
The Parent Involvement Policy will be developed and revised at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2016 - June 2017	District Funded	None Specified		0
Parent workshops which focus on Literacy Skills skills.	ORC, Parents	August 2016 - June 2017	Classified Salaries: ORC - O.T. to accommodate parents in afternoon times	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	500
			District Funded Classified Salaries: ORC	None Specified	District Funded	31357
			Clerical - O.T. - preparation and assistance of parent needs	2000-2999: Classified Personnel Salaries	Title III	500
Parent/Teacher conferences will be held to inform families of student ELA and ELD progress, ensuring the availability of	Teachers K-8, Classified Personnel, Principal, Assistant Principals	August 2016 - June 2017	Classified Personnel - Verbal Translation - O.T. and Extra Help	2000-2999: Classified Personnel Salaries	LCFF - EL	3500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
translation services.				2000-2999: Classified Personnel Salaries	Title III	755
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 2016 - June 2017	District Funded	None Specified		0
SST/IEP meetings will be held to plan individual student support	Teachers K-8, Substitute Teachers, Principal	August 2016 - June 2017	District Funded	None Specified		0
Parent workshops which focus on ELA 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 2016 - June 2017	Classified Personnel - Babysitting - provide childcare	2000-2999: Classified Personnel Salaries	LCFF - Targeted	500
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	500
			Clerical - O.T. - preparation and assistance of parent needs	2000-2999: Classified Personnel Salaries	Title III	250
Notify parents of upcoming events through school marquee, ConnectEd calls, and updated school website with information for parents.	Principal, Support Staff, Parents	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
Utilize iPads to support organization, student achievement in ELA and home-	Principal, Parents, Teachers K-8	August 2016 - June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
school communication.						

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 2016 - June 2017	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 2016 - June 2017	ASES	None Specified		0

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics

LEA GOALS:

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

SCHOOL GOAL #2:

Mathematics:

Students shall obtain grade level proficiency by scoring 70% or higher on the K-8 publisher summative assessments.

This goal pertains to all students including the following special population groups: English Learners, Migrant Students, Special Education, SED, Foster/Homeless Students and Hispanics.

Data Used to Form this Goal:

Mathematics K-5th- McGraw-Hill, My Math Unit Assessment
Mathematics 6th-8th- CMP3 Math Pearson Prentice Hall Unit Assessment
STAR 360 Math assessment results (Kindergarten to 8th grade)
Interim Formative Assessments (grades K-8)
CAASPP results

Findings from the Analysis of this Data:

The percentage of students attaining proficiency on the STAR 360 in Mathematics Assessment for the end of 2015-2016 school year.

1st grade - 85%
2nd grade - 45%
3rd grade - 64%
4th grade - 63%
5th grade - 52%
6th grade - 56%
7th grade - 42%
8th grade - 51%

The percentage of students attaining proficiency on the CAASPP Assessments in Mathematics at the end of the 2015-2016 school year.

3rd grade = 12%
4th grade = 7%
5th grade = 7%
6th grade = 9%
7th grade = 8%

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
STAR 360 assessment
CAASPP

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 Math curriculum.	Instructional Coach	August 2016 - June 2017	Certificated Salaries: See Gaol #1, Strategy #1, Action #1			
Implementation of systematic instruction of Math using district adopted curriculum materials.	Teachers K-8 Instructional Coach Principal	August 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
McGraw-Hill My Math chapter and benchmark assessments will be administered	Teachers K-8	August 2016 - June 2017	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 2016 - June 2017	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
Staff will input all formative assessment results into OARS,	Teachers K-8 Librarian	August 2016 - June 2017	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
evaluate and analyze results and use information to inform instructional decisions.						
Principal will conduct data conferences with teachers at least twice a year to discuss Math assessment results.	Teachers K-8	August 2016 - June 2017	District Funded	None Specified		0
Extra clerical support will be provided to support the school.	All School Staff	August 2016 - June 2017	Classifies Salaries: See Goal #1, Strategy #1, Action # 17			
Site Technology Technician will maintain equipment and software to support student Math learning through technology.	Site Technology Technician	August 2016 - June 2017	Classified Salaries: See Goal #1, Strategy #1, Action # 12			
Materials and supplies will be purchased to support the core Math instructional program.	All school staff	August 2016 - June 2017	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 2016 - June 2017	Maintenance Agreement: See Goal #1, Strategy #1, Action # 16			

Strategy #2

STRATEGY:

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Before and After School tutoring in Math for targeted students, including Foster Youth.	Teachers K-8	August 2016 - June 2017	Certificated Salaries: See Goal # 1, Strategy #1, Action #4			
Purchase of Math Intervention Materials for before and after school tutoring.	Principal K-8 Teachers	August 2016 - June 2017	District Funded	None Specified		0
Student progress will be monitored using formative and summative assessments. Math Intervention strategies will be based on results.	Teachers K-8, Instructional Coach	August 2016 - June 2017	District Funded (License Renewal)	None Specified		0
Staff will monitor at-risk students in Math through the MTSS process, grade level meetings and analysis of data.	Principal, Teachers K-8	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
Academic incentives will be provided to motivate and engage students in Mathematics.	Teachers K-8, Principal, Instructional Coach	August 2016 - June 2017	Materials and Supplies: See Goal #1, Strategy #2, Action # 14			
Students will have opportunities to access technology for intervention or enrichment in	Teacher Instructional Coach	August 2016 - June 2017	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Mathematics (i.e. iPods, iPads, applications, software)						
Site Technology Technician will implement Student Technology Club as an enrichment after school program.	Site Technology Technician	August 2016 - June 2017	Classified Salary: See Goal #1, Strategy # , Action #			0
Students will participate in field trips and enrichment activities to enhance Mathematics.	Teachers K-8	August 2016 - June 2017	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

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
Instructional Assistants will provide necessary interventions for targeted services for students in Kindergarten.	K Teachers, Instructional Assistant	August 2016 - June 2017	Classified Salaries: Goal #1, Strategy #2, Action #13	None Specified		0
Parent workshop will be provided for families of in-coming kindergarten students in Math literacy.	Principal, Instructional Coach, Teachers	August 2016 - June 2017	District Funded	None Specified		0
Collaboration between site kindergarten Teacher and site Pre-school Teachers.	K Teachers	August 2016 - June 2017	District Funded	None Specified		0

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 to analyze Mathematics skill levels.	Teachers 6-8, Instructional Coach	June 2017	See Goal #1, Strategy #1, Action # 1			
The school will provide transition presentation to 6th grade students prior to entry into Middle School.	Principal Teachers 6-8	May 2016 - June 2017	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	August 2016 - June 2017	District Funded	None Specified		0
6th grade teachers will articulate with 7th grade teachers regarding Mathematics instruction and individual student progress during regular grade level meetings.	Teachers 6-8, Instructional Coach	August 2016 - June 2017	District Funded	None Specified		0
The school will conduct an 8th grade parent meeting workshop regarding Transition to High School, which will include A-G requirements, High School Exit Exam, etc.	Principal, 8th grade teachers	August 2016 - June 2017	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Pacifica High School Counselors will meet with all 8th grade students to determine High School placement.	High School Counselor, School Site Counselor, Principal, Teachers 8th grade	January 2016 - June 2017	District Funded	None Specified		0
8th grade students will shadow High School students at Pacifica High School on a walking field trip.	High School Counselors, Principal	January 2017 - June 2017	District Funded	None Specified		0
The school will implement support system for students' Mathematic skills through the AVID elective by providing AVID trained tutors to hold tutorial sessions.	AVID site coordinator, AVID elective teacher, AVID tutor	September 2016 - June 2017	AVID tutor	2000-2999: Classified Personnel Salaries	Title I	2537
			AVID tutorial training	2000-2999: Classified Personnel Salaries	Discretionary	309

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 2016 – June 2017	District Funded	None Specified		0
Instructional Coach will support teachers (in the classroom) in implementing Math curriculum, analyzing data and instructing best practices.	Teachers K-8, Instructional Coach	August 2016 – June 2017	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 2016 – June 2017	District Funded	None Specified		0
Teachers will meet in grade level teams 2-3 times a month (after school) to analyze Math data, monitor student progress and plan for the regular instructional program as well as interventions.	Teachers K-8, Instructional Coach, Principal, substitutes	August 2016 – June 2017	District Funded	None Specified		0
Leadership Teacher Team will meet to discuss, plan and monitor school improvement Mathematics.	Teachers K-8, Instructional Coach, Principal, substitutes	August 2016 – June 2017	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
Title 1 meeting will be held to inform parents of school goals, programs and activities.	Principal, Parents	August 2016 - June 2017	District Funded	None Specified	0
The Parent Compact will be developed and revised at parent meetings.	Principal Office Staff	August 2016 - June 2017	District Funded	None Specified	0
The Parent Involvement Policy will be developed/revised at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified	0
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 2016 - June 2017	District Funded	None Specified	0

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 K-8, Teacher Substitutes, Principal	August 2016 - June 2017	District Funded	None Specified		0
Parent workshops which focus on Math 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 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
Utilize iPads to support organization, student achievement and home-school communication.	Teachers K-8, Parents	August 2016 - June 2017	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 2016 – June 2017	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 2016 – June 2017	ASES grant	None Specified		0

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
English Learners: EL students will progress at least one level or demonstrate progress in each of the four domains (speaking, listening, reading and writing) as measured y the CELDT. A. AMAO #1: 100% of all English Learners will advance one level on the CELDT B. AMAO #2: 25% of students who have been here less than 5 years will attain an Early Advanced or Advanced level on the CELDT 2. 50% of students who have been here more than 5 years will attain an Early Advanced or Advanced level on the CELDT C. AMAO #3: EL students scoring proficient will increase by 10% between Fall and Spring on the STAR 360 Reading and Math assessments.
Data Used to Form this Goal:
IPT CELDT AMAO data Interim Formative Assessments
Findings from the Analysis of this Data:
CELDT data AMAO #1 Not met AMAO #2 Not met

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

CELDT

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 2016 - June 2017	District Funded	None Specified		0
Intervention Services Provider (1) will provide necessary interventions for targeted services for students in grades 1st - 5th during designated English Language Development to targeted English Language group.	Teachers K-8, Instructional Coach	August 2016 - June 2017	Certificated Salaries: (3.5 ISP's for ELA for 135 days)	1000-1999: Certificated Personnel Salaries	LCFF - EL	28408
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, substitutes	August 2016 - June 2017	Substitutes needed for teachers to assess	1000-1999: Certificated Personnel Salaries	LCFF - EL	3000
EL students' progress will be monitored in student monitoring conference, data meetings and grade level meetings.	Teachers K-8 Instructional Coach	August 2016 - June 2017	District Funded	None Specified		0
Teachers will use SIOP strategies to teach academic subjects.	Teachers K-8	August 2016 - June 2017	District Funded	None Specified		0
The Instructional Coach will support teachers in instructing the ELD standards, implementing SIOP	Instructional Coach	August 2016 - June 2017	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
strategies and monitoring EL student progress.						
English 3D will be used to facilitate the acquisition of English.	Teachers K-1, Site Technology Technician	August 2016 - June 2017	District Funded	None Specified		0
Materials and supplies will be purchased to support the core instructional program for English Learners.	Principal Teachers K-8	August 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - EL	3750
Teachers will implement the district-adopted ELD curriculum.	Teachers, Instructional Coach	August 2016 - June 2017	Teachers			0
Dual Language Immersion teachers will observe other teachers in other DLI programs and collaborate to improve student achievement in the DLI program.	Teachers K-8, Instructional Coach, Principal, substitutes	August 2016 - June 2017	Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - EL	2000

Strategy #2

STRATEGY:

The school will ensure opportunity and equal educational access in intervention and enrichment for all EL students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intermediate proficiency CELDT level English Language Learners in grades 5-8 will participate in before/after school intensive tutoring.	Teachers K-8	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
Intervention Service Provider will provide necessary EL interventions for targeted services.	ISP Teachers, Instructional Coach	September 2016 - June 2017	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 2016 - June 2017	Books other than textbooks	4000-4999: Books And Supplies	LCFF - EL	1000
EL students who require additional support will be identified and monitored through the MTSS process	Teachers K-8, Instructional Coach, substitutes	August 2016 - June 2017	District Funded	None Specified		0
			Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - EL	2500
Instructional Assistants will provide necessary interventions in Reading and Writing for targeted services for EL students in Dual Language Immersion.	Teachers, Instructional Assistant	August 2016 - June 2017	Classified Salaries: See Goal #1, Strategy #2, Action #13			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will participate in field trips and enrichment activities for English Language Development classes.	ELD elective teachers, ORC	August 2016 - June 2017	Transportation	5700-5799: Transfers Of Direct Costs	LCFF - EL	1000
			Entrance fees	5800: Professional/Con sulting Services And Operating Expenditures	LCFF - EL	1000
Implementation of Before and After School tutoring in English Language Development for targeted English Learner students.	Teachers K-8, Instructional Coach	August 2016 - June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - EL	2716

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
Collaboration between site Kindergarten teachers to discuss ELD and student progress.	Teachers K	May 2017-June 2017	District Funded (NfL)	None Specified		0
Parent workshop will be provided for families of incoming Kindergarten students regarding ELD.	Teachers K	August 2016	District Funded	None Specified		0

Strategy #4

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for 6th graders by providing time for vertical meetings between 6th and 7th grade teachers to discuss ELD progress.	Teachers 6-8	August 2016 - June 2017	District Funded	None Specified		0
The school will provide transition presentation to 6th grade students prior to entry into Middle School.	Teachers 6-8	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
6th grade teachers will articulate with 7th grade teachers regarding ELD instruction and individual student progress during regular grade level meetings.	Teachers 6-8, Instructional Coach	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
Middle School IPT assessment administered to 5th, 6th, and 7th grade students to determine ELD placement.	Teachers 6-8	August 2016 - June 2017	District Funded	None Specified		0
The school will conduct an 8th	Principal, 8th grade teachers	August 2016 - June 2017	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
grade parent meeting workshop regarding Transition to High School, which will include A-G requirements, High School Exit Exam, etc.						
Pacifica High School Counselors will meet with all 8th grade students to determine High School placement.	High School Counselor, School Site Counselor, Principal, Teachers 8th grade	January 2017 - June 2017	District Funded	None Specified		0
8th grade students will shadow High School students at Pacifica High School on a walking field trip.	High School Counselors, Principal	January 2017 - June 2017	District Funded	None Specified		0

Strategy #5

STRATEGY:
The school will provide professional development to support ELD instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will take advantage of District provided professional development as needed (ELPD, SIOP)	Teachers K-8	August 2016 - June 2017	District Funded	None Specified		0
			Travel and Conference	5000-5999: Services And Other Operating Expenditures	LCFF - EL	3879
			Travel and Conference	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	2300
EL TOSA will provide instructional support to teachers ad grade level teams.	Teachers K-8, Instructional Coach	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
Teachers will meet in grade level teams once a month (in after school grade level meetings) to analyze ELD 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 2016 - June 2017	District Funded	None Specified		0
			Teacher Extra Help	1000-1999: Certificated Personnel Salaries	LCFF - EL	2500

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 2016 - June 2017	District Funded	None Specified		0
Parent options meeting will be held to inform EL parents of instructional programs.	Principal, EL Services Staff, Teachers	August 2016 - June 2017	District Funded	None Specified		0
Reclassification meetings will be held with EL parents.	Principal	August 2016 - June 2017	District Funded	None Specified		0
Parent workshops will be provided regarding subjects specific to EL students.	Principal, Parents	August 2016 - June 2017	District Funded	None Specified		0
Utilize iPads to support organization, student achievement and home-school communication.	Teachers K-8, Instructional Coach	August 2016 - June 2017	District Funded	None Specified		0

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will support the district implementation of the ASES grant by providing Teacher Liaison: Meets monthly with ASES Administrator and other Liaisons Meets with school staff as needed	Teacher Liaison, ASP staff, Teachers K-8	August 2016 - June 2017	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 2016 - June 2017	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 (CHAMPS) 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
Evidence of CHAMPS language used in classrooms and student work

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 2016 - June 2017	District Funded	None Specified		0
Outreach Specialist and Staff will collaborate to identify students with needs and provide supports to family and students who experience hardships	All staff	August 2016 - June 2017	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 2016 - June 2017	Classified Salaries for Counselor	None Specified	District Funded	120550
Student discipline data will be monitored at intervals throughout the school year.	Principal, Teachers K-8, ORC, Counselor	August 2016 - June 2017	District Funded	None Specified		0
Staff will follow the MTSS pyramid for behavior and social-emotional issues.	All staff	August 2016 - June 2017	District Funded	None Specified		0
All staff and students will participate in monthly fire drills and bi-monthly earthquake drills.	All staff	August 2016 - June 2017	District Funded	None Specified		0
All staff and students will participate in lockdown drills at least twice a year.	All staff	August 2016 - June 2017	District Funded	None Specified		0
A schoolwide evacuation drill will be conducted annually	All staff	August 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	Incentives, academic field trips	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	800
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	ORC	August 2016 - June 2017	Incentives, academic field trips transportation	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	1000
			Incentives, academic field trips admissions	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
of year field trip.			Incentive Materials and supplies	4000-4999: Books And Supplies	LCFF - Discretionary	2758

Strategy #2

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will provide social/emotional support for students by Ventura Co. Social Worker, and ORC.	ORC, Counselor	August 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten by providing Kindergarten Workshops, necessary support materials, and daycare to parents of incoming kindergarten students.	Teachers K Principal	August 2016 - June 2017	District Funded	None Specified		0
Kindergarteners will participate in all fire, earthquake and lockdown drills.	Teachers K	August 2016 - June 2017	District Funded	None Specified		0

Strategy #4

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for 5th and 6th graders by providing vertical meetings between 6th and 7th grade teachers.	Teachers 5-8	May 2017-June 2017	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 2017-June 2017	District Funded	None Specified		0
The school will conduct an 8th grade parent meeting workshop regarding Transition to High School, which will include A-G requirements, High School Exit Exam, etc.	Principal, 8th grade teachers	August 2016 - June 2017	District Funded	None Specified		0
Pacifica High School Counselors will meet with all 8th grade students to determine High School placement.	High School Counselor, School Site Counselor, Principal, Teachers 8th grade	January 2017 - June 2017	District Funded	None Specified		0
8th grade students will shadow High School students at Pacifica High School on a walking field trip.	High School Counselors, Principal	January 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 2016 - June 2017	District Funded	None Specified		0
All staff will have the opportunity to participate in training related to positive behavior support, positive attendance and safety.	All staff	August 2016 - June 2017	Travel and conference	4000-4999: Books And Supplies	LCFF - Discretionary	2500
The school will provide professional development by continuing training playground supervisors in effective ways to support and discipline students.	All school staff	August 2016 - June 2017	District Funded	None Specified		0
All staff will participate in training for emergency disaster preparedness procedures.	All school staff	August 2016 - June 2017	District Funded	None Specified		0

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will be informed of CHAMPS goals and objectives at ELAC, SSC, PTA, Coffee with the Principal meetings and special presentations.	Principal, Teachers K-8, Parents	August 2016 - June 2017	District Funded	None Specified		0
Parent workshops will be offered regarding social skills, behavior, and discipline.	Principal, Parents, ORC, Classified Personnel	August 2016 - June 2017	Classified Personnel - Babysitting - provide childcare	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	500
Outreach and support will be provided for students and families who experience hardships.	Teachers ORC	August 2016 - June 2017	District Funded	None Specified		0
Counseling will be offered for students and families in need	Principal, ORC, Counselor, Parents	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
The School will be conducted parent workshops which focus on parenting skills lead by City Impact and supported by the Outreach Resource Consultant (ORC)	ORC, Parents	August 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	ASES grant	None Specified		0

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Academic Strand Focus
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
All students will engage in learning opportunities to expand their experience with literacy, communication arts, and technology.
Data Used to Form this Goal:
Parent Survey Data Essential Literacy Skills Benchmarks (Kindergarten and 1st grades) Interim Formative Assessments (grades K-8)

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in Essential Literacy Skills Benchmarks at the end of the 2015-2016 school year:

English Kindergarten - 18%

Spanish Kindergarten - 25%

The percentage of students attaining proficiency on the STAR 360 in Language Arts Assessment for the end of 2015-2016 school year.

1st grade - 11%

2nd grade - 27%

3rd grade - 31%

4th grade - 37%

5th grade - 37%

6th grade - 35%

7th grade - 32%

8th grade - 20%

The percentage of students attaining proficiency on the CAASPP Assessments in Language Arts at the end of the 2015-2016 school year.

3rd grade - 16%

4th grade - 17%

5th grade - 19 %

6th grade - 19%

7th grade - 11%

8th grade - 9%

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)

Teachers will meet in grade level meetings after assessment periods to analyze data

Interim Formative Assessments

MTSS

Progress Monitoring

CAASPP

Strategy #1

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate the district created English/Language Arts units into the Academy integrated Thematic Unit with the focus on Literacy, Communication Arts, and Technology	Teachers K-8, Instructional Coach	August 2016 - June 2017	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	August 2016 - June 2017	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	August 2016 - June 2017	District Funded	None Specified		0
All Students will be given the opportunity to learn through technology apps and subscriptions enhancing reading and writing skills through learning experiences focused on Literacy, Communications Arts, and Technology.	Teachers K-8, Instructional Coach	August 2016 - June 2017	Software Applications	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	810
			Computer supplies and software	4000-4999: Books And Supplies	LCFF - Discretionary	1033
			Software Applications	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	3508

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 2016 - June 2017	Admission and assemblies	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	5275
					LCFF - Targeted	3190
					LCFF - Discretionary	2000
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 2016 - June 2017	Enrichment and assemblies	4000-4999: Books And Supplies	Title I	1466
Engage all students in enrichment activities related to Technology to support English Language Development (i.e. assemblies, field trips, additional support staff).	Teachers K-8, Instructional Coach, ORC, Site Technology Technician	August 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - EL	2735
Acquire necessary materials to support the Academic Strand Focus.	Principal	August 2016 - June 2017	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 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	2000
Students will participate in performing art appreciation classes and enrichment activities centered on Communication Arts.	Teachers 3-5, Music Teacher	August 2016 - June 2017	Certificated Salaries	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	5500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will participate in music appreciation classes and enrichment activities centered on Communication Arts.	Teachers K-5, Music Teacher	August 2016 - June 2017	Certificated Salaries	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2000
Students will participate in performing art appreciation classes and enrichment activities centered on the Arts.	Teachers	August 2016 - June 2017	Field Trip entrance fee	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1000
			transportation	5700-5799: Transfers Of Direct Costs	Discretionary	300

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent workshop will be provided for families of in-coming kindergarten students.	Principal, Kindergarten teachers, Instructional Coach	May 2017-June 2017	Materials and Supplies: See Goal #1, Strategy #3, Action #2			

Strategy #4

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will implement a transition plan for 6th graders by providing time for vertical meetings between 6th and 7th grade teachers.	Teachers 6-8	May 2017 - June 2017	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 2017 - June 2017	District Funded	None Specified		0
The school will conduct an 8th grade parent meeting workshop regarding Transition to High School, which will include A-G requirements, High School Exit Exam, etc.	Principal, 8th grade teachers	August 2016 - June 2017	District Funded	None Specified		0
Pacifica High School Counselors will meet with all 8th grade students to determine High School placement.	High School Counselor, School Site Counselor, Principal, Teachers 8th grade	January 2017 - June 2017	District Funded	None Specified		0
8th grade students will shadow High School students at Pacifica High School on a walking field trip.	High School Counselors, Principal	January 2017 - June 2017	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 related to Site Academic Strand Focus (conferences, workshops) such as CUE	Teachers K-8, Instructional Coach	August 2016 - June 2017	Travel and Conference	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	5750
Staff will engage in grade level planning to create additional integrated units or enhance existing district created units.	Teachers K-8, Instructional Coach	August 2016 - June 2017	Substitute teachers needed for teachers to collaborate	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2000
The Instructional Coach will support staff in creating, enhancing and implementing the integrated units for Academic Strand Focus.	Teachers K-8, Instructional Coach	August 2016 - June 2017	Substitutes needed for teachers to collaborate	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	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
Notify parents of upcoming events through school marquee, ConnectEd calls, and updated school website with information for parents.	Principal, Parents	August 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	District Funded Materials and Supplies	None Specified 4000-4999: Books And Supplies	LCFF - Discretionary	0 1190
Utilize agendas and iPads to support organization, student achievement and home-school communication.	Teachers K-8	August 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	Coach	1000-1999: Certificated Personnel Salaries	Title I	30840
		Coach	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	71960
Library Technician	August 2016 - June 2017	Library	2000-2999: Classified Personnel Salaries	Title I	13304
		Library	2000-2999: Classified Personnel Salaries	Economic Impact Aid	13304
Computer Lab Tech	August 2016 - June 2017	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 2016 - June 2017	Outreach	2000-2999: Classified Personnel Salaries	General Fund	19476
Maintenance Agreement for Copy Machine(s)	August 2016 - June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	General Fund	12930
Maintenance Agreement for Successmaker	August 2016 - June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	General Fund	2810
Maintenance Agreement for Waterford	August 2016 - June 2017				
Professional Development for L.A.	August 2016 - June 2017				
Professional Development for ELD	August 2016 - June 2017	Professional Development	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	33765
Migrant Education	August 2016 - June 2017				

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	2,000.00
2000-2999: Classified Personnel Salaries	Discretionary	309.00
5000-5999: Services And Other Operating	Discretionary	3,000.00
5700-5799: Transfers Of Direct Costs	Discretionary	300.00
5800: Professional/Consulting Services And	Discretionary	1,000.00
1000-1999: Certificated Personnel Salaries	District Funded	123,686.00
None Specified	District Funded	278,899.00
	LCFF - Discretionary	2,000.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1,000.00
4000-4999: Books And Supplies	LCFF - Discretionary	10,481.00
5000-5999: Services And Other Operating	LCFF - Discretionary	700.00
5700-5799: Transfers Of Direct Costs	LCFF - Discretionary	1,354.00
5800: Professional/Consulting Services And	LCFF - Discretionary	11,585.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	41,124.00
2000-2999: Classified Personnel Salaries	LCFF - EL	20,925.00
4000-4999: Books And Supplies	LCFF - EL	7,485.00
5000-5999: Services And Other Operating	LCFF - EL	3,879.00
5700-5799: Transfers Of Direct Costs	LCFF - EL	1,000.00
5800: Professional/Consulting Services And	LCFF - EL	1,000.00
	LCFF - Targeted	3,190.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	16,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	4,400.00
4000-4999: Books And Supplies	LCFF - Targeted	4,600.00
5000-5999: Services And Other Operating	LCFF - Targeted	13,050.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	5,100.00
5800: Professional/Consulting Services And	LCFF - Targeted	16,940.00
	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	60,810.00
2000-2999: Classified Personnel Salaries	Title I	19,452.00
4000-4999: Books And Supplies	Title I	2,466.00
5000-5999: Services And Other Operating	Title I	1,500.00
1000-1999: Certificated Personnel Salaries	Title III	11,733.00
2000-2999: Classified Personnel Salaries	Title III	23,345.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,600.00
Discretionary	6,609.00
District Funded	402,585.00
LCFF - Discretionary	27,120.00
LCFF - EL	75,413.00
LCFF - Targeted	63,280.00
Title I	89,228.00
Title III	35,078.00

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 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 CHAMPS - developing professional communities

Recognize student growth on IPT and 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 ZPD on Renaissance Learning Program have also contributed to student improvement as measured by the STAR 360 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 personnel to hire 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
- 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 professional personnel pool to hire for extra support.

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. Strategic hiring of staff in the summer months ahead of school year beginning.

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, and 3.

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
Ines Gonzalez				X	
Flor Villa				X	
Maria Rivera				X	
Sandra Hammond		X			
Alejo Perez		X			
Yulianna Robles			X		
German Figueroa		X			
Camila Gomez				X	
Maria Guadalupe Ramirez				X	
Brasilia Perez	X				
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy

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 make 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,

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.

- ✓ 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

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,**
- **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, 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.

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

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

The Single Plan for Student Achievement

School: Curren School K-8
CDS Code: 56725386055263
District: Oxnard School District
Principal: Kelly Castillo
Revision Date: September 19, 2016

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

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

Contact Person: Kelly Castillo
Position: Principal
Phone Number: 805.385.1527
Address: 1101 North F St.
Oxnard, CA 93030-4003
E-mail Address: kcastillo@oxnardsd.org

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

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School Vision and Mission

Curren School K-8's Vision and Mission Statements

The Curren School Vision is to educate all students, in a culturally proficient climate, in order for them to achieve academic success, become lifelong learners, and productive members of society. We say that at Curren School we "Educate the future stewards of our world." This slogan is exemplified in all actions of the Curren EYES Academy (Enriching Youth via Environmental Studies). This mission ensures that as we prepare our students, in all aspects of their development, for their role as the future guides of our world. We strive 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 are committed to educate with intensity, a positive attitude, and enthusiasm with respect for students, parents, each other and themselves. The Curren School community believes in the value, worth, and ability of every student, and we feel confident they will be exceptional leaders and stewards for our world.

School Profile

With our mission, vision, and commitments in mind, we at Curren K-8 School consistently and diligently work to improve upon our successful gains in student achievement. We continue to examine the areas of teaching and learning, interventions, in-coming kindergarten transitions, 5th to 6th 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 fully implement the CCSS, CCSS Curriculum for Language Arts and Math, and an emphasis on technology through the 1:1 iPad implementation. Our instructional focus continues to be an emphasis on critical thinking and student reading. 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. There is an emphasis on the use of the interim assessment Renaissance STAR 360 for reading and math. The faculty has committed to monthly assessments in order to rapidly monitor and analyze student learning needs. 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 IXL math program used in Kindergarten through 8th grade provides additional practice of math skills that are necessary for standards mastery. Our data analysis demonstrates a continued need for skill practice and development. Additionally, the use of the new IXL language arts program provides for skill practice for K-8 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). Both Designated and Integrated ELD are emphasized this school year. During designated ELD students are provided leveled instruction. We use CELDT and IPT subscores along with other classroom data to identify the areas of challenge English Learners are facing (Listening, Speaking, Reading, Writing) in order to design focused lessons which support students movement toward reclassification. Middle School students receive one period of ELD which is leveled around student subscores. In order to ensure these students do not miss out on enrichment opportunities, they receive music and art lessons monthly during their advisory classes.

Curren School staff consists of 53 highly qualified certificated staff members 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. Training in the areas of reading/language arts, ELD, 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 the instruction of foundational reading skills K-2, and designated and integrated ELD. A large majority of Curren staff have completed SIOP training. Only new faculty is untrained. 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. Curren utilizes the ESTs (Extra Support Teachers) to provide reduced class size for 80 minutes/day per classroom for grades 2-5. Para educators support the K-1 classrooms. The ESTs provide physical education instruction while the teacher and an intervention support provider address small groups focused on specific, data-identified learning needs of students. The Response to Intervention (RTI) model (now MTSS) 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, Class Dojo, 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 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 holds kindergarten readiness workshops in the Spring to support students in their transition into kindergarten. Curren School also supports the transition of our 5th grade students to our middle school program by holding assemblies and events. Transition presentations are provided for 8th grade students and their parents before their entry into 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	123	131	123	129	123	129	100.0	98.5
Grade 4	140	136	138	133	138	133	98.6	97.8
Grade 5	108	136	105	134	105	134	97.2	98.5
Grade 6	109	103	107	103	107	103	98.2	100
Grade 7	106	109	104	109	104	109	98.1	100
Grade 8	99	103	99	101	99	101	100.0	98.1
All Grades	685	718	676	709	676	709	98.7	98.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2389.1	2378.6	9	5	20	19	33	33	38	43
Grade 4	2388.3	2399.4	0	4	10	12	31	23	59	61
Grade 5	2424.7	2440.2	2	3	15	18	23	28	60	51
Grade 6	2468.6	2463.3	2	1	21	20	36	32	42	47
Grade 7	2484.4	2495.4	3	4	17	23	34	27	46	47
Grade 8	2518.4	2510.0	4	1	27	29	27	30	41	41
All Grades	N/A	N/A	3	3	18	20	31	29	48	49

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	6	48	47	44	47
Grade 4	4	4	38	38	59	58
Grade 5	3	2	38	45	59	53
Grade 6	6	1	38	42	56	57
Grade 7	6	10	43	36	51	54
Grade 8	11	5	42	45	46	50
All Grades	6	5	41	42	53	53

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	5	50	47	41	48
Grade 4	1	5	36	44	63	52
Grade 5	7	7	30	45	63	49
Grade 6	4	7	44	46	52	48
Grade 7	3	13	52	46	45	41
Grade 8	6	8	54	60	40	32
All Grades	5	7	44	47	51	45

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	7	62	71	33	22
Grade 4	2	5	57	62	41	33
Grade 5	5	4	59	57	36	39
Grade 6	11	6	55	57	34	37
Grade 7	3	7	68	64	29	28
Grade 8	8	2	63	65	29	33
All Grades	6	5	61	63	34	32

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	10	61	57	28	33
Grade 4	5	7	48	49	47	44
Grade 5	12	10	50	60	37	30
Grade 6	8	12	61	63	31	25
Grade 7	8	12	51	52	41	36
Grade 8	8	8	63	46	29	47
All Grades	9	10	55	55	36	36

Conclusions based on this data:

1. When comparing student cohort data (diagonally) there was a significant reduction in students not meeting standards in all grades except fourth grade (and in some sub areas 7th grade) indicating a need to review fourth grade instructional program and student needs.
2. Middle School realized less growth in the Research and Inquiry areas indicating a need for greater focus on PBL in the middle school program.
3. Third grade students scored slightly lower than the previous year's cohort of third grade. Some of this could be based on the group of specific students, but it could also indicate a need to address instruction in third grade. Specifically there is a noted decline in the number of students exceeding standards, which lowered the overall scores across the board. This indicates the need for continued focus on differentiation, acceleration, and the use of GATE strategies to encourage advanced level work for students.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	123	131	123	129	123	129	100.0	98.5
Grade 4	140	136	138	134	138	134	98.6	98.5
Grade 5	108	136	105	134	105	134	97.2	98.5
Grade 6	109	103	107	103	107	103	98.2	100
Grade 7	106	109	103	109	103	109	97.2	100
Grade 8	99	103	99	101	99	101	100.0	98.1
All Grades	685	718	675	710	675	710	98.5	98.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2399.2	2391.5	6	2	26	22	30	34	38	41
Grade 4	2409.0	2428.1	1	4	9	17	43	37	47	42
Grade 5	2424.4	2428.1	2	1	8	4	27	31	64	64
Grade 6	2449.5	2422.1	3	0	11	7	28	26	58	67
Grade 7	2453.0	2456.7	1	2	6	7	32	35	61	56
Grade 8	2486.7	2456.4	5	0	11	7	26	30	58	63
All Grades	N/A	N/A	3	2	12	11	32	32	53	55

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	11	41	36	48	53
Grade 4	4	9	26	31	70	60
Grade 5	3	1	18	20	79	79
Grade 6	5	0	23	18	72	82
Grade 7	2	3	30	29	68	68
Grade 8	8	0	30	28	62	72
All Grades	5	4	28	27	66	68

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	5	48	54	38	41
Grade 4	5	8	49	43	46	49
Grade 5	4	1	27	25	70	74
Grade 6	4	2	39	25	57	73
Grade 7	1	2	50	39	49	60
Grade 8	6	1	49	50	44	49
All Grades	6	3	44	40	50	57

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	8	57	60	30	33
Grade 4	4	7	38	46	57	47
Grade 5	0	0	42	34	58	66
Grade 6	4	2	45	50	51	49
Grade 7	2	4	63	47	35	50
Grade 8	4	0	41	50	55	50
All Grades	5	4	48	48	48	49

Conclusions based on this data:

1. Based on a cohort analysis (diagonal) student performance did not increase in most grade levels. The implementation of a new curriculum could explain this stagnant growth, as many teachers had explored alternative CCSS math instruction opportunities in the 14-15 year, and worked to implement a new program with complete fidelity in 15-16. This indicates the needs to review and analyze the program materials and for grade levels to make educated and informed decisions based on the summative and interim data available to them.
2. There were significant losses in the area of communicating reasoning with the exception of fifth to sixth grade this year. This indicates a need to focus on student rigor in addressing complex problems and explaining and justifying the thinking. In fifth grade there is a significant weakness in problem solving.
3. Third grade students scored slightly lower than the previous year's cohort of third grade. Some of this could be based on the group of specific students, but it could also indicate a need to address instruction in third grade. Specifically there is a noted decline in the number of students exceeding standards, which lowered the overall scores across the board. This indicates the need for continued focus on differentiation, acceleration, and the use of GATE strategies to encourage advanced level work for students.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						20	17	7	45	50	43	15	33	50	20
1	1		1.3	6	6	18	25	35	41	31	25	27	36	33	14
2	1		3	16	18	16	54	51	43	26	23	27	3	7	11
3		7	1	20	22	17	52	48	51	22	19	22	6	4	9
4	5	6	4	31	21	26	49	58	49	12	10	14	3	5	6
5	7	5	3	52	48	24	32	37	54	7	8	13	2	2	6
6	4	5	0	31	28	29	39	43	53	16	20	16	10	5	3
7		4	9		52	39		32	45		4	3		8	3
8					45	52		45	38		5	10		5	
Total	2	3	2	22	23	23	43	44	47	21	18	19	11	12	9

Conclusions based on this data:

1. The data shows very positive trends in reducing Beginning and Early Intermediate levels.
2. Beginning in 3rd grade the number of students in the intermediate range stays at approximately 50% through 7th grade. An analysis of the subscores shows that this is due to the Reading and Writing subtest areas.
3. In 6th, 7th, and 8th grade the data shows a significant number of students that meet the CELDT eligibility criteria for reclassification but they are not able to reclassify due to the academic criteria, they then remain at the Early Advanced/Advanced range which is why these groups of students increase, as they do not exit this group.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	441	531	510
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	441	531	510
Number Met	222	288	259
Percent Met	50.3%	54.2%	50.8%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	439	90	447	153	408	157
Number Met	70	36	73	63	67	51
Percent Met	15.9%	40.0%	16.3%	41.2%	16.4%	32.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. LTELs (5 or more) declined in their AMAO 2 of Attaining English Proficiency indicating the need for a renewed focus on ELD including a change in master schedule to ensure all middle school ELs receive the ELD support needed to reach reclassification.
2. Analysis of the subscores of the students identified above indicates a significant need to focus on the area of reading and writing through our ELD program. Teachers are receiving additional support to ensure that ELD instruction (integrated and designated) are focused around the EL student learning needs.
3. The number of English Learners has declined despite the rise in the school population. This is due to the number of students reclassified, as entry data indicates an equal number of kinder students entering as English Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. As a district, the progress for attaining English proficiency is stronger than the progress for making growth at every level.
2. As a district the focus on English Learners has yielded progress but not reached the levels of success desired.
3. As a district there needs to be a greater emphasis on the subtests of the CELDT rather than treating student learning needs as one comprehensive score.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ELA
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
<p>As measured by the STAR 360 AR Grade Scaled Score and the Early Literacy (K-1), All students will read at grade level by the end of the year, or they will make 150 year points (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.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth, Homeless, and Hispanic.</p>
Data Used to Form this Goal:
STAR Renaissance 360 Grade Level Reading Level (2-8) and Early Literacy (K-1), CAASPP, student work samples
Findings from the Analysis of this Data:
Currently 70% of the students read more than .5 year below grade level.
How the School will Evaluate the Progress of this Goal:
Goal will be monitored at each trimester with the STAR 360 and Early Literacy assessment. Students not progressing towards meeting the goal will take additional diagnostic assessments (DIBELS CWPM, BPST) for instructional planning. Additional classroom and progress monitoring data (including monthly STAR 360 assessments) will be used to monitor progress towards meeting the goal throughout the year. Student monitoring conferences will be held to analyze effective practices, modify instruction, and design interventions. End of year data will be used to determine if the goal was met.

Strategy #1

STRATEGY:
 Teaching and Learning: Full Implementation of the State Approved Language Arts Curriculum. 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
Fully implement the CCSS LA standards in all grade levels using the board adopted materials 8/16-6/17	Principal Principal, Teachers, TOSA Principal	Ensure teachers attend district provided curriculum professional development opportunities Facilitate observation and coaching opportunities Review and monitor teachers schedules and instruction to ensure implementation of curriculum	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	8,000
Ensure adequate technology support for core instruction in all grade levels utilizing the core adopted materials and the 1:1 technology of the district 8/16-6/17	Principal, Site Tech, Assistant Principal	Purchase replacement technology--headphones, earbuds, chargers, etc. as needed	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1676.46
Provide small group reading and writing instruction for all students. 8/16-6/17	Principal, EST's Principal, ISP, Teacher	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. Hire ISP to increase teacher/student ratio during Reading/Math small group instruction during	District funded teacher salary and benefits for two EST positions ISP Salary at 4.5hrs/day 4 days/week for 130 days/year	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	23,508

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Language Arts Instruction				
Provide print materials and supplemental curricular pieces to support classroom core Language Arts instruction 8/16-6/17	Principal, Teachers, TOSA	Have blackline masters copied and formatted for student use	Publications	5000-5999: Services And Other Operating Expenditures	Discretionary	5,000
	Principal, School Office Manager	Ensure teachers are able to create student materials from the adopted curriculum	Maintenance Agreements-- laminator, duplo	5000-5999: Services And Other Operating Expenditures	Discretionary	3,075
Monitor student progress and develop appropriate action plans for support 8/16-6/17	Principal, TOSA, Classroom Teacher	Data Analysis, EL student monitoring, student monitoring conferences. Floating substitutes to meet with teachers 3 times/year 9/16, 11/16 and 3/17	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	5,275
	Principal, Teachers, TOSA	Bi-Monthly grade level PLC meetings to analyze data develop goals and create and review action plans				
Implement Diagnostic Assessments for struggling readers per benchmark data 9/16, 2/17	TOSA	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. 9/16 and 2/17				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide student learning materials and supplies to ensure all students are prepared, ready to learn, and engaged with quality materials and supplies 8/16-6/17	Principal	Purchase student materials and supplies as needed based on the core instructional program	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	19,773
			Warehouse Charges	4000-4999: Books And Supplies	Discretionary	20,000
Provide specific DLI training and support for the 50/50 DLI program and instructional materials implementation 9/16-6/17	Principal, TOSA	Implement DLI team meetings and trainings to support standards based instruction and to develop lesson plans that support transition of learning from one language to the other. Ensure the teaching of non-transferrable skills in both English and Spanish				

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
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 MTSS data analysis (STAR 360, DIBELS, BPST, and IPT) 8/16-6/17	Principal, Extra Support Teacher (Reading)	Extended Learning time for K-2 readers (after school tutoring) 2 hours/week for 20 weeks 10/2016-5/2017	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Title I	5,792
Offer after school tutoring and homework help for students 2-8 and homeless and foster youth based on MTSS data analysis and progress monitoring data 8/16-6/17	Principal, TOSA, ISP	Extended Learning time for 2-8 readers (after school tutoring) 2 hours/week for 20 weeks (Two groups offered)	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Title I	5,000
Implement small group early literacy instruction using the Fontas and Pinnell Leveled Literacy Program 8/16-6/17	Principal, EST, TOSA Principal EST	Develop a meaningful instructional schedule focused on reaching the largest number of students receiving support 8/16 Monitor intervention data for the reading intervention 3X's year 10/16, 2/17, and 4/17 Analyze assessment data and develop groups to ensure Daily small group intensive reading intervention for struggling readers selected based on STAR 360/DIBELS and IPT Assessment results 8/16-	No Cost. Pilot program funded via district discretionary funds			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		6/17				
Small Group Tutoring Opportunities with the classroom Teacher for a series of 10-30 hours to focus on Language Arts and Math targeting Foster Youth, Homeless, and struggling students. 9/16-5/17	Classroom Teachers	Develop small group instructional plans for extended learning time via afterschool tutoring; utilize pre/post test data to determine if student progress is adequate; communicate with families the importance of attendance at tutoring	Teacher extra hours	1000-1999: Certificated Personnel Salaries	Title I	36,233
Ensure Para-Educators are present to support Kindergarten and 1st grade classrooms. This will allow for small group leveled instruction focused on student learning needs as identified via data analysis. 8/16-6/17	Principal K-1 Teachers TOSA	Hire Para-Educators and develop a meaningful schedule. Ensure Para-educators have access to needed coaching and training. Prepare meaningful small group lessons based on data analysis for teacher and para-educator Provide training and support to para-educator. Assist teachers with data analysis and small group lesson design	Para-Educator Salaries	2000-2999: Classified Personnel Salaries	Title I	47,666
Technology based differentiated learning programs MyOn, IXL and Razzkids. 8/16-6/17	Principal, Teachers Principal, Teachers	Purchase and implement the IXL and Razzkids Language Arts Program Implement MyOn reading program	Professional Contract District Funded	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	9,802
Incentives and awards for individual student achievement and recognition. 8/16-6/17	Principal, Teachers	Purchase reading ribbons, student awards and other incentive items to encourage individual student reading success	Materials and supplies	4000-4999: Books And Supplies	Discretionary	3,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Opportunities for DLI students to participate in Language and Cultural Proficiency activities and events. 9/16, 2/17, 4/17	Principal, DLI Teachers	Hold DLI school events to support the DLI goals for Language and Cultural proficiencies. Examples include the DLI reading event in February, the Ventura Arts Council Oaxaca Artist Experience				

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
Provide Parent workshops for incoming kindergarten students. 4/17-5/17	Principal	Schedule and promote parent workshops	Teacher Hours	1000-1999: Certificated Personnel Salaries	Discretionary	2,000
	Principal, TOSA, Teachers	Fund teacher extra hours to prepare and present workshops	Babysitting	2000-2999: Classified Personnel Salaries	Discretionary	500
	Campus Supervisors	Babysitting				
Provide Parent information meetings about the DLI program for prospective incoming K students. 1/17-4/17	Principal, DLI Director	Hold parent information meetings explaining the organization, instructional plan, and expected outcomes for the DLI 50/50 program.				

Strategy #4

STRATEGY:
 5th to 6th grade transition/8th grade 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
Student Orientation assembly and Field Day for transition from 5th to 6th grade at Curren. 6/17	Principal 6-8 Leadership Team	Plan, organize, and facilitate a general information assembly for 5th graders as they prepare to transition to middle school Plan, organize, and facilitate a "Welcome to Middle School" field day event for all incoming 6th grade students				
Facilitate HS information and registration meetings for 8th grade students. 5/17	Principal Teachers, Counselor, AP	Communicate with the high school district to plan for each feeder high school to present orientation information to their future students. Counsel individual students on career paths, A-G requirements and general student motivation in a growth mindset model				
Facilitate HS transition meetings for Special Education students. 4/17-5/17	Principal, SAI Teacher, Psychologist	Ensure Transition IEPs for all students as they transition into the HS				

Strategy #5

STRATEGY:
Professional Development. The school will provide professional development to support Language Arts

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All K-5 Teachers will receive professional development on the new language arts curriculum. 6/16-12/16	Principal K-5 Teachers TOSA	Ensure all teachers attend required training Participate meaningfully in the training Provide follow up trainings and grade level discussions regarding the implementation of the curriculum	District Funded			
All K-2 Teachers will attend the one day Foundational Skills Training. 9/16-11/16	Principal K-2 Teachers	Ensure teachers attend and participate meaningfully in the training Participate meaningfully in the training	District Funded			
Provide all teachers the opportunity for peer observation and lesson study in the areas of Language Arts and English Language Development. 9/16-4/17	Principal Teachers K-8 TOSA	Develop a meaningful schedule to provide maximum opportunity for observation and instructional conversation following lesson study protocol Participate meaningfully in the lesson study Assist in the facilitation of the lesson study protocol	Teacher Substitutes Certificated Benefits	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF - Targeted LCFF - Targeted	3,500 1,500
All 6-8 teachers will attend AVID conference as available and implement AVID strategies school wide. 8/16	Principal and Assistant Principal 6-8 Teachers	Ensure registration and attendance at AVID conference Attend AVID conference and implement AVID	Travel and Conference	5000-5999: Services And Other Operating Expenditures	Discretionary	8,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		instructional strategies school-wide	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Discretionary	3,000
Provide opportunities for professional development at VCOE and outside the county in the areas of Technology, CHAMPs, Autism and Behavior Issues, Dual Language Immersion, Project Based Learning, Reading, and Math. 8/16-6/17	Principal	Ensure registration and other arrangements for conferences	Travel and Conference	5000-5999: Services And Other Operating Expenditures	Discretionary	7,000
	DLI Teachers K-8 Teachers	Attend CABE and ATDLE conferences Attend specific needed trainings	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Discretionary	10,000
A Teacher on Special Assignment will provide coaching to support teachers in the implementation of the Language Arts Curriculum. 8/16-6/17	Principal TOSA	Monitor TOSA schedule and daily instructional support Provide model lessons, planning support, and instructional strategy trainings for certificated staff	Salary	1000-1999: Certificated Personnel Salaries	Centralized Services	120,000
Develop professional development plan for DLI 50/50 program. 10/16-5/17	Principal, DLI Director	Develop a comprehensive professional development plan for the DLI 50/50 program including workshop instruction, DLI teacher collaboration, observations, and coaching	See Goal 1 Strategy 5 above			

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
Jointly develop a Parent Compact. 10/16-12/16	Principal	Review and modify the Parent Compact with parent groups and review at a Title I parent meeting.				
Jointly develop the Parent Involvement Policy. 10/16-12/16	Principal	Review and modify the Parent Involvement Policy with parent groups and review at a Title I parent meeting				
Coordinate Title I Parent Meetings. 9/16, 10/16-6/17	Principal	Plan and facilitate Title I parent meetings to review Title I purposes, student supports, and address concerns	Refreshments and Parent Incentives	4000-4999: Books And Supplies	Discretionary	2,500
Provide opportunities for parents to attend parenting classes, workshops, and other parent events regarding student learning, behavior, and academic support. 10/16-5/17	Principal	Schedule and coordinate parenting classes and parent workshops	Refreshments and Books	4000-4999: Books And Supplies	Discretionary	1,000
	Counselor	Conduct Parent Project and Loving Solutions parenting classes	Counselor Extra Hours	1000-1999: Certificated Personnel Salaries	Discretionary	5,000
	ORC	Assist with parenting classes and parent workshops	ORC Extra Hours	2000-2999: Classified Personnel Salaries	Discretionary	3,000
	Campus Supervisors	Provide Babysitting	Babysitting	2000-2999: Classified Personnel Salaries	Discretionary	1,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Parent Workshops and Family Events to promote student success in the areas of Language Arts, Math, Dual Language Competency, Cultural Proficiency, Technology, and CHAMPs/Positive Behavior. 10/16-5/17	Principal	Schedule and coordinate family and parent workshops and events	Refreshments and Incentives	4000-4999: Books And Supplies	Discretionary	500
	Teachers	Organize, plan, and conduct parent workshops and family events	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Discretionary	13,250
	Campus Supervisors	Provide Babysitting	Babysitting	2000-2999: Classified Personnel Salaries	Discretionary	1,000
Provide DLI family meetings two times per year. 8/16, 2/17	Principal, DLI Director	Schedule and hold parent meetings regarding DLI program, expected learning outcomes, and parent questions and concerns.				

Strategy #7

STRATEGY:
After School Program (After School Education and Safety) 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
Monthly meetings between site administration and the After School Program Coordinator and Program Director. 8/16-6/17	Principal, Assistant Principal	Attend monthly meeting and provide information regarding student and program needs				
Supplement the After School Program Activities with additional clubs and sports focused on student enrichment and engagement. 10/16-5/17	Certificated Club Sponsors	Prepare club, encourage membership, establish norms, hold regularly scheduled meetings and events	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	7261.15
	Classified Club Sponsors	Prepare club, encourage membership, establish norms, hold regularly scheduled meetings and events	Classified Overtime	2000-2999: Classified Personnel Salaries	Discretionary	3,000
Ensure a collaboration between the school program and the after school program in order to extend the learning opportunities for all students. 8/16-6/17	Principal, ASP Liaison	Work as the liaison between the general school day and the ASP to support and extend student learning opportunities	District funded			

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
<p>As measured by the STAR 360 Math Scaled Score, All students will perform at grade level by the end of the year, or they will make 150 year points (1.5 years) growth in their math level effectively decreasing the distance between their math performance level and grade level by .5 year by the conclusion of the year.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth, Homeless, and Hispanic.</p>
Data Used to Form this Goal:
CAASPP, Chapter Tests
Findings from the Analysis of this Data:
<p>Overall 45% of students exceeded, met, or nearly met the standards. While 55% overall did not meet the standards.</p> <p>A notable area of weakness was that of concepts and procedures where only 31% of students exceeded, met, or nearly met the standards while 68% were below standards. This indicates a need to reinforce concepts and procedures and ensure sufficient mathematical practice in these areas.</p>
How the School will Evaluate the Progress of this Goal:
STAR 360 Math assessments, along with the chapter and unit assessments from the math programs.

Strategy #1

STRATEGY:
 Teach and Learning: Full Implementation of the 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 mathematics.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fully implement the CCSS Math standards in all grade levels using the board adopted materials 8/16-6/17	Principal Principal, TOSA, Teachers Principal	Ensure Teachers attend district provided curriculum professional development opportunities Facilitate observation and coaching opportunities Review and monitor teachers schedules and instruction to ensure implementation of curriculum	See Goal 1 Strategy 1			
Ensure adequate technology support for core instruction in all grade levels utilizing the core adopted materials and the 1:1 technology of the district 8/16-6/17	Principal, Teachers, Site Tech	Purchase replacement technology--headphones, earbuds, chargers, etc. as needed	See Goal 1 Strategy 1			
Monitor student progress and develop appropriate action plans for support 8/16-6/17	Principal Principal, TOSA, Teachers	Data analysis, EL student monitoring, student monitoring conferences. Floating substitutes to meet with teachers 3 times/year 9/16, 11/16 and 3/17 Monthly staff and grade level collaboration	See Goal 1 Strategy 1			
Provide student learning materials and supplies to ensure all students are prepared, ready to learn, and engaged with quality materials and supplies. 8/16-6/17	Principal	Purchase student materials and supplies as needed based on the core instructional program	See Goal 1 Strategy 1			

Strategy #2

STRATEGY:
 Opportunity and equal educational access/Interventions and Enrichment. The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide the IXL Math software program to all students for differentiated math practice 8/16-6/17	Principal Teachers	Purchase IXL Math Implement the IXL math program	See Goal 1 Strategy 2			
Offer after school tutoring and homework help for students 2-8 and homeless and foster youth based on data analysis and progress monitoring data 8/16-6/17	Principal, Teachers	Provide after school tutoring opportunities for students in mathematics	See Goal1 Strategy 2			
Small Group Tutoring Opportunities with the classroom Teacher for a series of 10-30 hours to focus on Math and including all Foster and Homeless youth and struggling students. 8/16-6/17	Classroom Teachers	Develop small group instructional plans for extended learning time via afterschool tutoring. Utilize pre/post test data to determine if student progress is adequate. Communicate with families the importance of attendance at tutoring	See Goal 1 Strategy 2			
Para-Educators to support Kindergarten and 1st grade classrooms. Will allow for small group leveled instruction focused on student learning needs as identified via data analysis. 8/16-6/17	Principal K-1 Teachers TOSA	Hire Para-Educators and develop a meaningful schedule. Ensure Para-educators have access to needed coaching and training. Prepare meaningful small group lessons based on data analysis for teacher and para-educator Provide training and support to para-educator.	See Goal 1 Strategy 2			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Assist teachers with data analysis and small group lesson design				

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
Provide Parent workshops for incoming kindergarten students. 4/17-6/17	Principal TOSA, Teachers Campus Supervisors	Schedule and promote parent workshops Teacher extra hours to plan and present workshop Babysitting	See Goal 1 Strategy 3			

Strategy #4

STRATEGY:
 5th to 6th grade transition/8th grade 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
Conduct a student orientation assembly and Field Day for transition from 5th to 6th grade at Curren. 6/17	Principal 5-8 Teachers	Plan, organize, and facilitate a general information assembly for 5th graders as they prepare to transition to middle school Plan, organize, and facilitate a "Welcome to Middle School" field day event for all incoming 6th grade students	See Goal 1 Strategy 4			
Facilitate HS information and registration meetings for 8th grade students. 5/17	Principal Teachers, Conselor, AP	Communicate with the high school district to plan for each feeder high school to present orientation information to their future students. Counsel individual students on career paths, A-G requirements and general student motivation in a growth mindset model	See Goal 1 Strategy 4			

Strategy #5

STRATEGY:
Professional Development. 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
Provide all teachers the opportunity for peer observation and lesson study. 10/16-51/7	Principal Teachers K-8 TOSA	Develop a meaningful schedule to provide maximum opportunity for observation and instructional conversation following lesson study protocol Participate meaningfully in the lesson study Assist in the facilitation of the lesson study protocol	See Goal 1 Strategy 5			
All 6-8 teachers attend AVID conference as available and implement AVID strategies school wide. 6/17-8/17	Principal 6-8 Teachers	Ensure registration and attendance at AVID conference Attend AVID conference and implement AVID instructional strategies school-wide	See Goal 1 Strategy 5			
Provide opportunities for professional development at VCOE and outside the county in the areas of Technology, CHAMPs, Autism and Behavior Issues, Dual Language Immersion, Project Based Learning, Reading, and Math. 8/16-6/17	Principal K-8 Teachers	Ensure registration and other arrangements for conferences Attend specific needed trainings.	See Goal 1 Strategy 5			

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
Jointly develop a parent compact. 10/16-12/16	Principal	Review and modify the parent compact with parent groups and review at a Title I parent meeting	See Goal 1 Strategy 6			
Jointly develop the parent involvement policy. 10/16-12/16	Principal, Parents	Review and modify the parent involvement policy with parent groups and review at a Title I parent meeting				
Coordinate Title I parent meetings. 9/16, 10/16-5/17	Principal	Plan and facilitate Title I parent meetings to review Title I purposes and student supports, and address concerns.	See Goal 1 Strategy 6			
Provide opportunities for parents to attend parenting classes, workshops, and other parent events regarding student learning behavior and academic support. 10/16-5/17	Principal Counselor ORC Campus Supervisors	Schedule and coordinate parenting classes and parent workshops Conduct Parent Project and Loving Solutions parenting classes Assist with parenting classes and parent workshops Provide babysitting	See Goal 1 Strategy 6			
Provide parent workshops and family events to promote student success in the area of math. 9/16-6/17	Principal Teachers	Schedule and coordinate family and parent workshops and events Organize, plan, and conduct parent workshops and	See Goal 1 Strategy 6			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Campus Supervisors	family events Provide Babysitting				

Strategy #7

STRATEGY:
After School Program (After School Education and Safety) 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
Monthly meetings between site administration and the After School Program Coordinator and Program Director. 8/16-6/17	Principal, Assistant Principal	Attend monthly meeting and provide information regarding student and program needs.				
Supplement the After School Program Activities with additional clubs and sports focused on student enrichment and engagement. 10/16-5/17	Principal Certificated and classified club sponsors	Coordinate after school clubs Prepare club, encourage membership, establish norms, hold regularly scheduled meetings and events	See Goal 1 Strategy 7			

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:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
All students will increase by one CELDT level or remain at the advanced level for each subtest of the CELDT. 55% of students who have been in US school system for more than 5 years will reach proficiency on the CELDT This goal pertains to all students in cluding the following subgroups: English Learners including any EL's identified as Migrant Students, Special Education, SED, Foster youth, Homeless, and Hispanic.
Data Used to Form this Goal:
CELDT Data, IPT Data
Findings from the Analysis of this Data:
Students make strong progress in their overall proficiency through third grade. Following this, students begin to stagnate at the intermediate level. With the analysis of subtest scores it is evident that the reading and writing subtests limit the students' movement in their overall scores into the proficient range.
How the School will Evaluate the Progress of this Goal:
CELDT Data, IPT Data, Student writing samples. The data will be analyzed at each trimester. The data will be used to develop intervention plans and programs for struggling students.

Strategy #1

STRATEGY:
 Teach and Learning: Full Implementation of the State Approved English Language Development Curriculum. The school will ensure the full implementation of the State approved English Language Development curriculum and support the Common Core State Standards for English Language Development.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use CELDT and IPT data and subscores to group students for daily directed ELD instruction via small group instruction 8/16-6/17	Principal, Assistant Principal, TOSA	Students taught leveled ELD instruction daily for ELD	Two ISP at 4.75/hours per day	1000-1999: Certificated Personnel Salaries	LCFF - EL	57,015
	Principal, TOSA	ISP to support during ELD time to provide more specialized groupings and instruction	One ISP at 4.75/hours per day	1000-1999: Certificated Personnel Salaries	Title III	24,508
	Principal, TOSA	Modeled lessons by TOSA				
	Principal, Teachers	Grade Level collaboration about ELD and EL student progress	No cost, Salary is district funded			
Monitor English Learner Student progress and develop appropriate action plans for support 8/16-6/17	Principal, TOSA, Teachers	Data analysis, student monitoring conferences.	See Goal 1 Strategy 1			
Provide leveled literacy books and materials for English Learners to support core instructional materials during integrated and designated ELD. 9/16-6/17	Principal, Teachers	Purchase targeted materials and books to support small group ELD instruction in support of the district adopted CCSS Language Arts, Math, Science, and Social Science materials	Materials and Books	4000-4999: Books And Supplies	Title III	4,215

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
Offer after school tutoring for 20 weeks for English Learners based on specific EL needs 9/16-6/17	Principal	Extended learning time (tutoring) for EL's based on data analysis 2 hours/week for 20 weeks (6 groups)	See Goal 1 Strategy 1			
Provide intervention for LTEL in grades 4-8. 9/16-5/17	Principal	Extended Learning Time for LTELs (tutoring) 80 hours total	See Goal 1 Strategy 1	1000-1999: Certificated Personnel Salaries	Title III	4,000

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
Provide parent meetings and orientation for incoming EL students. 1/17-4/17	Principal, K teachers	Plan and prepare parent workshops	See Goal 1 Strategy 3			
Provided DLI parent information meetings for incoming K students 1/17-4/17	Principal, DLI Teachers, DLI TOSA	Faciliate parent meeting	See Goal 1 Strategy 3			
Hold quarterly parent meetings regarding DLI program 10/16, 2/17, 5/17	Principal, Assistant Principal, DLI Teachers, DLI TOSA	Materials and incentives for the meetings	See Goal 1 Strategy 3			

Strategy #4

STRATEGY:
 5th to 6th grade transition/8th grade 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
Hold ELRT Meetings to review EL student progress and develop action plans. For students not responding to action plan hold consultation meeting. 10/16-6/17	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. 9/16-5/17	Principal Campus Supervisors	Monthly meetings. Provide refreshments, materials, incentives. \$300/month for 8 months	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	2400
		Babysitting	Classified hours	2000-2999: Classified Personnel Salaries	Discretionary	600

Strategy #5

STRATEGY:
 Professional Development. The school will provide professional development to support English Learners and English Language Development.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide all teachers the opportunity for peer observation and lesson study. 10/16-5/17	Principal Teachers K-8 TOSA	Develop a meaningful schedule to provide maximum opportunity for observation and instructional conversation following lesson study protocol Participate meaningfully in the lesson study Assist in the lesson study protocol	See Goal 1 Strategy 5			
Provide opportunities for professional development at VCOE in the areas of Dual Language Immersion and English Language Development. 10/16-6/17	Principal DLI Teachers K-8 Teachers	Ensure registration and other arrangements for conferences Attend CABE and ATDLE conferences Attend specific trainings	See Goal 1 Strategy 5			
Professional Development in Wonders ELD. 10/16-6/17	Principal EL TOSA, TOSA	Facilitate professional development using the adopted ELD curriculum Provide coaching support and collaboration time with the ELD Wonders materials	See Goal 1 Strategy 5			

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
Hold monthly ELAC Meetings to support parents of English Learners. 9/16-6/17	Principal	Prepare and deliver outstanding ELAC agendas focused on student achievement, parent information, attendance, EL programs, Language Census and other EL related concerns	Parent Incentives and Refreshments	4000-4999: Books And Supplies	LCFF - EL	660

Strategy #7

STRATEGY:
After School Program (After School Education and Safety) 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
Monthly meetings between site administration and the After School Program Coordinator and the Program Director. 8/16-6/17	Principal, Assistant Principal	Attend monthly meetings				
Provide language rich opportunities for students via after school clubs focused on language development such as the school newspaper and musical theater/choir. 9/16-6/17	Club Sponsors	Teacher extra hours to prepare club activities that encourage student verbal and written communication	See Goal 1 Strategy 7			

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: School Climate
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
<p>Curren School will be a safe 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.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth, Homeless, and Hispanic.</p>
Data Used to Form this Goal:
Behavior data compiled by the counselor, assistant principals, and ORC. Data compiled includes: office referrals, student and parent surveys, and safety team review of safety plan and procedures.
Findings from the Analysis of this Data:
Curren School is a safe environment but there is a need for a standardized language in order to teach behavior expectations effectively. There have been improvements in this area with the implementation of CHAMPs. There are still some classrooms not fully implementing CHAMPs. Parent involvement is on the rise at Curren School.
How the School will Evaluate the Progress of this Goal:
Parent, student, and staff surveys. Referral and behavior data including suspension data, and California Healthy Kids Survey results.

Strategy #1

STRATEGY:
 Teach and Learning: Full Implementation of the CHAMPS Model. The school will ensure the full implementation of the district supported School Wide Positive Behavior Intervention System of CHAMPS.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure CHAMPS expectations are clearly explained and taught for all locations/activities in the school. 8/16-6/17	Principal, Assistant Principal, Leadership Team	Develop and post expectations throughout the school. Provide weekly lessons and target for teachers via the bulletin	Campus Supervisors Extra Hours	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	2,000
	Principal, Assistant Principal	Train Campus Supervisors on the CHAMPS model				
Provide a safe school environment for all students. 8/16-6/17	Campus Supervisors	Provide a safe school environment using CHAMPS during recesses, lunch, and before/after school	Campus Supervisor Salaries	2000-2999: Classified Personnel Salaries	Discretionary	164,355
Provide positive behavior and attendance incentives for students. 8/16-6/17	Principal, ORC, Counselor	Purchase positive reinforcement incentives and attendance incentives for students	Materials	4000-4999: Books And Supplies	Discretionary	3,000

Strategy #2

STRATEGY:
Opportunity and equal educational access/Interventions and Enrichment. The school will ensure opportunity and educational access for all students in a safe environment.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation for parents at parent conferences, SSTs and IEPs. 8/16-6/17	Principal, Clerical Staff	Provide translation services after hours for parents	Classified Extra Hours	2000-2999: Classified Personnel Salaries	Discretionary	7,303
Ensure students are offered opportunities to develop leadership and behavior strategies via student council, service club, earthkeepers. 9/16-6/17	Principal, Club Sponsors	Coordinate and facilitate student service and leadership clubs	See Goal 1 Strategy 2			

Strategy #3

STRATEGY:
Transition. The school will implement a comprehensive safety plan for all new and continuing students

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. 9/16-2/17	Principal, Assistant Principal	Provide general training and practice drills Provide binders with all safety information				
Establish a safety committee. 9/16-6/17	Principal, Assistant Principal	Update the comprehensive safe school plan and provide training for all school employees on safety plan and procedures	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	299.85
	Principal, Assistant Principal	Ensure safety materials, supplies, evacuation backpack, etc. are available and in good working order				
	Principal, Assistant Principal	Conduct monthly drills (earthquake, fire, lock-down) and an annual disaster drill				

Strategy #4

STRATEGY:
 5th to 6th and 8th grade high school transition. The school will support parents through the transition of students from elementary to middle school and middle school to high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Information Meetings 3/17-5/17	Principal, Counselor	Provide meaningful parent meetings to prepare students for transition to next grades. Include discussion of behavior expectations, parenting, and discipline	See Goal 1 Strategy 6			

Strategy #5

STRATEGY:

Professional Development. The school will provide professional development to support CHAMPs, and parent interactions.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide initial CHAMPs training for all untrained teachers and classified staff. 10/16	Assistant Principal, Counselor	Conduct professional development training for CHAMPs	Teacher Extra Help Hours	1000-1999: Certificated Personnel Salaries	Discretionary	7,000
			Classified extra help	2000-2999: Classified Personnel Salaries	Discretionary	2,000
			Classified Substitutes	2000-2999: Classified Personnel Salaries	Discretionary	1,000
Hold parent meetings regarding school discipline, CHAMPs, and parent involvement. 10/16, 1/17, 2/17, 3/17	Principal	Prepare and present parent meetings	See Goal 1 Strategy 5			

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
Provide opportunities for parents to attend parenting classes, workshops, and other parent events regarding student learning, behavior, and academic support. 9/16-5/17	Principal Counselor and ORC	Schedule and coordinate parenting classes and parent workshops Conduct Parent Project and Loving Solutions parenting classes	See Goal 1, Strategy 6			
Provide parent workshop on CHAMPs for parents. 10/16, 1/17, 3/17	Principal, ORC, Counselor	Host a parent workshop on the basics of CHAMPs				

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with the After School Program on the implementation of CHAMPS and the School safety plan. 10/16-5/17	Principal, ASP Coordinator	Meet and provide information and resources to facilitate shared practice for CHAMPS				
	Principal, ASP Coordinator	Implement safety drills in connection with the ASP				

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Strand Focus
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
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. 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:
Parent, Teacher, Student Surveys. Feedback provided at meetings.
Findings from the Analysis of this Data:
Environmental studies, enrichment, and AVID are motivating and relevant topics to engage our community.
How the School will Evaluate the Progress of this Goal:
Timelines, Reports, Units

Strategy #1

STRATEGY:

Teach and Learning: Full Implementation of the Curren EYES Academy. The school will ensure the continued development of the Environmental Studies Academy Focus in the classroom instruction and integrated units of instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrichment art teacher to provide enrichment lessons to students K-8. 8/16-6/17	Principal Principal, EST Enrichment Teacher	Hire enrichment teacher Implement schedule providing enrichment lessons to all students K-5 every two weeks and 6-8 every three weeks	See Goal 1 strategy 2			
Implement one comprehensive integrated unit per grade level on Environmental Studies. Include a meaningful culminating project. 9/16-6/17	Principal, Teachers	Prepare and modify units				
Purchase enrichment materials to support EYES clubs, Art, and Music programs. 10/16-5/17	Principal, PTA, Teachers	Purchase EYES related materials for projects, clubs, art and music classes, and family events and activities	Materials	4000-4999: Books And Supplies	PTA	20,000

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
Ensure a minimum of one field trip per year for every student aligned to the EYES Academy and integrated unit. 10/16-6/17	Principal, Teachers	Schedule and coordinate field trips	Bus	5000-5999: Services And Other Operating Expenditures	Discretionary	5,000
			Entrance Fees	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1,000
Host School Yard Habitat (SYH) family work days. 10/16-6/17	Principal, EST Enrichment	Invite community to participate in habitat prep and planting.				
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. 9/16-6/17	Principal, Teachers, Leadership Team	Prepare student lessons				
Continue the relationship with the Department of Wildlife in the SYH development and the larger EYES implementation. 8/16-6/17	Principal, Leadership Team	Facilitate meetings between site leadership team, Current Parents and Families, and district facilities department				
Hire music teacher to provide music classes to all students. 8/16-6/17	Principal, Music teacher	Develop a contract with Arts Council to hire an OMAG music teacher to provide daily music classes to all students grades K-5 every other week and 6-8 every three weeks.	Professional Services Contract	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	28,000

Strategy #3

STRATEGY:
Pre-School Transition. The school will ensure all families understand the EYES Academy as they enter Curren.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure the EYES Academy is explained at kindergarten orientation meetings. 1/17-4/17	Principal, Assistant Principals, Teachers	Prepare information on EYES Academy as part of the kindergarten orientation meetings	See Goal 1 Strategy 3			

Strategy #4

STRATEGY:
5th to 6th grade transition/8th grade 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
Promote AVID strategies for all students entering middle school and as they prepare to enter high school. 3/17-6/17	Principal, Assistant Principal, Counselor, Teachers	Prepare student lessons and presentations on the AVID strategies as they move into higher grades				

Strategy #5

STRATEGY:
Professional Development. The school will provide professional development to support Language Arts

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teacher professional development on environmental studies. 10/16-5/17	Principal, Department of Fish and Wildlife	Provide informational trainings for teachers on environmental studies, monarch habitats, etc.				

Strategy #6

STRATEGY:
Parent Involvement. The school will coordinate meetings and distribute information to generate parent involvement and inform the parent community about the EYES Academy.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent information at workshops and parent meetings.9/16-6/17	Principal	Prepare and present information at parent meetings				
Develop new Curren EYES T-shirts.8/16-10/16	Principal, PTA	Design, order and distribute T-Shirts				

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer environmental studies based clubs for students. 10/16-6/17	Principal, Club Sponsors	Develop and lead the Service Club and EarthKeepers Club	See Goal 1 Strategy 7			

Centralized Services for Planned Improvements in Student Performance

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance	
SCHOOL GOAL #1:	
<p>Goal 1 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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>Goal 4 A. Positive Behavior Plan:</p> <ul style="list-style-type: none"> • 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 <p>B. Emergency Preparedness:</p> <ul style="list-style-type: none"> • 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 <p>This goal pertains to all student including the following subgroups: English Learners, Migrant Students, Foster youth, 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 2016-June 2017	Coach	1000-1999: Certificated Personnel Salaries	Centralized Services	120,603

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Library Technician	August 2016-June 2017	Library	2000-2999: Classified Personnel Salaries	Centralized Services	58116
Site Computer Tech	August 2016-June 2017	Site Lab Tech	2000-2999: Classified Personnel Salaries	Centralized Services	66687
Maintenance Agreement for Copy Machine(s)	August 2016-June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Centralized Services	14904
Counselor	August 2016-June 2017	Counselor	1000-1999: Certificated Personnel Salaries	Centralized Services	120550
Outreach Specialist (ORC)	August 2016-June 2017	Outreach	2000-2999: Classified Personnel Salaries	Centralized Services	50688

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Centralized Services	120,000.00
1000-1999: Certificated Personnel Salaries	Discretionary	40,250.00
2000-2999: Classified Personnel Salaries	Discretionary	183,758.00
4000-4999: Books And Supplies	Discretionary	52,173.00
5000-5999: Services And Other Operating	Discretionary	28,075.00
5800: Professional/Consulting Services And	Discretionary	10,802.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	22,636.15
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	2,000.00
4000-4999: Books And Supplies	LCFF - Discretionary	299.85
1000-1999: Certificated Personnel Salaries	LCFF - EL	57,015.00
4000-4999: Books And Supplies	LCFF - EL	660.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	28,508.00
4000-4999: Books And Supplies	LCFF - Targeted	1,676.46
5800: Professional/Consulting Services And	LCFF - Targeted	28,000.00
4000-4999: Books And Supplies	PTA	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	47,025.00
2000-2999: Classified Personnel Salaries	Title I	47,666.00
1000-1999: Certificated Personnel Salaries	Title III	28,508.00
4000-4999: Books And Supplies	Title III	4,215.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Centralized Services	120,000.00
Discretionary	315,058.00
LCFF - Discretionary	24,936.00
LCFF - EL	57,675.00
LCFF - Targeted	58,184.46
PTA	20,000.00
Title I	94,691.00
Title III	32,723.00

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 and English Learner progress

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, Designated ELD, PE 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.

Tutoring

What specific actions related to those strategies were eliminated or modified during the year?

Tutoring did occur but was not available to all students in all subject areas.

Identify barriers to full or timely implementation of the strategies identified above.

Teachers willing to tutor and many students/parents unable to attend the tutoring offered.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

We promoted tutoring opportunities at the school, and implemented a modified ISP schedule to support after school tutoring. Additionally students were offered opportunities to participate in the After School Program. Finally we ensured that small group intervention occurred within the school day.

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) the data demonstrated that when implemented effectively the student progress was significant.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Tutoring, due to the limited number of hours offered, and additionally the students receiving tutoring did not demonstrate greater growth. The data for in school small group intervention showed greater growth.

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

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:

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 2014-2015 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.

Math goals met. ELA goals made significant progress. Many students met the reading gain goal.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

AMAO goals, Language Arts Goal was not met for all students.

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. Professional development for teachers on the effective strategies to implement during small group instruction. Increased data monitoring using the STAR 360 to ensure student progress is monitored and learning needs are addressed immediately.

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		
Mary Lang		X			
AnneMarie Newman		X			
Kristina Beers-Cabrera		X			
Mary Truax				X	
Violet Valdivia				X	
Yvana Zarate				X	
Maritza Perez-Gutierrez				X	
Rogelia Ruvalcaba				X	
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy

Recommendations and Assurances

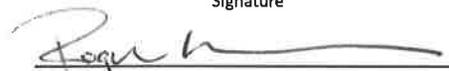
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

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 10/17/2016

Attested:

Kelly Castillo

Typed Name of School Principal



Signature of School Principal

10/17/16

Date

Mary Truax

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10-17-16

Date

SITE: CURREN (036)	2016-17				LCFF Concentration
17.315%	Discretionary 0001	Title I 3010	TITLE III 4203	Donations 4203	0790
24.823%	2016/17	2016/17	2016/17	2016/17	2016/17
	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget	Proposed Budget
Description	\$315,058	\$94,691	\$32,723	\$20,000	\$140,795
TEACHER CONTRACT SALARY					see LCFF sheet
TEACHER EXTRA HELP	\$26,258	\$29,791			
TEACHER SUBSTITUTE	\$4,375				
INTERVENTION SERVICE PROVIDER			\$24,300	Castillo, Kelly: ISP to support Els 4.5 hours/day for 135 days	
CERTIFICATED PUPIL SER EX HELP	\$4,254				
ADMINISTRATIVE SUPPORT /EXTRA HELP					
INSTRUCTIONAL ASSISTANTS		\$43,451			
INSTRUCTIONAL ASSISTANTS/SUBSTITUTE	\$1,000			Castillo, Kelly: Additional Para Support 4hours/day for K	
INSTRUCTIONAL ASSISTANTS/O.T.	\$1,000			Castillo, Kelly: Additional Para Support School-wide for motor room 4 hours/day	
INSTRUCTIONAL ASSISTANTS/EXTRA HELP		\$4,410		Castillo, Kelly: Teacher Extra hours for PD, Clubs, Sports, Etc.	
CLASSIFIED SUPPORT EXTRA HELP					
CLASSIFIED SUPPORT SALARIES/Custodial Subs					
CUSTODIAL O.T.	\$160			Castillo, Kelly: IA Extra hours	
LIBRARY					
CLERICAL AND OFFICE					
Clerical Substitutes	\$1,000				
CLERICAL EXTRA HELP	\$2,000				
CLERICAL OVERTIME	\$3,000				
OUTREACH SPECIALIST - O.T.	\$3,000			Castillo, Kelly: Extra hours for parenting classes and workshops	
PLAYGROUND AIDES - Contract Positions	\$118,389				
PLAYGROUND AIDES - Extra Help	\$12,000				
Babysitting	\$3,000				
Verbal Translation - Extra Help	\$500				
Verbal Translation - O.T.					
Certificated Benefits (%)	\$6,041	\$5,158	\$4,208	\$0	
Classified Benefits (%)	\$36,006	\$11,881	\$0	\$0	
Certificated Health & Welfare					
Classified Health & Welfare					
BOOKS OTHER THAN TEXTBOOKS	\$100				
MATERIALS AND SUPPLIES	\$25,674		\$4,215		
WAREHOUSE CHARGES	\$20,000				
COMPUTER SUPPLIES AND SOFTWARE					
TITLE 1, MID-YEAR ADJUSTMENT					
NON-CAPITALIZED EQUIPMENT (\$500-\$4,999)				Castillo, Kelly: AVID VCOE conferences	
COMPUTER EQUIPMENT OVER \$500					
TRAVEL AND CONFERENCE	\$15,000				
DUES AND MEMBERSHIPS					
RENTALS, LEASES AND REPAIRS					
MAINTENANCE AGREEMENTS	\$3,000			Castillo, Kelly: laminator, duplo, etc.	
REPAIRS					
FIELD TRIP - TRANSPORTATION ONLY	\$4,800			Castillo, Kelly: For enrichment programs--music, after school programs	
PUBLICATIONS RECHARGES	\$5,000				
PROFESSIONAL/CONSULTING SERVICES	\$19,502			Castillo, Kelly: IXL, Razzkids, etc. 15,000	
COMMUNICATIONS				Enrichment/Field Trip Entrance 7100	
INDIRECT					
TOTAL	\$315,058	\$94,691	\$32,723	\$20,000	
Difference (should be zero)	\$0	\$0	\$0	\$0	

TOTAL ALLOCATION

\$603,267

SITE: CURREN (036)		LCFF		
Cert.	17.315%	NON-TARGETED 0790	TARGETED 0791	EL ONLY 0792
Class.	24.823%	2016/17	2016/17	2016/17
		Proposed Budget	Proposed Budget	Proposed Budget
Account	Description	\$24,936.00	\$58,184.00	\$57,675.00
010.1101	TEACHER CONTRACT SALARY			
010.1122	TEACHER EXTRA HELP	\$ 12,500.00		
010.1132	TEACHER SUBSTITUTE	\$ 7,500.00		
010.1135	INTERVENTION SERVICE PROVIDER		\$ 24,300.00	\$ 48,600.00
010.1200	CERTIFICATED PUPIL SERVICES			
010.1201	CERTIFICATED PUPIL SER EX HELP			
010.1312	ADMINISTRATIVE SUPPORT /EXTRA HELP			
010.2101	INSTRUCTIONAL ASSISTANTS			
010.2105	INSTRUCTIONAL ASSISTANTS/SUBSTITUTE	\$ 940.00		
010.2110	INSTRUCTIONAL ASSISTANTS/O.T.			
010.2111	INSTRUCTIONAL ASSISTANTS/EXTRA HELP			
010.2201	CLASSIFIED SUPPORT EXTRA HELP			
010.2202	CLASSIFIED SUPPORT SALARIES/SUBSTITUTE			
010.2250	LIBRARY			
010.2400	CLERICAL AND OFFICE			
010.2430	CLERICAL EXTRA HELP			
010.2435	CLERICAL OVERTIME			
010.2900	OTHER CLASSIFIED SALARY			
010.2902	OTH CLASSIFIED OT			
010.2912	PLAYGROUND AIDES			
010.2915	Babysitting			
010.2931	Verbal Translation_extra help			
010.2932	Verbal Translation_OT			
010-3001	Certificated Benefits (%)	\$3,463	\$4,208	\$8,415
010-3002	Classified Benefits (%)	\$233	\$0	\$0
010-3401	Certificated Health & Welfare			
010-3402	Classified Health & Welfare			
010-3000	OSSA/PERS			
010.4200	BOOKS OTHER THAN TEXTBOOKS			
010.4300	MATERIALS AND SUPPLIES	\$ 299.66	\$ 1,676.46	\$ 659.91
010.4312	WAREHOUSE CHARGES			
010.4318	COMPUTER SUPPLIES AND SOFTWARE			
010.4341	CUSTODIAL SUPPLIES			
010.4400	NON-CAPITALIZED EQUIPMENT (\$500-\$4,999)			
010.4418	COMPUTER EQUIPMENT OVER \$500			
010.5100	PROFESSIONAL/CONSULTING			
010.5200	TRAVEL AND CONFERENCE			
010.5201	MILEAGE CERT			
010.5300	DUES AND MEMBERSHIPS			
010.5600	RENTALS, LEASES AND REPAIRS			
010.5631	MAINTENANCE AGREEMENTS			
010.5632	REPAIRS			
010.5712	FIELD TRIP - TRANSPORTATION ONLY			
010.5725	PUBLICATIONS RECHARGES			
010.5800	PROFESSIONAL/CONSULTING SERVICES		\$ 28,000.00	
010.5900	COMMUNICATIONS			
010.6400	CONSTRUCTION			
010.7310	INDIRECT			
	TOTAL	\$24,936.00	\$58,184.01	\$57,675.00
	Difference (should be zero)	\$0.00	\$0.00	\$0.00
TOTAL ALLOCATION		\$140,795.00		

Castillo, Kelly:
Clubs, Parent Events,
Enrichment Activities

Castillo, Kelly:
one ISPs to support
Intensive Reading/Math
for Tier III intervention

Castillo, Kelly:
2 ISPs 4.5 hours/day
for 135 days

Castillo, Kelly:
Teacher Substitutes for
Lesson Study, SST,
Collaboration, Leadership,
etc. 60 days

Castillo, Kelly:
Hire OMAG for music
Mad Science or other
consultant for After
School



Curren K-8 School

1101 North F Street, Oxnard CA 93030 (805) 385-1527 Fax: (805) 485-7593



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **Parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **Parents are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.**
- ✓ **Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the Back to School information, which is distributed annually at the beginning of the school year. Teachers review the Back to School information and policies with the students at the beginning of the year. Parents are asked to read and discuss the Back to School information with their students and sign and return an acknowledgment form.
- ✓ Curren School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Curren School makes the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Curren School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Curren School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Curren convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ The requirements of Title I,
- ✓ Their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ The school's participation in Title I (status of targeted assistance program)



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Additionally, Curren School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes a bi-monthly newsletter along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so. The compact is distributed annually at parent conferences.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.
 - ELAC
 - School Site Council
 - PTA
 - Title I
 - Coffee with the Principal
- ✓ Annual Needs Assessment.
- ✓ Parent Volunteer Opportunities



Curren K-8 School

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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntario, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Ingles, Junta de información para los padres, Póliza, la directora siempre esta disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela Curren notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Curren verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Curren periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Curren ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Curren convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,



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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.

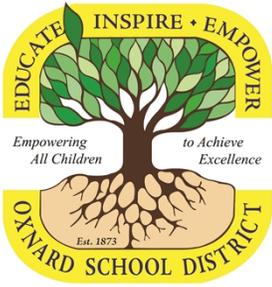
- ✓ El libro de recursos para los padres de familia y la comunidad debe incluir:
 - Normas de pólizas acerca de la participación escolar
 - Calendario escolar y calendario de reuniones
 - Manual para padres de familia y alumnos
 - Solicitud para registrarse como voluntario y información
 - Información 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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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):

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- ✓ That their child's school participates in Title I,
- ✓ The requirements of Title I,
- ✓ Their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ The school's participation in Title I (status of targeted assistance program)

Additionally, Curren School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes a bi-monthly newsletter along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so. The compact is distributed annually at parent conferences.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.

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- ELAC
- School Site Council
- PTA
- Title I
- Coffee with the Principal
- ✓ Annual Needs Assessment.
- ✓ Parent Volunteer Opportunities



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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPÓSITO DE LA DECLARACIÓN:

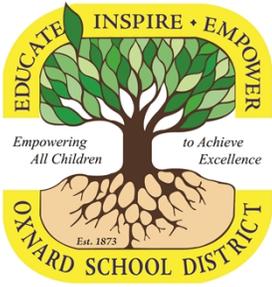
La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntario, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de Ingles, Junta de información para los padres, Póliza, la directora siempre esta disponible para hablar con los padres.

La información sobre las normas de política y las oportunidades acerca de la participación serán comunicadas mediante el contacto directo de los padres de la siguiente manera:

- ✓ Las normas de Pólizas acerca de la participación de los padres en la escuela, la participación de la comunidad y el convenio entre la escuela y los padres de familia se distribuye a éstos y a los estudiantes en el Paquete del primer día de escuela en el cual se distribuye anualmente al inicio del año escolar. Los maestros revisan el Paquete del primer día de escuela y las normas de pólizas con los estudiantes al inicio del año escolar. A los padres se les solicita leer y analizar el Paquete del primer día de escuela con sus estudiantes, firmar y devolver los documentos que lo recibió.
- ✓ La Escuela Curren notifica a los padres sobre las normas de pólizas acerca de la participación de los padres en la escuela de manera comprensible y en un formato único y, hasta cierto punto factible, se distribuyen las normas a los padres de familia en un lenguaje fácil de entender.
- ✓ La Escuela Curren verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Curren periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Curren ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.



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NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Curren convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

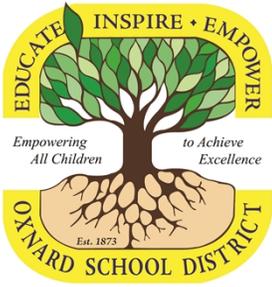
- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ Informarles a los padres de familia los derechos que éstos tienen para participar en la educación formal de sus hijos (se proporciona copia de las normas 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.



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El convenio entre la escuela, los padres y el estudiante forma parte de las normas de pólizas acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de Padres
- ✓ Accesorio Académicos
- ✓ Oportunidades de ser voluntarios escolares

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: November 2, 2016

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 November 2, 2016.

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School Vision and Mission

James Driffill Elementary School's Vision and Mission Statements

Mission:

Driffill empowers children to achieve excellence.

Vision:

Driffill aims to provide students with an outstanding education and promote global perspective. Our curricular program integrates technology, environmental science, a dual language immersion program, and inquiry-based learning to deepen academic knowledge.

Dual Language Immersion Spanish/English:

Bilingualism

Develop oral proficiency and academic abilities

Bi-literacy

Demonstrate high academic performance at or above grade level

Multiculturalism

Participate in cross-cultural relationships and learning experiences that foster the development of positive self-esteem and cultural pride.

Strand:

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

School Profile

Driffill School was built in 1946 and serves the central walking community of Oxnard. We moved into our new building in January 2014 to accommodate our growing community. We look forward to other construction projects in the near future to enhance learning experiences. Our population is approximately 1300 students from Pre K to 8. We transitioned to a Pre K- 8 Dual Language campus in 2014-2015. 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	148	163	145	161	145	161	98.0	98.8
Grade 4	131	140	129	139	129	139	98.5	99.3
Grade 5	158	132	149	130	149	130	94.3	98.5
Grade 6	135	139	133	137	133	137	98.5	98.6
Grade 7	116	118	112	115	112	114	96.6	97.5
Grade 8	126	100	124	99	124	99	98.4	99
All Grades	814	792	792	781	792	780	97.3	98.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2340.5	2350.7	3	3	8	9	18	24	70	64
Grade 4	2362.7	2385.3	2	6	5	9	14	12	80	73
Grade 5	2417.1	2436.3	3	5	11	18	19	20	67	57
Grade 6	2438.9	2438.0	1	1	12	12	28	27	59	61
Grade 7	2462.9	2454.3	2	0	19	10	18	26	62	64
Grade 8	2438.4	2491.3	0	2	5	22	15	25	80	51
All Grades	N/A	N/A	2	3	10	13	19	22	70	62

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	4	23	27	69	69
Grade 4	2	8	23	32	75	60
Grade 5	4	5	30	41	66	55
Grade 6	3	2	32	36	65	62
Grade 7	4	2	29	36	66	62
Grade 8	1	11	29	26	70	63
All Grades	4	5	28	33	69	62

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	5	33	40	65	55
Grade 4	1	6	26	33	74	62
Grade 5	5	8	30	35	66	58
Grade 6	2	2	32	39	66	59
Grade 7	5	2	38	44	57	54
Grade 8	0	7	20	43	80	49
All Grades	2	5	30	39	68	56

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	1	48	57	50	42
Grade 4	1	5	52	58	47	37
Grade 5	2	5	54	54	44	42
Grade 6	5	6	60	55	35	39
Grade 7	4	2	52	53	44	46
Grade 8	1	1	31	58	68	41
All Grades	3	3	50	56	48	41

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	6	37	39	61	55
Grade 4	1	5	31	40	68	55
Grade 5	8	13	49	54	43	33
Grade 6	3	5	57	55	40	39
Grade 7	4	4	42	45	54	52
Grade 8	1	8	36	51	63	41
All Grades	3	7	42	47	55	46

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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	148	163	145	161	145	161	98.0	98.8
Grade 4	131	140	129	139	129	139	98.5	99.3
Grade 5	158	132	151	130	149	130	95.6	98.5
Grade 6	135	139	132	137	132	137	97.8	98.6
Grade 7	116	118	111	114	111	113	95.7	96.6
Grade 8	126	100	124	99	124	99	98.4	99
All Grades	814	792	792	780	790	779	97.3	98.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2372.4	2385.2	3	2	16	16	27	30	54	51
Grade 4	2401.5	2420.5	2	2	6	14	42	42	50	42
Grade 5	2437.4	2436.6	1	2	9	8	28	22	61	68
Grade 6	2441.6	2421.0	1	1	5	7	33	21	62	71
Grade 7	2454.6	2433.8	3	0	9	4	33	27	55	69
Grade 8	2424.6	2459.6	1	0	3	8	10	29	86	63
All Grades	N/A	N/A	2	1	8	10	29	29	61	60

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	13	27	32	59	55
Grade 4	4	5	20	34	76	61
Grade 5	3	3	30	21	67	76
Grade 6	2	1	22	19	76	80
Grade 7	8	0	26	19	66	81
Grade 8	1	1	14	23	85	76
All Grades	5	4	23	25	71	70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	7	36	40	57	53
Grade 4	3	4	36	40	61	55
Grade 5	6	2	22	29	72	69
Grade 6	0	0	35	26	65	74
Grade 7	4	2	38	27	59	72
Grade 8	0	1	38	54	62	45
All Grades	3	3	34	36	63	61

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	6	46	58	50	37
Grade 4	1	6	31	37	68	57
Grade 5	1	2	37	35	62	64
Grade 6	3	4	44	36	53	61
Grade 7	3	1	64	32	33	67
Grade 8	0	0	23	54	77	46
All Grades	2	3	40	42	58	55

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	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				40	33	7		22	43	40		18	20	44	32
1	2	1	3	10	8	21	38	30	39	19	31	19	31	31	19
2	3	1	2	16	13	12	37	38	30	28	33	34	16	15	22
3		5	1	12	16	17	59	42	39	21	28	31	8	8	12
4	3	2	6	17	27	17	57	54	57	14	11	10	10	6	10
5	6	2	8	25	42	30	59	41	48	9	11	14		3	
6	4	5		28	38	22	43	44	54	15	8	15	9	5	9
7		8	4		28	52		40	35		13	7		13	2
8		8	3		34	57		32	33		25	7		2	
Total	3	3	3	17	24	23	47	40	42	19	22	20	14	11	12

Conclusions based on this data:

1. Our ongoing growth does not meet the state expectation. We need to address all students and provide specific targeted instruction reviewing student progress regularly.
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	549	686	633
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	549	686	633
Number Met	274	332	332
Percent Met	49.9%	48.4%	52.4%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	548	120	516	263	517	205
Number Met	67	35	73	100	76	78
Percent Met	12.2%	29.2%	14.1%	38.0%	14.7%	38.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. EL students are showing progress, but we have to increase the success of students in less than 5 years and increase our early intervention and re-designation percentage.
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. As an overall District, Oxnard is making growth but it is not substantial enough to meet the state targets.
2. Each school needs to make substantial gains to assist in the overall growth of the District.
3. As a K-8 School, we need to ensure that our students meet adequate yearly progress and are reclassified.

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 gap 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
Site Generated and CCSS Assessments
IPT - Individual Performance Test
CELDT
STAR 360
CAASPP/CMA

Findings from the Analysis of this Data:

Kinder: Percent of students scored as a Transitional or Probable Reader based on the Scale Score on the STAR 360 = 38%

First Grade: Percent of students scored as a Transitional or Probable Reader based on the Scale Score on the STAR 360 = 67%

Grades 2-5: Students that scored at grade level or made 1.5 years of growth based on STAR 360

Grade 2: 14%

Grade 3: 10%

Grade 4: 13%
Grade 5: 19%
Grade 6: 16%
Grade 7: 15%

CELDT:

Grade 1: 73% moved 1 or more levels
Grade 2: 70% moved 1 or more levels
Grade 3: 38% moved 1 or more levels
Grade 4: 57% moved 1 or more levels
Grade 5: 53% moved 1 or more levels
Grade 6: 33% moved 1 or more levels
Grade 7: 72% moved 1 or more levels

Overall 55% of students moved one level or more

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- (2-8)
Essential Skills (Kindergarten and First Grade)
Progress Monitoring
SIPPS
SMART Goals
Student Monitoring Conferences
English Learner Review Team Monitoring
Response to Intervention
CAASPP/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 Instructional Coach	August 2016 - June 2017	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, ELD, and Writing	Teachers, Instructional Coach, Assistant Principals, Principal	August 2016 June 2017	District Funded	None Specified	None Specified	0
Protect Core Curriculum Instructional Time	Teachers, Instructional Coach, Assistant Principals, Principal	August 2016- June 2017	District Funded	None Specified	None Specified	0
Full implementation of the Adopted Language Arts Curriculum in the DLI, TBE and SEI programs	Teachers, Instructional Coach, Assistant Principals, Principal	August 2016- June 2017	District Funded	None Specified	None Specified	0
Utilize the Curriculum Implementation Guides and the assessments for Language Arts	Teachers, Instructional Coach, Assistant Principals, Principal	August 2016- June 2017	District Funded	None Specified	None Specified	0
Implementation of Kindergarten through 3rd grade Transitional Bilingual Education following the District's EL Master Plan	Teachers, Instructional Coach, Assistant Principals and Principal	August 2016- June 2017	District Funded	None Specified		0
The STAR 360 Reading and Early Literacy asesment will be administered at least 2 times a year and results uploaded to the appropriate data systems	Coach, Teachers, Instructional Coach, Assistant Principals and Principal	August 2016- June 2017	District Funded	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The assessment teams will screen students throughout the year.	Teachers K-6, ISP teachers, Substitutes and the Instructional Coach	August 2016 - June 2017	District Funded Certificated Salaries ISP and Teacher Substitutes	None Specified 1000-1999: Certificated Personnel Salaries	Title I	0 3,000
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 Instructional Coach	August 2016 - June 2017	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, Instructional Coach, Teachers and Substitutes	August 2016 - June 2017	District Funded Certificated Salaries, Teachers and Substitutes	None Specified 1000-1999: Certificated Personnel Salaries	Title I	0 3,000
Staff will attend conferences and training to support the curriculum, strands and needs of students.	All staff	August 2016- June 2017		5800: Professional/Con sulting Services And Operating Expenditures 5800: Professional/Con sulting Services And Operating Expenditures	Title I Title III	27108 7,000
The Renaissance STAR 360 and Accelerated Reader Programs were purchased to support the assessment and academic program for all students.	All staff	August 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	District Funded	
The MyOn Program was purchased to support the academic program for all students	All staff	August 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	District Funded	

Strategy #2

STRATEGY:

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS: During 2016-2017 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, Instructional Coach and Teachers	August 2016 - June 2017 135 Day Contract	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title III	28,095
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	28,095
				1000-1999: Certificated Personnel Salaries	LCFF - EL	56,190
Increase student time on task. Less interruptions during class instruction	Principal, Assistant Principals, Instructional Coach	August 2016 - June 2017	Certificated Salaries	None Specified	None Specified	0
Teachers will apply Universal Access intervention during Language Arts with fidelity.	Principal, Assistant Principals, Instructional Coach and Teachers	August 2016 - June 2017	Certificated Salaries	None Specified	None Specified	0
Provide Standardized Intervention Curriculum (SIPPS and Read Naturally)	Instructional Coach, ISP and Teachers	August 2016 - June 2017	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 2016 - June 2017	Certificated Salaries	None Specified	None Specified	0
MTSS - Provide intervention groups according to academic needs, communicate purpose to parents, and provide	Principal, Assistant Principals, Psychologist, RSP Teacher, Outreach Teacher, Instructional Coach, and Teachers	August 2016- June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	862

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
interventions.			Apps	4000-4999: Books And Supplies	LCFF - Discretionary	300
Increase student access to Technology through computers, Apple TV, iPads, Promethean Boards and portable cart with laptops; to include replacements and any additional components including Apps.	Principal, Assistant Principals, Site Technology Tech, Instructional Coach, and Teachers	August 2016- June 2017	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	20,000
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, Instructional Coach, Teachers	August 2016 - June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Discretionary	27,075
				1000-1999: Certificated Personnel Salaries	Title I	21,905
				1000-1999: Certificated Personnel Salaries	LCFF - EL	10,000
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2,000
Purchase materials to support academic programs and interventions as needed for grades TK-8	Principal, Assistant Principals, Instructional Coach, EL TOSA's	August 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	53,181
				4000-4999: Books And Supplies	Title I	4,750
Provide tutors for students identified through the ELRT process and substitutes for teachers to have coverage to write such plans.	Principal, Assistant Principals, Instructional Coach, EL TOSA, Teachers	August 2016 - June 2017	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Title III	7,711

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will participate in field trips and enrichment activities	Teachers and all students	August 2016 - June 2017		5700-5799: Transfers Of Direct Costs	LCFF - Targeted	433
			Transportation	5700-5799: Transfers Of Direct Costs	Title I	17,000
			Admission Fees	5800: Professional/Con sulting Services And Operating Expenditures	LCFF - Discretionary	10,335
Provide subs for student monitoring, conferences, leadership meetings, staff development, testing and intervention	Principal, Assistant Principals, Literacy Coach, Classroom Teachers	August 2016 - June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Discretionary	7,159
Provide academic incentives for students who have met goals set by staff and teachers.	Principal, Assistant Principals, Instructional Coach, Teachers	August 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1279

Strategy #3

STRATEGY:
 Pre-School Transition (Elementary Schools): Drifill Kindergarten, Transitional Kindergarten and Pre-School teachers will discuss the expectations and needs of their students for the upcoming year. These meetings will develop a plan to provide parents with resources and strategies to assist and prepare their children for transition to kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer In-Coming Parent Night Meetings	Principal, Assistant Principals, Teachers, Instructional Coach	August 2016 - June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	1,110
Offer Ready Set-Go through First Five (One month class)	Principal, Assistant Principals, Teachers	May 2016 - August 2017	District Funded	None Specified	None Specified	0
Offer Kindergarten Parent Workshops and provide necessary supplies	Principal, Assistant Principals, Teachers	August 2016-June 2017	Materials and Supplies	4000-4999: Books And Supplies	Title I	250
Hold Pre K to Kindergarten Articulation Meetings	Principal, Assistant Principals, Teacher	Spring 2016	District Funded	None Specified	None Specified	0
Collaboration and Articulation between site Kindergarten Teachers and site Pre-school Teachers, as well as middle school and high school.	Principal, Assistant Principals, Teachers	August 2016 - June 2017	District Funded	None Specified	None Specified	0
Kinder Meet and Greet	Principal, Assistant Principals, Instructional Coach and Teachers	August 2016- June 2017	Teacher Salaries	1000-1999: Certificated Personnel Salaries	Title I	1,000

Strategy #4

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8th grade and High School Teachers will meet, collaborate and articulate general education and special education programs for the upcoming year.	Principal, Assistant Principals, Teachers, Instructional Coach	August 2016 - June 2017	District Funded	None Specified	None Specified	0
Teachers and support staff will identify students with academic and social intervention needs.	Principal, Assistant Principals, Instructional Coach, Outreach Specialist, Counselor, Psychologist	August 2016-June 2017	District Funded	None Specified	None Specified	0
In order to support the Middle School Students and their transition through middle grades, the staff will continue to develop professionally as needed through District and VCOE workshop opportunities.	Principal, Assistant Principals, Literacy Coach, Teachers	August 2016- June 2017	District Funded	None Specified	None Specified	0
The staff will provide student orientation for grades 6, 7, and 8 prior to the beginning of each school year to review the Middle School Agenda, expectations, promotion requirements and behavior. Expectations will be reviewed at the beginning of each trimester.	Principal, Assistant Principals, Counselor , Literacy Coach, Teachers	August 2016- June 2017	District Funded	None Specified		0

Strategy #5

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development will be provided for teachers of Language Arts.	Teachers	August 2016 - June 2017	District Funded	None Specified		0
Teachers will implement Grade Level Language Arts CCSS Professional Development strategies.	Principal, Assistant Principals, Instructional Coach, Teachers	August 2016 - June 2017	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, Instructional Coach, Teachers	August 2016 - June 2017	District Funded	None Specified		0
Teachers will attend Common Core Standards trainings.	Principal, Assistant Principals, Instructional Coach, Teachers	August 2016-June 2017	District Funded	None Specified	District Funded	0
The staff will continue to develop professionally as needed through Site, District and VCOE workshop opportunities.	Principal, Assistant Principals, Instructional Coach, Teachers	August 2016-June 2017	District Funded	None Specified	District Funded	0
Teachers will continue to bridge and use other new methods of technology.	Principal, Assistant Principals, Instructional Coach, Teachers	August 2016 -June 2017	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, Instructional Coach, Teachers	August 2016 - June 2017	District Funded	None Specified	District Funded	0
Provide trainings and meetings for Intervention Curriculum Strategies.	Principal, Assistant Principals, Instructional Coach, Teachers	August 2016 - June 2017	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leadership Team will meet to discuss, plan and monitor school programs and improvement.	Principal, Assistant Principals, Instructional Coach, Teachers	August 2016 - June 2017	District Funded	None Specified		0

Strategy #6

STRATEGY:

PARENT INVOLVEMENT: Drifffill 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, Instructional Coach, Teachers, Parents	August 2016 - June 2017	District Funded	None Specified	None Specified	0
Drifffill School will notify parents via Connect Ed, Marquee and written communication of multiple opportunities for parent involvement.	Principal, Assistant Principals, Outreach Specialist, Office Staff	August 2016 - June 2017	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 2016 - June 2017	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 Specialist, 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, Instructional Coach, Teachers, Parents	August 2016 - June 2017	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, Instructional Coach	August 2016 - June 2017	Materials	4000-4999: Books And Supplies	LCFF - Discretionary	1,000
Special Education Parent Meetings will be held to assist parents with their children academically.	Principal, Assistant Principals, Special Education Teachers, Psychologist, Outreach Specialist	August 2016 - June 2017	District Funded	None Specified	None Specified	0
Parent Teacher Conferences with Translators will be held.	Principal, Assistant Principals and Teachers	August 2016 - June 2017	Extra Help	2000-2999: Classified Personnel Salaries	Discretionary	2,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parenting Classes will be held <ul style="list-style-type: none"> • Triple P • Parent Project • Nutrition Classes / Healthy Living • Suicide Prevention • CHAMPS 	Outreach Specialist	August 2016- June 2017	District Funded	None Specified		0
CST/SST/IEP Meetings will be held to plan and support student progress.	Principal, Assistant Principal, Instructional Coach, Teachers	August 2016 - June 2017	Covered Under Goal #1			

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 2016 - June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	3251
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 2016 - June 2017	District Funded	None Specified	None Specified	0
			After School Site Program	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	36,000
Driffill School will work in coordination with the ASP to offer enrichment opportunities and academic support.	After School Liaison, ASES Administrator, Staff	August 2016 - June 2017	Discussions about enrichment opportunities to offer.	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
Mathematics: Students shall obtain grade level proficiency by scoring 70% or higher on the K-8 publisher summative assessments. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, Foster Youth, SED, Hispanic and Foster Youth.
Data Used to Form this Goal:
My Math test grades K-6 Form 1A Math 360 CMP3 for 7 and 8
Findings from the Analysis of this Data:
The percentage of students attaining the unit test on My Math test for the 15-16 CMP3 Chapter and end of Unit Tests CAASPP/CMA Results

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

Multi-Tiered Support System

STAR 360

McGraw-Hill My Math chapter tests

McGraw-Hill My Math unit tests

CMP3

CAASPP/CMA

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, Instructional Coach, and Teacher	August 2016 - June 2017	Certificated Salaries See Goal #1, Strategy #1, Action #1	None Specified	None Specified	0
Common grade-level schedules for core subject teaming.	Teachers, Instructional Coach, Principal, Assistant Principals	August 2016 - June 2017	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, Instructional Coach, Teacher	August 2016- June 2017	District Funded	None Specified	None Specified	0
Protect common core curriculum instructional time by limiting interruptions.	Principal, Assistant Principals, Instructional Coach	August 2016 - June 2017	District Funded	None Specified	None Specified	0
Instruction and intervention will be guided by Implementation guides, assessments, chapter tests and benchmarks.	Principal, Assistant Principals, Instructional Coach, Teacher	August 2016 - June 2017	District Funded	None Specified	None Specified	0
STAR 360 Math Assessments will be administered at least 3 times a year.	Teachers	August 2016- June 2017	District Funded	None Specified		0
Staff will input all formative assessment results into OARS, evaluate and analyze results and use information to guide	Principal, Assistant Principals, Instructional Coach, Teachers and Subs	August 2016 - June 2017	Certificated Salaries See Goal #1	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction and intervention.						
Progress Monitoring will be conducted three times a year to discuss student progress and assessments.	Principal, Assistant Principals, Instructional Coach, Teachers and Subs	August 2016 - June 2017	Certificated Salaries See Goal #1	None Specified		0
Materials, Apps and supplies will be purchased to support the core and intervention program.	Teachers	August 2016 - June 2017	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 and interventions, assign students to ISP teachers and group students according to their needs.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Driffill will secure five ISP teachers for grades K-8 to work with identified students who need intervention	Principal, Assistant Principals, Instructional Coach	August 2016 - June 2017 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 2016- June 2017	District Funded	None Specified	None Specified	0
Teachers will apply Universal Access intervention during Mathematics	Teachers, Instructional Coach	August 2016 - June 2017	District Funded	None Specified	None Specified	0
Staff will review data to monitor student progress and identify students for mathematics intervention	Instructional Coach, Teachers	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified	None Specified	0
Materials will be provided to Support Academic Programs	Teachers	August 2016 - June 2017	Materials See Goal #1	None Specified	None Specified	0
Increase student access to technology through computer software (Ten Marks, Front Row and Math Prodigy to support students in Math, iPADS, MathFacts in a Flash, STAR 360, Promethean Boards, Activeboards) to include replacements and any additional	Principal, Assistant Principals, Computer lab technician	August 2016- June 2017	Materials see Goal #1.	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
electronic devices and apps						
Students will participate in field trips and enrichment Before and After School Tutoring	All teachers	August 2016 - June 2017	Transportation Costs See Goal #1 Admission Fees See Goal #1			
Academic Incentives will be provided to motivate and engage students	Principal, Assistant Principals, Instructional Coach, Teachers	August 2016 - June 2017	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.

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- 2016 - June 2017	District Funded	None Specified	None Specified	0
Offer Ready Set-Go through First Five (One month class)	Teachers	Summer 2017	District Funded	None Specified	District Funded	0
Offer Kindergarten Parent Workshops	Teacher	August 2016 - June 2017	Certificated Salaries See Goal #1	None Specified	None Specified	0
Hold Pre K to Kindergarten Articulation Meetings	Teachers, Pre K Teachers,	Spring 2017	District Funded	None Specified	None Specified	0

Strategy #4

STRATEGY:
 8TH TO 9TH GRADE TRANSITION: The Special Ed and 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, Instructional Coach	Spring 2017	District Funded	None Specified	None Specified	0
Staff will identify students with academic needs for intervention	Instructional Coach, Teachers	Spring 2017	District Funded	None Specified	None Specified	0
Driffill is a K-8 School. Collaboration for transition will be done through articulation meetings in the Spring.	Teachers and Instructional Coach	Spring 2017	District Funds	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 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified	District Funded	0
SMART Goals and Student Monitoring through Data Team meetings.	Principal, Assistant Principal, Teachers, Instructional Coach	August 2016 - June 2017	Certificated See Goal # 1	None Specified	None Specified	0
Leadership Team will meet to discuss, plan and monitor SPSA and school improvements.	Staff	August 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified	None Specified	0
Parenting Classes will be held to provide parents with ongoing support <ul style="list-style-type: none"> • Triple P referral • Parent Project referral • Health Education • Suicide Prevention • CHAMPS • Other parent trainings as needed. 	Outreach Specialist, Parents, Students	August 2016 - June 2017	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 Specialist, and Parents	August 2016 - June 2017	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 Specialist, and Parents	August 2016 - June 2017	District Funded	None Specified	None Specified	0
Parent-Teacher Conferences will be held to discuss student	Teachers, Parents	August 2016 - June 2017	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
progress						
Special Education Meetings will be held to discuss student strategies and progress	Principal, Assistant Principals, Special Education Teacher, Psychologist, Support Providers	August 2016 - June 2017	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 2016- June 2017	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 2016- June 2017	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 2016- June 2017	District Funded See Goal #1	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
<p>A. AMAO #1: 100% of all English Learners will advance one level on the CELDT B. AMAO #2: 25% of all English Learner 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>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, Foster Youth, SED, and Hispanics.</p>
Data Used to Form this Goal:
CELDT (administer to all English Learners) AMAO Data Interim Formative Data CAASPP/CMA STAR360
Findings from the Analysis of this Data:
CELDT Data AMAO #1 AMAO #2 a. Less than 5 years b. More than 5 years

How the School will Evaluate the Progress of this Goal:

Teachers will meet in grade level meetings after:
assessment periods
STAR Reading Early Literacy (K-1) and Reading and Math 360 (Grades 2-8)
MTSS
SMART Goals
ELRT Student Progress Monitoring Conferences
ELD Teaming
Progress Monitoring
IPT
Wonders Unit Tests (Grades TK-5)
CAASPP (Grades 3-8)

Strategy #1

STRATEGY:
EL Strategies: Drifill School Staff 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 2016- June 2017	District Funded	None Specified	None Specified	0
Implement Wonders ELD component (grades K-5)	Teachers	August 2016- June 2017	District Funded	None Specified	None Specified	0
ELRT Monitoring	Leadership Team, Teachers	August 2016- June 2017	Certificated See Goal #1	None Specified	None Specified	0
Implement the District EL Master Plan	Principal, Assistant Principals, Teachers, ISP, Literacy Coach	August 2016- June 2017	District Funded	None Specified	None Specified	0
Assess using CELDT, IPT and STAR 360	Instructional Coach, ISP's	August 2016- June 2017	District Funded	None Specified	None Specified	0
SIOP Strategies will be used in all lessons, in all classrooms every day.	Teachers	August 2016- June 2017	District Funded	None Specified	None Specified	0
The instructional coach will support teachers instructing the ELD standards, implementing SIOP and monitoring EL student progress.	Instructional Coach, Teachers	August 2016- June 2017	District Funded	None Specified	None Specified	0
Materials and supplies will be purchased to support the core instructional program	All staff	August 2016- June 2017	Materials and Supplies See Goal #1	4000-4999: Books And Supplies		0

Strategy #2

STRATEGY:
 TEACHING AND LEARNING: Driffill School Staff will 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 Wonders Integrated Designated ELD (K-5), English 3D (6th - 8th), and Academic Toolkit in Strategic Instruction	Teachers	August 2016- June 2017	District Funded	None Specified	None Specified	0
Grade Level Teaming	Teachers	August 2016- June 2017	District Funded	None Specified	None Specified	0

Strategy #3

STRATEGY:
 OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS AND ENRICHMENT: Drifill 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 2016- June 2017	Certificated Salaries See Goal #1	None Specified		0
Secure ISP teachers for grades K-8	Principal, Instructional Coach and ISP	August 2016- June 2017	Certificated Salaries See Goal # 1	None Specified		0
District spring/summer school will be offered to targeted EL Students	Teachers	August 2016- June 2017	District Funded	None Specified		0
Intervention materials will be utilized to support EL students during ELD instruction and tutoring	Principal, Assistant Principals, Instructional Coach, and Teachers	August 2016- June 2017	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, Instructional Coach, Psychologist, Teachers	August 2016- June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - EL	6,992

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 2016- June 2017	District Funded	None Specified	None Specified	0
Support Ready Set-Go through First Five (One month class)	Teachers	Summer 2017	Pre- School classes	None Specified	None Specified	0
Kindergarten Parent Workshops will be held	Teachers	August 2016- June 2017	Certificated	1000-1999: Certificated Personnel Salaries	None Specified	0
Pre-K to Kindergarten Articulation Meetings will be held	Teachers, Pre-School Teachers	Spring 2017	District Funded	None Specified	None Specified	0

Strategy #5

STRATEGY:
 8TH TO 9TH GRADE TRANSITION: 8th and 9th Grade teachers will provide information and collaborate to prepare and plan for EL students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide time with 8th grade team and 9th grade teachers to collaborate and articulate general education and special education needs	Teachers, Special Education Teacher, Instructional Coach	Spring 2017	District Funded	None Specified	None Specified	0
Identify students with academic needs for intervention	Principal, Assistant Principals, Instructional Coach and Counselor	August 2016- June 2017	District Funded	None Specified	None Specified	0
As a K-8 School, teachers will annually collaborate, discuss the progress of EL students and plan for the following school year.	Principal, Assistant Principals, Instructional Coach and Teachers	Spring 2017	District Funded	None Specified		0

Strategy #6

STRATEGY:
 PROFESSIONAL DEVELOPMENT: Driffill School Staff 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 2016- June 2017	District Funded	None Specified	None Specified	0
The EL TOSA will provide instructional support to teachers and grade level teams.	Driffill Staff, EL TOSA	August 2016- June 2017	District Funded	None Specified	None Specified	0
Teachers will attend and implement SLOP trainings and strategies.	Principal, Assistant Principals, EL TOSA, Instructional Coach and Teachers.	August 2016- June 2017	District Funded	None Specified		0
Teachers will utilize and incorporate Common Core and ELD strategies.	Principal, Assistant Principals, EL TOSA, Instructional Coach and Teachers.	August 2016- June 2017	District Funded	None Specified		0
Teachers will assess students using STAR 360, IPT and CELDT	Teachers	August 2016- June 2017	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 2016- June 2017	District Funded	None Specified	None Specified	0
ELAC meetings will be held to provide parents with current school information	Principal, Assistant Principals, Parents	August 2016- June 2017	District Funded	None Specified	None Specified	0
Café Con Padres/Title I will be held to provide parents with current school information	Principal, Assistant Principals, Parents	August 2016- June 2017	District Funded	None Specified	None Specified	0
Parenting Classes will be scheduled to provide parents ongoing support <ul style="list-style-type: none"> • Triple P referral • Parent Project referral • Suicide Prevention • Nutrition • Healthy Living 	Outreach Specialist	August 2016- June 2017	District Funded	None Specified	None Specified	0
Parent Program Option Meetings will be held	Staff	August 2016- June 2017	District Funded			
Reclassification Meetings will be held	Staff	August 2016- June 2017	District Funded			
Grade Level Meetings with parents throughout the year	Teachers	August 2016- June 2017	District Funded			

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 by reducing the number of interruptions during class instruction	Driffill Staff	August 2016 - June 2017	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 Specialist	August 2016 - June 2017	District Funded	None Specified		0
Review and Update Comprehensive Safe School Plan	Leadership Team	August 2016 - June 2017	District Funded	None Specified		0
Utilize SRO from the Oxnard Police Department to meet with students and parents	Driffill Staff	August 2016 - June 2017	District Funded	None Specified		0
The Big Smiles Program is implemented to provide dental care for students who do not have dental coverage.	Outreach Specialist	August 2016 - June 2017	District Funded	None Specified		0
Monitor and support the implementation and strategies of CHAMPS	Driffill Staff	August 2016 - June 2017	District Funded	None Specified		0
All students and staff will participate in monthly safety drills	All	August 2016 - June 2017	District Funded	None Specified		0
Staff will follow the MTSS pyramid for behavior and social emotional issues.	All staff	August 2016 - June 2017	District Funded	None Specified		0
The Safety committee will monitor the Safety Plan and make revisions as necessary.	Safety Team	August 2016 - June 2017	District Funded	None Specified		0

Strategy #2

STRATEGY:
 SPECIFIC INTERVENTIONS: Drifill School Teachers implement the Lesson One Strategies and CHAMPS as their behavior intervention. We are also implementing strategies to improve academics, attendance and overall positive student performance.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support and monitor school wide implementation of Lesson One Strategies and CHAMPS.	Principal, Assistant Principals, Teachers, Drifill Support Staff	August 2016 - June 2017	District Funded	None Specified		0
Classroom monitoring of implementation of Lesson One Strategies and CHAMPS.	Principal, Assistant Principals, Teachers, Instructional Coach	August 2016 - June 2017	District Funded	None Specified		0
Provide student tutors and field trips for our AVID students.	Principal, Assistant Principals, Teachers and Instructional Coach.	August 2016 - June 2017	Transportation	5700-5799: Transfers Of Direct Costs	Discretionary	2,000
			Fees and Admission	5000-5999: Services And Other Operating Expenditures	Discretionary Title I	8,000 3,000
Provide Academic Incentives	Principal, Assistant Principals, Teachers and Instructional Coach, and Outreach Specialist	August 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1279
Provide Attendance Incentives	Principal, Assistant Principals, Teachers and Outreach Specialist.	August 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1279
Provide Enrichment Activities	Principal, Assistant Principals, Teachers and Instructional Coach.	August 2016 - June 2017	Field Trips See Goal #1 Strategy 2	None Specified		0
Teachers, parents, and support staff will be trained in CHAMPS	Principal, Assistant Principals, Instructional Coach, Teachers, and school counselor.	August 2016 - June 2017	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 2016 - June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	28,095
Music Van will visit campus to provide exposure to instruments and music	Teachers	August 2016 - June 2017	Community Service	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	250

Strategy #3

STRATEGY:
8TH TO 9TH GRADE TRANSITION: To ensure a 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 2017	District Funded	None Specified		0
Transition Meetings – update Health Records to High School	Office, Teachers	Spring 2017	District Funded	None Specified		0
Middle School Collaboration to determine proper academic placement.						

Strategy #4

STRATEGY:
TEACHER LIAISON: Drifill School with work in conjunction with the After School Program to ensure the safety of all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet with Teacher Liaison to support ASES Program.	Principal	August 2016- June 2017	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	Capital Administrator, Teacher Liaison	August 2016 - June 2017	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"> • Triple P • Parent Project • Nutrition/ Healthy Living • Suicide Prevention • Loving Solutions • CHAMPS 	Outreach Specialist and School Counselor	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
Instructional Coach will support and provide instruction with the implementation of the curriculum, analyzing data and using best practices.	All Staff		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.	All Staff		District Funded	None Specified		0

Strategy #7

STRATEGY:

OPPORTUNITY AND EQUAL ACCESS: During 2016-2017 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 2016 - June 2017	District Funded	None Specified		0
Monitor and support the implementation of CHAMPS	Staff	August 2016 - June 2017	District Funded	None Specified		0
Staff will follow the MTSS pyramid for behavior and social emotional issues	Staff	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Academic Strand Focus
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
All students will engage in learning opportunities to expand their experiences with environmental science and global awareness.
Data Used to Form this Goal:
N/A
Findings from the Analysis of this Data:
N/A
How the School will Evaluate the Progress of this Goal:
Each grade level team will develop a yearly plan, This plan will be reviewed updated at the beginning and end of each school year by administration and the grade level through team meetings.

Strategy #1

STRATEGY:
TEACHING AND LEARNING: At Drifhill 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 site created units that focus on Environmental Science and Global Awareness.	Principal, Assistant Principals, Literacy Coach and Teachers	August 2016 - June 2017	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 2016 - June 2017	District Funded	None Specified		0
Enhance English Learners' listening, speaking, reading, and writing skills through project-based learning experiences which include presentations, technology and group work focused on Environmental Science and Global Awareness.	Principal, Assistant Principals, Literacy Coach, and Teachers	August 2016 - June 2017	Distirct Funded	None Specified		0

Strategy #2

STRATEGY:
 OPPORTUNITY AND EQUAL ACCESS: Driffill School will ensure opportunities and educational access in the creative arts, 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). Science fairs	All Staff	August 2016 - June 2017	Field Trips See Goal #1 Strategy 2	None Specified		
Acquire necessary materials to support the Academic Strand Focus. Mad Science, NASA, Creative Art	All Staff	August 2016 - June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	12,790
Provide opportunities outside the regular school day to support the Academic Strand Focus.	All Staff	August 2016 - June 2017	District Funded			0
Provide materials and software to support enrichment activities which include: EEI Curriculum, CAL Recycle						

Strategy #3

STRATEGY:
PARENT INVOLVEMENT: Driffill School will offer and notify parents via Connect Ed, school 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 via Connect Ed, Marquee and written communication of multiple opportunities for parent involvement.	Staff	August 2015 - June 2016	District Funded	None Specified		0
Parents and families will be invited to all student presentations through family nights and parent workshops	Staff	August 2015 - June 2016	District Funded	None Specified		0
Facebook and Twitter will be introduced as a means of home school communication	Staff	August 2015 - June 2016	District Funded	None Specified		0

Strategy #4

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration and articulation meetings will be held in order to place students in the most appropriate opportunities.	Staff	August 2016 - June 2017	District Funded	None Specified		0
Transition FEP's for 8th Grade Students Middle School collaboration to determine proper academic placement.						

Strategy #5

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be given the opportunity to attend training offered by OSD, VCOE and local agencies.	Staff	August 2016 - June 2017	District Funded	None Specified		
Opportunities for PLC's and Grade Level meetings to collaborate and plan.						

Strategy #6

STRATEGY:
AFTER SCHOOL: Driffill School will partner with the After School Program to support the Strand Focus - The School of Environmental Science and Global Awareness.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The after school program will partner with Driffill School and offer students classes in art, music, sports, science and leadership to support the Science Strand Focus. ASES Teacher Liaison will meet monthly with principal.	Staff and students	August 2016 - June 2017	District Funded See Goal #	None Specified		

Strategy #7

STRATEGY:
SUPPORT THE CORE CURRICULUM: Driffill teachers will provide students in each grade level specific opportunities to connect Language Arts, Math and Science to the new strand focus of Environmental Science and Global Awareness.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will participate in project based activities that will connect the core curriculum to the new strand focus of Environmental Science and Global Awareness.	Teachers	August 2016 - August 2017	District Funded	None Specified		0

Centralized Services for Planned Improvements in Student Performance

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance	
SCHOOL GOAL #1:	
A. Kindergarten- All students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.	
B. 1st Grade- All students will exit 1st grade at benchmark on Nonsense Word Fluency and Oral Reading Fluency.	
C. 2nd – 6th Grades: 89.2% of students and the significant sub-groups in 2nd-6th Grade will score “proficient” or “advanced” on the CAASP in Language Arts.	
D. The percent of students scoring below proficiency on the previous year’s CAASP 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 2016 - June 2017	Site Coach	1000-1999: Certificated Personnel Salaries	District Funded	100,900
Library Technician	August 2016 - June 2017	Library Tech	2000-2999: Classified Personnel Salaries	District Funded	57,151
Computer Lab Tech	August 2016 - June 2017	Site Lab Tech	2000-2999: Classified Personnel Salaries	District Funded	65,451
Maintenance Agreement for Copy Machine(s)	August 2016-June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	17,820
Counselor	August 2016 - June 2017	Site Counselor	2000-2999: Classified Personnel Salaries	District Funded	105,968
Professional Development for ELD	August 2016 - June 2017	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	40773
ORC	August 2016- June 2017	Outreach	2000-2999: Classified Personnel Salaries	District Funded	47,724

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)	3,251.00
	Discretionary	8,000.00
1000-1999: Certificated Personnel Salaries	Discretionary	34,234.00
2000-2999: Classified Personnel Salaries	Discretionary	2,000.00
4000-4999: Books And Supplies	Discretionary	75,181.00
5700-5799: Transfers Of Direct Costs	Discretionary	2,000.00
None Specified	District Funded	0.00
4000-4999: Books And Supplies	LCFF - Discretionary	17,927.00
5800: Professional/Consulting Services And	LCFF - Discretionary	10,585.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	73,182.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	30,095.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	433.00
5800: Professional/Consulting Services And	LCFF - Targeted	36,000.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	58,972.00
4000-4999: Books And Supplies	Title I	5,000.00
5000-5999: Services And Other Operating	Title I	3,000.00
5700-5799: Transfers Of Direct Costs	Title I	17,000.00
5800: Professional/Consulting Services And	Title I	27,108.00
1000-1999: Certificated Personnel Salaries	Title III	35,806.00
5800: Professional/Consulting Services And	Title III	7,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	3,251.00
Discretionary	121,415.00
District Funded	0.00
LCFF - Discretionary	28,512.00
LCFF - EL	73,182.00
LCFF - Targeted	66,528.00
None Specified	0.00
Title I	111,080.00
Title III	42,806.00

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 supporting instruction and curriculum

EL's are our first priority for intervention

Identify the major expenditures supporting these priorities.

Intervention provided through the use of ISP's, tutoring and addressing the needs of EL's

Purchase of new devices, apps and supplies

Extra curricular activities and supplies targeting the upper grade students

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

ISP's, academic intervention/tutors, and supplemental enrichment activities 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 except we were unable to hire enough qualified ISP's.

What specific actions related to those strategies were eliminated or modified during the year?

We added more hours for tutoring EL's and the primary science academy. We also added some professional development.

Identify barriers to full or timely implementation of the strategies identified above.

Our biggest barrier has been the lack of qualified personnel available to hire.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
We used our own teachers to supplement after school program.

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.
The lack of qualified intervention teachers that were available and consistent throughout the year.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

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:

Hire early in the year qualified certificated teachers and try to beat the calendar.

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?
Refer to Strategies and Activities.

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				
Liliana Medrano		X			
Maricela Desales		X			
Carlos Torres		X			
Monica Arias-Melgoza			X		
Oswaldo Guzman					X
Luz Zarate				X	
Myriam Cervantes				X	
Esmeralda Guzman				X	
Emma Callejas				X	
Numbers of members of each category:	1	3	1	4	1

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.

Parent Involvement Policy

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
 - 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.

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

Esmeralda Guzman

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 10, 2016.

Attested:

Carol A. Flores Beck
Typed Name of School Principal

C. Flores Beck

Signature of School Principal

10.10.16

Date

Esmeralda Guzman
Typed Name of SSC Chairperson

Esmeralda Guzman

Signature of SSC Chairperson

10.10.16

Date

The Single Plan for Student Achievement

School: Elm Street Elementary School
CDS Code: 56725386055289
District: Oxnard School District
Principal: Leticia Ramos
Revision Date:

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

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

Contact Person: Leticia Ramos
Position: Principal
Phone Number: (805) 385-1533
Address: 450 E. Elm Street
Oxnard, CA 93033
E-mail Address: lramos@oxnardsd.org

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

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School Vision and Mission

Elm Street Elementary School 's Vision and Mission Statements

Elm Street School Mission - To insure 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 - 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 2015-2016 school year, Elm Street School served 750 students in grades preschool through fifth grade students on a traditional schedule. Elm Street School is a Title I school with over 98% of students Latino and 77% English Language Learners. Elm has a unique partnership with a private higher educational institution, California Lutheran University (CLU) in Thousand Oaks, California. The vision for Elm is to become a Professional Development School through a school-university partnership with CLU where theory, practice, and research benefit preservice teachers in their journey to being fully credentialed and veteran teachers through researched based best practices professional development, all with the goal of a positive action research impact on student achievement.

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 arduous work, our students will be challenged to reach their maximum potential.

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 29 highly qualified teachers. These teachers include one Teacher on Special Assignment, two Elementary Support Teachers, and a Resource Specialist. 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 district 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. 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	108	130	106	130	106	129	98.1	100
Grade 4	125	103	125	101	125	101	100.0	98.1
Grade 5	111	130	111	130	111	130	100.0	100
All Grades	344	363	342	361	342	360	99.4	99.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2327.5	2343.6	0	5	6	8	19	19	75	68
Grade 4	2366.4	2365.7	1	0	6	5	18	24	75	71
Grade 5	2433.2	2417.5	5	2	16	14	21	19	59	65
All Grades	N/A	N/A	2	3	9	9	19	21	70	68

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	6	24	29	75	64
Grade 4	2	1	24	27	74	72
Grade 5	6	5	32	27	62	68
All Grades	3	4	26	28	70	68

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	2	25	32	75	66
Grade 4	2	1	31	31	66	68
Grade 5	10	3	39	39	51	58
All Grades	4	2	32	34	64	64

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	5	51	55	47	40
Grade 4	2	1	48	66	50	33
Grade 5	4	7	46	45	50	48
All Grades	2	4	48	55	49	41

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	3	35	35	64	62
Grade 4	2	0	35	39	63	61
Grade 5	13	5	57	52	31	43
All Grades	5	3	42	42	53	55

Conclusions based on this data:

1. There was positive growth from 3rd to 4th grades in all four domains with the most percentage growth in Listening: 53% to 67% = 14% of students moved; Reading 2%, Writing 7%, and Research/Inquiry 3%.
2. There was positive growth from 4th to 5th grades in all four domains with the most percentage growth in Research/Inquiry: 37% to 57% = 20% of students moved; Reading 7%, Writing 9%, and Listening 3%.
3. Overall, the 4th/5th Achievement Level Distribution Over Time combining standard met and standard exceeded showed promising positive growth of 7% to 16% = more than doubled.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	108	130	106	130	106	130	98.1	100
Grade 4	125	103	125	101	125	101	100.0	98.1
Grade 5	111	130	111	130	111	130	100.0	100
All Grades	344	363	342	361	342	361	99.4	99.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2352.5	2366.4	1	1	4	14	33	25	62	61
Grade 4	2392.7	2393.8	2	0	4	5	38	40	56	55
Grade 5	2429.7	2418.0	5	1	6	6	26	21	63	72
All Grades	N/A	N/A	2	1	5	9	33	27	60	63

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	4	9	31	25	65	66	
Grade 4	4	2	20	13	76	85	
Grade 5	6	2	23	17	70	81	
All Grades	5	5	25	19	71	77	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	3	30	42	69	55
Grade 4	2	1	33	38	65	61
Grade 5	4	2	32	22	65	76
All Grades	2	2	32	34	66	64

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	3	44	49	56	48
Grade 4	2	1	30	31	68	68
Grade 5	5	0	32	35	64	65
All Grades	2	1	35	39	63	60

Conclusions based on this data:

1. There was no significant growth from 3rd to 4th grades in all 3 domains with the most percentage growth in Problem Solving & Modeling & Data Analysis: 31% to 39% = 8% of students moved; Concepts and Procedures -20% (negative/dipped) and Communicating Reasoning -12% (negative/dipped).
2. There was no significant growth from 4th to 5th grades in all 3 domains with the most percentage growth in Communicating Reasoning: 32% to 35% = 3% of students moved; Concepts and Procedures -5% (negative/dipped) and Problem Solving & Modeling & Data Analysis -11% (negative/dipped).
3. Overall, the 4th/5th Achievement Level Distribution Over Time combining standard met and standard exceeded showed insignificant growth of 6% to 7% = 1% of students moved.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					10		40	20	44	20	50	38	40	20	19
1	1	1	2	12	7	15	39	45	36	32	29	21	16	18	26
2	2	3		13	12	16	48	47	43	24	26	22	13	12	19
3	1	2	3	19	22	21	40	41	50	22	22	13	17	13	13
4		7		24	23	17	47	40	55	23	20	14	6	10	13
5	6	9	4	39	37	28	48	40	43	6	8	19	1	6	6
6	3			26			50			18			3		
Total	2	4	2	20	18	19	44	43	45	23	23	19	11	13	16

Conclusions based on this data:

1. Based on the data, we have a small percentage of students who scored in the Advanced range. The largest percentage of students being tested fall in the Early Intermediate and Intermediate proficiency levels.
2. Based on the data, the majority of our students scored in the Intermediate proficiency level. 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, Systematic ELD, and Wonders 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		
	2013-14	2014-15	2015-16
Number of Annual Testers	519	488	467
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	519	488	467
Number Met	284	249	221
Percent Met	54.7%	51.0%	47.3%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	491	113	496	81	450	78
Number Met	68	40	66	36	65	23
Percent Met	13.8%	35.4%	13.3%	44.4%	14.4%	29.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. Based on the data our percentage of students meeting AMAO 1 decreased by 3.7% from the prior school year, which was the exact same percentage dip from 2013-14 to 2014-15.
2. Based on preliminary data our AMAO 2, for students in the less than 5 years category, we increased by 1.1%. However, in the more than 5 years category, we decreased by 14.9% from the prior school year. The integrated ELD program that is included in the new adoption will provide more cohesive instruction for ELs during designated ELD. Each EL will receive 45 minutes of Designated ELD every day. This is an increase of 15 minutes and will give ELs additional support.

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, read and write in English during the school day. With the new Wonders ELD district adoption there will be more systematic designated and integrated ELD instruction for ELs.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. In AMAO 1 and 2, the district seems to be stagnant in its growth. AMAO I and II results show that Elm trails the district percentage both in the scores of students who have had less than 5 years and those that have had more than 5 years.
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:

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:

- Wonders/Maravillas Assesments
- BPST (Kindergarten-5th grades)
- STAR 360 (Kindergarten-5th grades)
- Wonders Reading Fluency Passages (4th-5th grades)
- Interim Formative Assessments

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in BPST at the end of the 2015-2016 year:

Our findings from this data on foundational skills reading achievement in K-3rd grades shows that students by the end of third grade are reaching the polysyllabic level.

Kindergarten-most students reaching CVC continuous benchmark

1st grade-most students reaching final e

2nd grade-most students reaching inflections

3rd grade-most students reaching polysyllabic (3+ syllables)

The percentage of students who scored at or above grade level on the STAR 360 Early Literacy Test and STAR 360 Reading Test at the end of the 2015-2016 year:

Kindergarten-5th most students fell into the below 25th percentile

BPST is showing students moving in their foundational reading skills, which did not reflect on the STAR 360 early literacy and reading.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings bi-weekly and after assessment periods
- STAR Reading Early Literacy (Kindergarten-1st grades)
- STAR Reading 360 (2nd-5th grades)
- BPST (Kindergarten-5th grades)
- Wonders Reading Fluency Passages (4th-5th grades)
- RTI
- Interim Formative Assessments
- Progress Monitoring and Data Team Meetings with Principal and Instructional Coach
- SMART Goals
- CAASPP

Strategy #1

STRATEGY:
The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 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 2016-June 2017			District Funded	0.00
2. 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 2016-June 2017			District Funded	0.00
3. Continue extended day K classes and implement effective K support for extended day K and differentiated ELA instruction through paraeducator support.	Teachers, Coach, Principal	August 2016-June 2017			District Funded	0.00
4. Hiring of two 2nd-5th grade EST to support ELA instruction.	Teachers K-5, Support Teacher, Principal	August 2016-June 2017			District Funded	0.00
5. Staff will continue implementation and monitoring of Accelerated Reader Program. Incentives for achieving reading goals will be provided monthly via the Elm A.R. Store.	Teachers K-5, Librarian	August 2016-June 2017	Academic Incentives	4000-4999: Books And Supplies	LCFF - Targeted	750.00
				4000-4999: Books And Supplies	Discretionary	2,000.00
6. Staff will ensure the full implementation of the district adopted language arts curriculum,	Teachers Instructional Coach				District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
use of the pacing guides to guide instruction and assessment, and support the CCSS for language arts.	Principal					
7.Implementation of Kindergarten through 4th grades Dual Language Immersion classes following the district's EL Master Plan.	DLI Teachers K-4 DLI Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
8.The Instructional Coach (TOSA) will provide support to teachers in instruction and implementation of adopted ELA curriculum and SIOP model.	Instructional Coach	August 2016-June 2017		1000-1999: Certificated Personnel Salaries	Centralized Services	114,968.00
9.Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2016-June 2017		2000-2999: Classified Personnel Salaries	Centralized Services	71,632.00
10.Principal will conduct data conferences with teachers at least three times a year to discuss assessment results and student progress.	K-5 Teachers Instructional Coach Principal	August 2016-June 2017	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	7,000.00
11.MyOn will be used by all students in grades K-5 to access non-fiction and fiction reading material.	K-5 Teachers Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
12.ELA CCSS booklets will be printed for teachers to access in implementation of systematic instruction of ELA using district adopted curriculum materials.	K-5 Teachers Principal			5000-5999: Services And Other Operating Expenditures	Discretionary	300.00
13.Subscriptions and Apps (VPP) for devices will be purchased to enhance instruction and provide intervention when necessary.	K-5 Teachers Site Tech Principal	August 2016-June 2017		5800: Professional/Con sulting Services And Operating Expenditures	LCFF - Targeted	20,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
14.College field trips will be taken to provide enrichment activities for students to be career and college bound.	K-5 Teachers Principal	August 2016-June 2017	Bus Transportation Admission	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	5,000.00
			Bus Transportation Admission	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	2,165.00
15.The STAR 360 Early Literacy and Reading assessments will be administered at least 3 times a year to progress monitor students.	K-5 Teachers Instructional Coach	August 2016-June 2017			District Funded	0.00
16.BPST will be administered to 4th and 5th grade students by ISP team and instructional coach to monitor student reading and comprehension progress.		August 2016-June 2017			District Funded	0.00
17.The Interim Formative Assessments for ELA will be administered to 3rd-5th grade students 3 times a year. Staff will input formative assessment results into OARS, evaluate, and analyze results and use the information to inform instructional decisions.	K-5 Teachers Instructional Coach	August 2016-June 2017			District Funded	0.00
18.iPads will be used to increase fluency and reading.	K-5 Teachers	August 2016-June 2017			District Funded	0.00
19.Implementation of systematic instruction on writing process K-5 based on writing standards using district adopted language arts curriculum.	K-5 Teachers Instructional Coach	August 2016-June 2017			District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
20.Extra clerical support will be provided to support in the preparation of classroom materials.	Teachers K-5	August 2016-June 2017	2000-2999: Classified Personnel Salaries		Centralized Services	2,200.00
			2000-2999: Classified Personnel Salaries		LCFF - Discretionary	2,200.00
21.Library Technician to upkeep school library and promote reading to all students K-5 in addition to ensuring all teachers have district adopted curriculum for instruction and students.	Library Tech	August 2016-June 2017	2000-2999: Classified Personnel Salaries		Centralized Services	29,184.00
22.Copy machines will be maintained for instructional support use.	Office Staff Canon Personnel	August 2016-June 2017	5800: Professional/Con sulting Services And Operating Expenditures		Centralized Services	10,433.00
23.3 Music Teachers will be hired to enhance student learning in language arts via learning to read music, play instruments, sing, perform, and tap into their right side of the brain: creativity.	Music Teachers Teachers K-5 Principal	November 2016-June 2017	5800: Professional/Con sulting Services And Operating Expenditures		LCFF - Targeted	5,138.00
					Discretionary	6,862.00
24.Purchase and replacement of computer and technology equipment in order to support student learning.	All Staff	August 2016-June 2017	5800: Professional/Con sulting Services And Operating Expenditures		Discretionary	4,000.00
25.Purchase of materials and supplies to support student instruction.	All Staff	August 2016-June 2017	0000: Unrestricted		Discretionary	60,000.00
26.Use of publication services to support student instruction in the printing of materials.	All Staff	August 2016-June 2017	5000-5999: Services And Other Operating Expenditures		Discretionary	5,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
27. Purchase of A.R. books for the library to support student reading.	Librarian Technician Principal Instructional Coach	August 2016-June 2017		4000-4999: Books And Supplies	Discretionary	17,000.00

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
1. Provide four ISP teachers to work with small groups of 1st-5th grade students in order to insure they reach language arts grade level standards.	Instructional Coach	October 2016-June 2017		1000-1999: Certificated Personnel Salaries	Title I	56,396.00
					Title III	23,328.00
					LCFF - Discretionary	17,496.00
2. Implementation of RTI Tier II 1st-5th targeted interventions to reinforce CCSS language arts instruction.	K-5 Teachers Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
3. Implementation of interventions in language arts for targeted students, foster and homeless youth to increase foster and homeless youth attainment in ELA and mathematics.	K-5 Teachers Instructional Coach	October 2016-June 2017		1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,000.00
4. Migrant Education Science Academy Saturday School to provide extra support to Migrant students.	ELS Department	October 2016-June 2017			District Funded	0.00
5. Conduct Coordinated Services Team (COST) and Student Success Team (SST) meetings to address the educational needs of students at-risk and emotional needs of students.	Principal Instructional Coach K-5 Teachers Counselor Psychologist Speech Therapist	August 2016-June 2017	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	2,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Substitutes					
6. Enrichment will be provided for GATE students to meet specific needs during school day.	GATE Cluster Teachers				District Funded	0.00
7. Conduct Data Team Meetings with teachers to monitor student progress.	Principal K-5 Teachers Instructional Coach	August 2016-June 2017				
8. Intervention materials will be used during RTI Tier II and III and for after school interventions. Student progress will be monitored using formative and summative assessments.	K-5 Teachers Instructional Coach RSP Teacher	August 2016-June 2017	none			0.00
9. Offer interventions during school year before and after school.	K-5 Teachers Instructional Coach	August 2016-June 2017		1000-1999: Certificated Personnel Salaries	LCFF - Targeted	0.00
10. Instructional Coach (TOSA) to provide support to K-5 teachers in the use of the adopted language arts curriculum and SIOP model.	Instructional Coach	August 2016-June 2017			District Funded	0.00
11. Staff will monitor at-risk students through the RTI process, grade level meetings, and analysis of data.	K-5 Teachers Instructional Coach	August 2016-June 2017			District Funded	0.00
12. Students will have opportunities to access technology for intervention or enrichment (e.g. iPads, applications, software).	K-5 Teachers Site Tech	August 2016-June 2017	See strategy 1			
13. Site Technology Technician will implement Mouse Squad as an enrichment program.	Site Tech	August 2016-June 2017			District Funded	0.00
14. Students will participate in field trips and enrichment	K-5 Teachers	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
activities aligned with school goals (e.g. curricular, strand focus).						
15.Academic incentives will be provided to motivate and engage students in A.R. Store monthly.	K-5 Teachers	August 2016-June 2017	See strategy 1			
16.Implementation of MyOn K-5 Grades.	Instructional Coach K-5 Teachers Librarian	August 2016-June 2017		5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
17.K-5 grades will attend an educational field trip to support grade content learning.	K-5 Teachers	August 2016-June 2017		5800: Professional/Consulting Services And Operating Expenditures	PTA	
18.Classroom instruction will be supported by ESTs in grades 2-5.	2nd-5th Teachers				District Funded	0.00
19.Site Tech will be hired for 8 hours a day to provide technology support for staff.	Site Tech		See strategy 1		District Funded	0.00
20.Foundational Skills and Results: Academic Language and Literacy (RALLI) professional development training at Cal Lutheran to support reading and comprehension; language arts CCSS.	K-5 Teachers Instructional Coach RSP Teacher		Registration Substitutes	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	12,000.00

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide Kindergarten orientation for incoming parents to familiarize parents with K standards, expectations, and necessary support materials.	Principal Instructional Coach K Teachers	August 2016		1000-1999: Certificated Personnel Salaries	Discretionary	180.00
2. Collaboration between Kindergarten teachers and preschool teachers to discuss curriculum and expectations.	Preschool Teachers Kindergarten Teachers	August 2016-June 2017			District Funded	0.00

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5th grade teachers will articulate with 6th grade teachers regarding instruction and individual student progress during regular grade level meetings.	5th and 6th Grade Teachers	May-June 2017			District Funded	0.00
2.Transition presentation will be held for 5th grade students prior to entry into Middle School.	6th Grade Middle School Staff 5th Grade Teachers Counselor	June 2017			District Funded	0.00
3.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 2017			District Funded	0.00
4.Middle School placement assessment will be administered to 5th grade students.	Middle School Staff 5th Grade Teachers	April-June 2017			District Funded	0
5. 5th grade teachers will inform parents of enrollment choices for 2016-17 school year during parent conferences.	5th Grade Teachers	November 2016 February 2017			District Funded	0.00
6.5th graders will visit middle schools and observe programs.	5th Grade Teachers Principal	March-June 2017			Discretionary	300.00
7.Middle School personnel will come to Elm to explain program options to 5th graders.	Middle School Teachers	May-June 2017			District Funded	0.00

Strategy #5

STRATEGY:

The school will provide professional development to support language arts common core standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Professional development and training will be provided for teachers for language arts during staff meetings.	Teachers K-5	August 2016-June 2017			District Funded	0.00
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 2016-June 2017	See strategy 1		District Funded	0.00
3. Instructional Coach will present professional development to teachers to improve instructional practices in language arts.	Instructional Coach Teachers K-5	August 2016-June 2017	See strategy 1		District Funded	0.00
4. Teachers will meet in grade level teams twice a month in 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 2016-June 2017			District Funded	0.00
5. Leadership Team will meet to discuss, plan, and monitor school improvement.	Principal Instructional Coach Teachers K-5	August 2016-June 2017			District Funded	0.00
6. Teachers will be trained on new language arts curriculum via publisher.	Teachers K-5				District Funded	0.00
7. DLI teachers will attend workshops and conferences to improve instructional practice.	DLI Teachers K-4 Principal Instructional Coach			5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	1,750.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
					Title I	4,250.00
8. Instructional Coach will train and provide ongoing support to teachers to implement STAR 360, MyOn, and implementation of new adoption during school day.	Instructional Coach Teachers K-5				District Funded	0.00
9. DLI K-4 Teachers will be subbed out to collaborate and plan DLI instructional practices for vertical alignment in addition to discuss student progress.	DLI Teachers K-4 Instructional Coach Principal	August 2016-June 2017	Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	5,120
10. K-5 Teachers to attend workshops and conferences to enhance language arts instruction and the use of technology in the classroom.	Teachers K-5 Instructional Coach Principal	August 2016-June 2017		5800: Professional/Consulting Services And Operating Expenditures	Discretionary	5,000.00

Strategy #6

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 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 ASES Administrator	August 2016-June 2017	Teacher Liaison	1000-1999: Certificated Personnel Salaries	ASES	3,251.00
2. Principal will meet monthly with ASES administrator and site coordinator in order to evaluate program and work on correlating the after school program to the regular school day programs and services.	ASES Administrator Principal Site Coordinator	August 2016-June 2017			ASES	0.00
3. Principal will work with ASP staff to make sure that CHAMPS strategies are implemented.	ASP Staff Principal	August 2016-June 2017			ASES	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.	ASP Staff Teacher Liaison	August 2016-June 2017			ASES	0.00

Strategy #7

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Title I annual meeting will be coordinated to inform parents of school goals, programs, activities, and progress.	Principal	August 2016-June 2017			District Funded	0.00
2. Meetings will be held to jointly develop Parent Compact and Parent Involvement Policy.	Principal Leadership Team Parents	August 2016-June 2017			District Funded	0.00
3. SST and IEP meetings will be held to work with parents to assist students who are not achieving standards.	Principal Psychologist Counselor Teachers K-5	August 2016-June 2017	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	2,000.00
4. Parent workshops will be conducted and supported by the Outreach Consultant (ORC).	ORC Principal	August 2016-June 2017	ORC		District Funded	0.00
5. Parent-Teacher Conferences will be held to inform families of student progress and inform parents of ways to assist their children academically.	Teachers K-5	November 2016 February 2017			District Funded	0.00
6. 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	August 2016-June 2017	Hospitality	4000-4999: Books And Supplies	Discretionary	300.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. 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.	Teachers K-5	August 2016-June 2017	Teachers K-5 Books Supplies Hospitality	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF - EL	11,734.00
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 K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
9. Parent Project Classes with Oxnard Police Department will be coordinated to support parents with positive parenting in the home.	Principal Oxnard Police Department	August 2016-June 2017			District Funded	0.00
10. The Latino Literacy Family Project will be implemented to have families support reading in the home.	ORC Counselor	August 2016-June 2017			District Funded	0.00
11. School events will be posted on school website, school Twitter account, and EdConnect calls.	Principal Site Tech				District Funded	0.00
12. Incentives will be offered to children whose parents attend meetings.	Principal			4000-4999: Books And Supplies	PTA	0.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
Mathematics: Students shall obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative assessments. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth, and Homeless Youth.
Data Used to Form this Goal:
Interim Formative Assessments My Math Chapter and Benchmark Tests STAR 360 Math

Findings from the Analysis of this Data:

The percentage of students scoring at or above benchmark on the STAR 360 Math Test at the end of the 2015-2016 year:

Kindergarten-most students fell into the 26-50th percentile

1st grade-46% scored at or above benchmark on the STAR Math Test

2nd grade-14% scored at or above benchmark on the STAR Math Test

3rd grade-27% scored at or above benchmark on the STAR Math Test

4th grade-28% scored at or above benchmark on the STAR Math Test

5th grade-23% scored at or above benchmark on the STAR Math Test

The new district CCSS math adoption was fully implemented this school year.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings bi-weekly and after assessment periods
- RTI
- My Math Chapter and Benchmark Tests
- Progress Monitoring
- Interim Formative Assessments
- STAR 360 Math (K-5)
- SMART Goals
- CAASPP

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
1.Implement a master schedule that reflects instructional time for content areas and an RTI Tiered time for students not meeting benchmarks.	Teachers K-5 Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
2.District adopted math curriculum will be used to guide instruction and assessment.	Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
3.Follow Response to Intervention/MTSS model to monitor student success and provide interventions.	Teachers K-5 Instructional Coach Principal	August 2016-June 2017	See goal 1			0.00
4.Grade level collaboration meetings provide time for teachers to meet twice monthly for one hour to collaborate on district adopted math curriculum.	Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
5.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 Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
6.Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technician	August 2016-June 2017			District Funded	0.00
7.Continue implementation of Accelerated Math program for identified students.	Site Technician, Teachers K-5	August 2016-June 2017			District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8.Extra clerical support will be provided to support the school and preparation of the math materials to support curricular instruction and learning.	Clerical Extra Help Teachers K-5 Instructional Coach		See goal 1			0.00
9.The Instructional Coach will support teachers in implementing the adopted curriculum.	Instructional Coach	August 2016-June 2017			District Funded	0.00
10.Implementation of Kindergarten through 4th grade Dual Language Immersion classes following the district's EL Master Plan.	DLI Teachers K-4 DLI Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
11.My Math chapter and benchmark assessments will be administered and data analyzed.	Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
12.The STAR 360 Math assessment will be administered at least 3 times a year and data analyzed.	Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
13.The Interim Formative Assessments for math will be administered to students 3 times a year in grades 3rd-5th.	Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
14.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 2016-June 2017			District Funded	0.00
15.Principal and instructional coach will conduct data conferences/meetings with teachers twice a year to discuss assessment results.	Teachers K-5 Instructional Coach Principal Substitutes	August 2016-June 2017	See goal 1			0.00
16.Materials and supplies will be purchased to support the core instructional program.	All Staff	August 2016-June 2017			District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
17. Library Technician to upkeep school library and promote reading to all students K-5 in addition to ensuring all teachers have district adopted curriculum for instruction and students.	Library Technician	August 2016-June 2017	See goal 1			0.00
18. Copy machines will be maintained for instructional support use.	Office Staff Canon Personnel	August 2016-June 2017	See goal 1			0.00

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
1.Fund 4 ISP teachers for grades 1-5 in order to ensure students reach math goals.	Principal Instructional Coach	August 2016-June 2017	See goal 1			0.00
2.Instructional Coach (TOSA) to provide training and support using the adopted math program.	Instructional Coach	August 2016-June 2017			District Funded	0.00
3.Migrant Science Academy Saturday School to provide extra support for Migrant students.	ELS Staff	August 2016-June 2017			District Funded	0.00
4.Conduct Coordinated Services Team (CoST) and Student Success Team (SST) meetings to address the needs of students at risk.	Principal Teachers Counselor	August 2016-June 2017	See goal 1			0.00
5.Continue extended day K classes to support students.	Principal Teachers K	August 2016-June 2017			District Funded	0.00
6.Implementation of after school intervention in math for targeted students, including foster and homeless youth.	Teachers K-5 Principal	August 2016-June 2017	See goal 1			0.00
7.ESTs will work with students grades 2-5 to offer support to students struggling with math concepts.	ESTs	August 2016-June 2017			District Funded	0.00
8.Student progress will be monitored using formative and summative assessments. Intervention strategies will be	Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
based on results.						
9.Staff will monitor at-risk students through the RTI/MTSS process, grade level meetings, and analysis of data.	Teachers K-5	August 2016-June 2017	See goal 1			0.00
10.Students will have opportunities to access technology for intervention or enrichment (e.g. iPads, applications, software).	Teachers K-5 Site Technology Technician	August 2016-June 2017	See goal 1			0.00
11.Site Technology Technician will implement Mouse Squad as an enrichment program.	Site Technology Technician	August 2016-June 2017			District Funded	0.00
12.Students will participate in field trips and enrichment activities aligned to the school goals and strand focus.	Teachers K-5	August 2016-June 2017	See goal 1			0.00
13.Academic incentives will be provided to motivate and engage students.	Teachers K-5	August 2016-June 2017	See goal 1			0.00
14.Subscriptions and Apps (VPP) will be used to increase math literacy.	Site Tech Principal	August 2016-June 2017	See goal 1			0.00

Strategy #3

STRATEGY:
 The school will implement a transition plan for students entering Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.Parent Orientation will be provided for families of in-coming Kindergarten students to inform them of K standards and expectations.	Teachers K Instructional Coach Principal	March-June 2017	See goal 1			0.00
2.Collaboration between site Kindergarten teachers and preschool teachers to discuss curriculum and expectations.	Teachers K Preschool Teachers	August 2016-June 2017	See goal 1			0.00
3.Hiring of 2 paraeducators for an additional hour for each K classroom to support student literacy in SEI and DLI classrooms.	Teachers K Principal Paraeducators	August 2016-June 2017		2000-2999: Classified Personnel Salaries	Discretionary	8,000.00

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Vertical meetings between 5th and 6th grade teachers to collaborate and make decisions on math placement.	Teachers	March-June 2017			District Funded	0.00
2. Provide transition presentations to 5th grade students prior to entry into Middle School by Middle School staff.	Counselors Middle School Staff	May-June 2017			District Funded	0.00
3. Transition meetings will be held for Special Education students in grade 5 who will enter Middle School.	Middle School Sped. Staff	April-June 2017			District Funded	0.00
4. Middle School math placement assessment will be administered to 5th grade students to determine correct placement.	Middle School Staff	March 2017			District Funded	0.00

Strategy #5

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Title I annual meeting will be held to inform parents of school goals, programs, and activities.	Principal	August 2016-June 2017	Back to School Night		District Funded	0.00
2. The Parent Compact will be revised with parent input at site parent meetings.	Principal Leadership Team Parents	August 2016-June 2017			District Funded	0.00
The Parent Involvement Policy will be revised with parent input at site parent meetings.	Principal Leadership Team Parents	August 2016-June 2017			District Funded	0.00
4. Parent workshops which focus on parenting skills will be coordinated and supported by the Outreach Consultant (ORC).	ORC	August 2016-June 2017			District Funded	0.00
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 2016 February 2017	See goal 1			0.00
6. Provide students with academic agendas and folders to support home to school communication.	Teachers K-5 Principal	September 2016	See goal 1			0.00
7. Hold monthly ELAC, SSC, PTA, and Coffee with the Principal meetings.	Principal	August 2016-June 2017			District Funded	0.00
8. Coffee with the Principal meetings will be held so parents learn how they can assist their child at home in math and learn	Principal	August 2016-June 2017	See goal 1			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
about school goals.						
9.SST and IEP meetings will be held to plan individual student support.	Teachers K-5, Principal Substitutes	August 2016-June 2017	See goal 1			0.00
10.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 Teachers K-5 Instructional Coach	August 2016-June 2017	See goal 1			0.00
11.Provide Parent Project Classes the Oxnard Police Department.	Principal Oxnard Police Department	August 2016-June 2017	See goal 1			0.00
12.Parents will be invited to Family Science and Mathematics Night and will be made aware of grade level standards as well as ways they can help their students at home.	All Staff					

Strategy #6

STRATEGY:
The school will provide professional development to support math instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Professional development will be provided for teachers for math by district.	Teachers K-5	August 2016-June 2017			District Funded	0.00
2. Instructional Coach will support teacher in the classroom in implementing curriculum, analyzing data, and instructing in best practices.	Instructional Coach Teachers K-5	August 2016-June 2017			District Funded	0.00
3. Instructional Coach will present professional development to teachers to improve instructional practices in math during staff meetings, grade level meetings, and through coaching in classrooms to model lessons.	Instructional Coach Teachers K-5	August 2016-June 2017			District Funded	0.00
4. 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.	Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
5. Leadership Team will meet monthly to discuss, plan, and monitor school improvement.	Principal Teachers K-5 Substitutes	August 2016-June 2017	See goal 1			0.00
6. Teachers will attend workshops and conferences to improve professional practice.	Teachers K-5 Instructional Coach		See goal 1			0.00

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teacher Liaison will coordinate the regular school day with the ASP so that math components are in alignment with daily lessons.	Teacher Liaison ASP Staff Teachers K-5	August 2016-June 2017	See goal 1			0.00
2.ASES Administrator meets monthly with site Principal and site Coordinator, to evaluate program and work on correlating the after school program to the regular school day programs and services.	ASES Administrator Principal Site Coordinator	August 2016-June 2017	See goal 1			0.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners

LEA GOALS:

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

SCHOOL GOAL #3:

All students will progress one proficiency level on the CELDT or remain at the early advanced or advanced levels for each domain of the CELDT (speaking, listening, reading, writing). 55% of students who have been in U.S. school system for more than 5 years will reach English proficient level on the CELDT.

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:

- BPST Data
- AMAO Data
- CELDT
- IPT Data
- Wonders Chapter and Benchmark Tests
- My Math Chapter and Benchmark Tests

Findings from the Analysis of this Data:

Looking at the CELDT data, students make positive progress in their overall proficiency through third grade but they begin to stagnate at the intermediate proficiency level specifically in the reading and writing domains, which in turn translates to them becoming LTELs.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet bi-weekly in grade level meetings and 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
- Review, analyze, diagnose student progress using CCSS ELA assessments
- Review annual CELDT reports
- ELRT Team will evaluate progress of students not making sufficient gains
- SMART Goals

Strategy #1

STRATEGY:
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
1. Teachers will implement the District Master Plan for English Learners through discussion and collaboration in grade level meetings and data meetings with Principal and Instructional coach.	Teachers K-5 Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
2. Designated ELD will be taught for at least 45 minutes daily in 1st-5th grades and 30 minutes in K. Teachers will submit their classroom schedules and through monitoring and observations, Principal and Instructional Coach will work with teachers on ELD teaming.	Teachers K-5 Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
3. Team as a grade level to differentiate instruction by student need and proficiency level. During designated ELD students will be grouped according to CELDT level for instruction with no more than two proficiency levels in any grouping.	Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
4. Teachers will implement SIOP strategies and write content and language objectives for lessons.	Teachers K-5	August 2016-June 2017			District Funded	0.00
5. 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	Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
areas of need, plan lessons, and identify strategic instructional strategies.						
6.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 3rd-5th Instructional Coach Principal	August 2016-June 2017	Substitutes		Discretionary LCFF - EL	300.00 4,700.00
7.Insure through monitoring classroom schedules and observations, that appropriate time for ELD at each grade level is present.	Teachers K-5 Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
8.Continue to implement the district adopted Dual Language Immersion Program in grades Kindergarten and 4th grades.	DLI Teachers K-4 Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
9.Teachers will implement the district adopted ELD curriculum, Wonders, with fidelity in K-5 grades.	Teachers K-5	August 2016-June 2017			District Funded	0.00
10.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 2016-June 2017			District Funded	0.00
11.EL student progress will be monitored in student monitoring conferences, data meetings, and grade level meetings.	Teachers K-5 Instructional Coach Principal	August 2016-June 2017	See goal 1			0.00
12.The Instructional Coach will support teachers in instructing the ELD standards, implementing the SIOP strategies, and monitoring EL student progress.	Instructional Coach	August 2016-June 2017			District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
13. Materials and supplies will be purchased to support the core instructional program.	All Staff	August 2016-June 2017			District Funded	0.00
14. All ELs will be assessed annually using the CELDT.	ELS Dept. Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
15. Integrated ELD will be taught throughout the day in all subject areas using SIOP strategies and Wonders strategies; academic vocabulary will be emphasized.	Teachers K-5	August 2016-June 2017			District Funded	0.00
16. Library Technician to upkeep school library and promote reading to all students K-5 in addition to ensuring all teachers have district adopted curriculum for instruction and students.	Library Technician	August 2016-June 2017	See goal 1			0.00
17. Copy machines will be maintained for instructional support use.	Office Staff Canon Personnel	August 2016-June 2017	See goal 1			0.00
18. K-5 Teachers to attend workshops and conferences to enhance ELA/ELD instruction and the use of technology in the classroom.	Teachers K-5 Instructional Coach Principal	August 2016-June 2017		5800: Professional/Consulting Services And Operating Expenditures	LCFF - EL	5,000.00

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.ISPs and ESTs will provide necessary interventions for targeted services.	Teachers K-5 Instructional Coach	August 2016-June 2017	See goal 1			0.00
2.Implement extended day Kindergarten classes and provide extra support to work with students in ELA/ELD groups.	Teachers K Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
3.Migrant Education Science Academy Saturday School will be provided for ELs.	ELS Dept. Migrant Ed. Staff	August 2016-June 2017			District Funded	0.00
4.Intermediate proficiency CELDT level ELs in grades 3rd-5th will participate in after school intensive intervention.	Teachers K-5	August 2016-June 2017		1000-1999: Certificated Personnel Salaries	LCFF - EL	35,000.00
5.District summer school will be offered to targeted EL students for both ELA and math.	ELS Staff Teachers K-5	June-August 2017			District Funded	0.00
6.Intervention materials will be utilized to support EL students during ELD instruction and intervention.	Principal Instructional Coach	August 2016-June 2017				
7.EL students who require additional support will be identified and monitored through the RTI/MTSS process.	Principal Instructional Coach Teachers K-5	August 2016-June 2017	See goal 1			0.00
8.Materials and supplies will be purchased to support the core	All Staff	August 2016-June 2017			District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instructional program.						
9. Translation will be provided for parents by classified staff and Mixteco translators during parent conferences, meetings, and for documents.	All Staff	August 2016-June 2017		2000-2999: Classified Personnel Salaries	Discretionary	1,500.00
10. Purchase of classroom books to support and enhance primary and second language acquisition in ELs.	Library Technician	August 2016-June 2017		4000-4999: Books And Supplies	Title I	6,629.00
	Principal Teachers K-5			4000-4999: Books And Supplies	Title III	4,927.00

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.Provided Kindergarten Orientation and necessary support materials to parents of incoming Kindergarten students on curriculum, standards, and expectations.	Teachers K Principal Instructional Coach	May-June 2017	See goal 1			0.00
2.Collaboration between Kindergarten teachers and preschool teachers to discuss curriculum and expectations.	Teachers K Preschool Teachers	August 2016-June 2017	See goal 1			0.00
3.Migrant School Readiness Program (MESRP) to be provided to support incoming K students designated Migrant.	ELS Staff	August 2016-June 2017			District Funded	0.00
4.Preschool teachers will attend Kindergarten grade level meetings to facilitate preschool to K transition.	Teachers K Preschool Teachers	August 2016-June 2017			District Funded	0.00

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.Vertical meetings between 5th and 6th grade teachers to collaborate and make recommendations for placement of students in various programs.	Teachers 5th and 6th	August 2016-June 2017			District Funded	0.00
2.Provide transition presentation to 5th grade students prior to entry into Middle School.	Middle School Staff Principal	May-June 2017			District Funded	0.00
3.Provide student agendas to teach organizational skills that will help them in Middle School.	Principal Teachers 5th	August 2016-June 2017	See goal 1			0.00
4.Transition meetings will be held for Special Education students in grade 5 who will enter Middle Schools.	Middle School Sped. Staff	August 2016-June 2017			District Funded	0.00
5.Middle School Placement assessment administered to 5th grade students by Middle School staff.	Middle School Staff	March 2017			District Funded	0.00
6.5th grade students and their families will attend orientation meetings at Middle School academies.	Middle School Staff	May-June 2017			District Funded	0.00

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
1.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 Instructional Coach Principal	August 2016-June 2017			District Funded	0.00
2.EL TOSA will provide instructional support to teachers and grade level teams.	Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
3.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 2016-June 2017			District Funded	0.00
4.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 Instructional Coach	August 2016-June 2017			District Funded	0.00
5.Teachers will receive SIOP professional development in order to provide effective strategies for the delivery of instruction to ELs.	Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
6.ELRT team will identify students and develop catch-up plans.	ELRT Team Instructional Coach Principal	August 2016-June 2017	See goal 3 strategy 1			0.00
7.EL TOSA and Instructional Coach will train teachers on administration of IPT to progress	Instructional Coach Teachers k-5	August 2016-June 2017			District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
monitor ELs.	EL TOSA					

Strategy #6

STRATEGY:
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
1.Share assessment results with parents during conferences.	Teachers K-5	November 2016 February 2017			District Funded	0.00
2.Inform parents at ELAC and SSC meeting of needed growth in ELD as measured by CELDT assessment.	Principal	August 2016-June 2017			District Funded	0.00
3.Staff support to provide translation during conferences and other meetings for the parents of EL students.	Teachers K-5 Principal	August 2016-June 2017	See goal 3 strategy 1			0.00
4. Annual Title I meeting will be held at Back to School Night.	Principal	August 2016-June 2017			District Funded	0.00
5.Parent options meeting will be held to inform EL parents of instructional programs.	ELS Staff Teachers K-5 Principal	August 2016-June 2017			District Funded	0.00
6. Revise and distribute Parent Involvement Policy.	Principal	August 2016-June 2017			District Funded	0.00
7.Revise and distribute Parent Compact.	Principal	August 2016-June 2017			District Funded	0.00
8.Provide translation for parents of EL students of all home notices.	All Staff	August 2016-June 2017			District Funded	0.00
9.ELAC will give input to the SSC on implementation of programs and necessary materials specifically for ELs.	Principal ELAC Members	August 2016-June 2017			District Funded	0.00
10.Reclassification meetings will be held with parents.	Principal	August 2016-June 2017			District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
11. Parent workshops will be provided regarding subjects specific to EL students.	Principal Teachers K-5 Instructional Coach	August 2016-June 2017			District Funded	0.00
12. ELAC officers will receive training in order to participate fully in meetings.	Principal Ed. Services Dept.	August 2016-June 2017			District Funded	0.00
13. Classes on nutrition, health, mental health, parenting, and other topics of interest will be presented in English and Spanish by various community agencies during site committee meetings and evening times.	Principal	August 2016-June 2017			District Funded	0.00
14. Parent options meetings will be held to inform parents of program choices for ELs.	Principal EL TOSA	August 2016-June 2017			District Funded	0.00
15. Childcare will be provided for parents attending meetings, workshops or classes.	Principal Classified Staff	August 2016-June 2017		2000-2999: Classified Personnel Salaries	Discretionary	2,000.00
16. ELAC meetings will be held so parents can give input on school goals for ELs in addition to being informed of EL student progress.	Principal Parents	August 2016-June 2017	Hospitality	4000-4999: Books And Supplies	LCFF - EL	500.00
17. PIQE training for parents of ELs to empower parents to be more actively involved in their students' education at school and in the home.	Principal PIQE Personnel	August 2016-June 2017		5800: Professional/Con sulting Services And Operating Expenditures	LCFF - EL	10,000

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 will coordinate with ASP to ensure that needs of ELS are being met during Math and ELA.	Teacher Liaison	August 2016-June 2017	See goal 1			0.00
2. ASES administrator meets monthly with Principal and Coordinator to evaluate program and work on correlating the after school program to the regular school day program and services.	ASES Administrator Principal Site Coordinator	August 2016-June 2017	See goal 1			0.00
3. Families will participate in various activities scheduled by ASP.	ASP Staff	August 2016-June 2017			ASES	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:

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.
- *CHAMPS will be implemented school-wide.

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, Special Education, SED, Hispanic, Foster Youth, and Homeless Youth.

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
- CHKS

Findings from the Analysis of this Data:

- Behavior referral data shows that overall referrals to office were reduced since the implementation of CHAMPS.
- 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:
 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
1. Provide support for parents, staff, and students in the areas of attendance and resiliency.	ORC	August 2016-June 2017		2000-2999: Classified Personnel Salaries	Centralized Services	47,724.00
2. Implement attendance incentive program.	ORC Counselor	August 2016-June 2017		4000-4999: Books And Supplies	LCFF - Targeted	750.00
3. CHAMPS discipline assemblies will be held to set and review expectations.	ORC Counselor Principal	August 2016-June 2017			District Funded	0.00
4. Implement and monitor appropriate behaviors school-wide through implementation of CHAMPS.	All Staff	August 2016-June 2017			District Funded	0.00
5. Provide drug, alcohol, and tobacco prevention education (e.g. Red Ribbon Week, Tobacco Bus).	ORC Counselor	August 2016-June 2017			District Funded	0.00
6. Review and update Comprehensive School Site Plan annually.	All Staff	August 2016-June 2017			District Funded	0.00
7. The use and support of the School Resource Officer (SRO) for PBS and CHAMPS school culture support.	SRO Principal Counselor	August 2016-June 2017			District Funded	0.00
8. Share safety drill assessments results with staff and additionally with parents during site meetings.	Principal Parents	August 2016-June 2017			District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Provide Triple P Parent Project parenting classes for parents.	ORC	August 2016-June 2017			District Funded	0.00
10. School Counselor will work with students and families regarding behavior and social-emotional issues, individually, and in small groups.	Counselor	August 2016-June 2017	Counselor	1000-1999: Certificated Personnel Salaries	Centralized Services	98,678.00
11. Student discipline data will be monitored at intervals throughout the year.	Teachers K-5 Counselor Principal	August 2016-June 2017			District Funded	0.00
12. Staff will follow the RTI/MTSS process for behavior and social-emotional issues.	All Staff	August 2016-June 2017			District Funded	0.00
13. All staff and students will participate in monthly fire drills and an earthquake drill.	All Staff	August 2016-June 2017			District Funded	0.00
14. All staff and students will participate in lockdown drills at least twice a year with support from SRO.	All Staff	August 2016-June 2017			District Funded	0.00
15. A school-wide evacuation drill will be conducted annually through participation in the Great California Shakeout.	All Staff	August 2016-June 2017			District Funded	0.00
16. The Safety Committee will monitor the Safety Plan and make revisions as necessary.	All Staff	August 2016-June 2017			District Funded	0.00
17. Student attendance will be monitored. Support to all students and families will be provided.	Teachers K-5 Attendance Technician Principal	August 2016-June 2017			District Funded	0.00
18. Campus Supervisors will monitor students before school, at lunch, recesses, and dismissal.	Campus Supervisors	August 2016-June 2017		2000-2999: Classified Personnel Salaries	Discretionary	80,547.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
19. Referrals will be made to ORC when necessary to support students and families by providing access to community services. Referral process will be through teachers, SST, and CoST.	Teachers K-5 Principal				District Funded	0.00
20. CHAMPS posters will be posted in classrooms and common areas.	Teachers K-5 Principal Counselor			5800: Professional/Consulting Services And Operating Expenditures	Discretionary	2,000.00
21. Students will be trained on digital citizenship and internet safety.	Teachers K-5 Site Tech				District Funded	0.00
22. Ventura County Public Health will give nutrition and healthy lifestyle classes to parents.					District Funded	0.00
23. Classrooms and campus grounds will be kept in good and clean repair to ensure a safe learning environment.	Custodians Facilities				District Funded	0.00

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
1.Students requiring additional assistance with behavior may be referred to CoST and SST.	Teachers K-5	August 2016-June 2017	See goal 1			
2.Students and families requiring additional assistance with behavior and family issues may be referred to ORC for appropriate referrals to support their needs.	Teachers K-5 Principal Counselor School Psychologist	August 2016-June 2017			District Funded	0.00
3.New teachers will be trained in CHAMPS for the purpose of maintaining a safe school learning environment and reducing discipline problems.	Principal Pupil Services Director				District Funded	0.00
4. Attendance incentives will be purchased for students with perfect attendance.	Principal Attendance Tech		See goal 4 strategy 1			0.00

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Kindergarten workshops and necessary support materials to parents of incoming Kindergarten students.	Teachers K Principal	March-June 2017	See goal 1			
2. Arrange for collaboration and articulation meetings between preschool teachers and Kindergarten teachers.	Teachers K Preschool Teachers	August 2016-June 2017	See goal 1			
3. Preschool will participate in all fire, earthquake, and lockdown drills.	All Staff All Students	August 2016-June 2017			District Funded	0.00
4. Paraeducators will be hired to work in Kindergarten classrooms, one hour daily per classroom to assist with student learning and routines.	K Teachers	August 2016-June 2017			District Funded	0.00

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Conduct vertical meetings between 5th and 6th grade teachers to collaborate on discipline and academic expectations.	Teachers 5th Teachers 6th	August 2016-June 2017			District Funded	0.00
2. 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 2017			District Funded	0.00
3. Provide student agendas to teach organizational skills and reinforce school policies that will help in Middle School.	Teachers 5th Principal	August 2016-June 2017	See goal 1			
4. Smoking and drug prevention resources and lessons will be provided by ORC and Counselor to students.	ORC Counselor	August 2016-June 2017			District Funded	0.00
5. 5th graders and their families will attend 6th grade orientation to be informed by Middle School staff of expectations.	Counselor Principal Middle School Staff				District Funded	0.00
6. 5th graders to visit Middle School academies to assist in transition to 6th grade.	Principal Middle School Personnel Counselor	May-June 2017	Buses	5000-5999: Services And Other Operating Expenditures	Discretionary	2,000.00

Strategy #5

STRATEGY:
The school will provide professional development to support the school's Positive Behavior Support Plan, General Safety Plan, and Attendance Program.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.Administer needs assessment of staff for professional development.	Principal Instructional Coach Counselor	August 2016-June 2017			District Funded	0.00
2.Train campus supervisors on CHAMPS for effective ways to support and discipline students.	Principal District Personnel Campus Supervisors	August 2016-June 2017			District Funded	0.00
3.SRO will provide feedback after lockdown drills.	Principal Teachers K-5 Counselor	August 2016-June 2017			District Funded	0.00
4.Office staff will be trained in administration of Epipen, if necessary.	Office Staff District Nurse	August 2016-June 2017			District Funded	0.00
5.All staff will be CHAMPS trained for Positive Behavior Support and school-wide implementation.	All Staff Pupil Services Department	August 2016-June 2017			District Funded	0.00
6.Staff will participate in training for Disaster Preparedness in the implementation of the Safety Plan and the roles each will play will be reviewed.	All Staff Pupil Services Department Fire Dept. Risk Management	August 2016-June 2017			District Funded	0.00
7.Preschool teachers will be invited to participate in all school meetings and events.	Principal All Staff	August 2016-June 2017			District Funded	0.00

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
1.Share safety drill assessments results with parents during site meetings.	Principal	August 2016-June 2017			District Funded	0.00
2.Provide training for parents using Triple P Parent Project and other agency programs available throughout the community.	ORC Counselor	August 2016-June 2017			District Funded	0.00
3.Administer annual parent needs survey.	Principal Counselor	August 2016-June 2017			District Funded	0.00
4.Hold parent meetings for habitually tardy and absent students in addition to SART meetings.	Principal Counselor	August 2016-June 2017			District Funded	0.00
5.Set personal attendance goals with at-risk students and their parents.	ORC	August 2016-June 2017			District Funded	0.00
6.Parents will be informed of CHAMPS goals and objectives at ELAC, SSC, PTA, Coffee with the Principal meetings, and special presentations.	Principal Counselor	August 2016-June 2017			District Funded	0.00
7.Parent workshops will be offered regarding social skills, behavior, and discipline.	Principal Counselor	August 2016-June 2017			District Funded	0.00
8.ORC and Counselor will provide support for students and families who experience hardships.	ORC Counselor	August 2016-June 2017			District Funded	0.00
9.Counseling will be offered for students and families in need.	ORC Counselor	August 2016-June 2017			District Funded	0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. Notice of school events and meetings will be sent home to parents through EdConnect calls, Twitter school account, monthly school calendar, notices, and school webpage.	Principal Site Tech Office Staff	August 2016-June 2017			District Funded	0.00
11. Safety plan will be reviewed at SSC and ELAC meetings for parents to have opportunity for input and feedback.	Principal	August 2016-June 2017			District Funded	0.00
12. A copy of the Safety Plan will be available to parents in the school office in English and Spanish.	Principal Office Staff	August 2016-June 2017			District Funded	0.00

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide a teacher liaison to work with after school program and school site.	Principal Teacher Liaison ASES Administrator	August 2016-June 2017	See goal 1			0.00
2. ASES administrator will meet monthly with site Principal and Coordinator to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal Coordinator ASES Administrator	August 2016-June 2017	See goal 1			0.00
3. Counselor will train ASP staff on CHAMPS implementation in order to keep consistency with the instructional day.	Counselor ASP Staff Principal	August 2016-June 2017			ASES	0.00
4. ASES administrator will coordinate with SRO and ASP staff the conduction of a lockdown drill.	ASES Administrator ASP Staff Principal	August 2016-June 2017			ASES	0.00
5. Teacher Liaison will reinforce and monitor CHAMPS implementation during ASP to insure consistency.	Teacher Liaison ASP Staff	August 2016-June 2017			ASES	0.00
6. ASP staff will have a copy of the Safety Plan.	Principal	August 2016-June 2017			ASES	0.00

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Academic Strand Focus
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
All students will engage in learning opportunities to expand their experience with environmental science and mathematics to bridge onto middle school, and be college, career, and civic life ready. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth, and Homeless Youth.
Data Used to Form this Goal:
Student science lab experiments and projects in integration of science and mathematics will show mastery of CCSS standards.
Findings from the Analysis of this Data:
Science lab experiments and projects allow all students to apply their knowledge through incorporating all of the "4 Cs" of the Common Core State Standards - creativity, collaboration, communication and critical thinking.
How the School will Evaluate the Progress of this Goal:
Students will be graded on their science lab experiments and projects which will be incorporated into assignments given by individual teachers and grade level teams. Projects will be shared with the wider public on the school website and at parent meetings.

Strategy #1

STRATEGY:
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
1.Incorporate the FOSS science kits into three integrated units with the focus on Mathematics and Environmental Science.	Instructional Coach Support Teacher Teachers K-5 Principal	August 2016-June 2017				
2.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	0.00
3.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 2016-June 2017			District Funded	0.00
4.Provide materials for K-5 to support strand focus.	Principal Support Teacher	August 2016-June 2017		4000-4999: Books And Supplies	LCFF - Targeted	
5.Science Lab 2nd-5th grade science instruction using FOSS kits, projects, and science experiments will incorporate all four Cs of CCSS and aligned to NGSS.	Support Teacher Teachers 2nd-5th Principal				District Funded	0.00
6.Solicit parent and community at large for environmental science and mathematics subject experts to provide support of student learning and school events.	Principal Support Teacher					

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7.Site Tech, Support Teacher, and IT will assist teachers by keeping digital equipment in working order and advising on purchase and replacement of equipment needed for projects and experiments.	Site Tech Support Teacher				District Funded	0.00

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
1. 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 2016-June 2017	See goal 1			0.00
2. 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 2016-June 2017	See goal 1			0.00
3. Acquire necessary materials to support the Academic Strand Focus.	Principal Instructional Coach Support Teacher Teachers	August 2016-June 2017	See strategy 1			0.00
4. Provide opportunities outside the regular school day to support the Academic Strand Focus.	Principal Support Teacher Outreach Teachers After-School Program	August 2016-June 2017	See strategy 1			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.English learners will use all four domains of the acquisition of a second language: listening, speaking, reading, and writing to create projects, presentations, and experiments.	Support Teacher Teachers 2nd-5th	August 2016-June 2017			District Funded	0.00
6.Students in the DLI program will have opportunities to create projects, presentations, and experiments in Spanish as well as in English.	DLI Teachers 2nd-5th Support Teacher	August 2016-June 2017			District Funded	0.00

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Projects, presentations, and experiments created by 2nd-5th grade students will be shared with preschool and K students.	Teachers P-5th Support Teacher				District Funded	0.00
2. K and 1st grade teachers will use FOSS kits during science instruction.	Teachers K			4000-4999: Books And Supplies	LCFF - Targeted	7,516.00

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5th grade students will create projects, experiments, and presentations that will prepare them to enter any of the Middle School academies with science and mathematics focus.	Teachers 5th Support Teacher				District Funded	0.00

Strategy #5

STRATEGY:

The school will provide professional development to support language arts common core standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide professional development opportunities for staff (conferences, workshops, FOSS curriculum training).	Principal Instructional Coach Science Teacher	August 2016-June 2017	Professional Development on FOSS science curriculum with purchase, at no additional cost. See strategy 1	5800: Professional/Consulting Services And Operating Expenditures		0.00
2. Staff will engage in grade level planning to enhance integrated units and be aligned to FOSS and NGSS.	Instructional Coach Support Teacher Teachers K-5	August 2016-June 2017			District Funded	0.00
3. The Instructional Coach and Support Teacher will support the staff in creating, enhancing and implementing the integrated units.	Instructional Coach Support Teacher	August 2016-June 2017			District Funded	0.00

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
1.Schedule family events which showcase student work related to the Academic Strand Focus.	Principal Support Teacher Teachers	August 2016-June 2017			District Funded	0.00
2.Inform parents of upcoming activities and promote the Academic Strand Focus via the school website, brochure, flyers, EdConnect calls, notices, etc.	Principal Support Teacher Site Technology	August 2016-June 2017			District Funded	0.00
3.Incorporate parent input to plan Academic Strand Focus activities and events.	Principal Support Teacher Teachers	August 2016-June 2017			District Funded	0.00
4.Parents will be part of the annual review of the Parent Involvement Policy and Parent Compact. Parent input and community support in relation to the Academic Strand Focus will be considered.	Principal Support Teacher Teachers K-5	August 2016-June 2017			District Funded	0.00
5.Teachers and students will present projects, experiments, and presentations at parent-teacher conferences, schools events, SSC, ELAC, Coffee with the Principal meetings.	Teachers K-5 Support Teacher Principal	August 2016-June 2017			District Funded	0.00
6.A Science Night will be held in order to have students and staff showcase to families our academic strand focus.	Teachers K-5 Principal Parents	March 2017		4000-4999: Books And Supplies	Discretionary	2,000.00

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.The ASP staff and Teacher Liaison will coordinate activities that strengthen student knowledge base and skills in science and mathematics.	ASP Staff Teacher Liaison	August 2016-June 2017			ASES	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 ASP Coordinator	August 2016-June 2017			ASES	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.	Teacher Liaison ASES Administrator Teachers 1st-5th	August 2016-June 2017			ASES	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:
<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 2016-June 2017	Instructional Coach	1000-1999: Certificated Personnel Salaries	District Funded	114,968

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Library Technician	August 2016-June 2017	Library Technician	2000-2999: Classified Personnel Salaries	District Funded	29,184
Site Technology Technician	August 2016-June 2017	Site Technology Technician	2000-2999: Classified Personnel Salaries	District Funded	71,632
Counselor	August 2016-June 2017	Counselor	1000-1999: Certificated Personnel Salaries	District Funded	98,678
Clerical Extra Help	August 2016-June 2017	Clerical Extra Help	2000-2999: Classified Personnel Salaries	District Funded	2,200
Outreach Consultant (ORC)	August 2016-June 2017	Outreach	2000-2999: Classified Personnel Salaries	District Funded	47,724
Maintenance Agreement for Copy Machines	August 2016-June 2017	Maintenance Agreement	5800: Professional/Consulting Services And Operating Expenditures	District Funded	10,433

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
	ASES	0.00
	ASES	0.00
1000-1999: Certificated Personnel Salaries	ASES	3,251.00
1000-1999: Certificated Personnel Salaries	Centralized Services	213,646.00
2000-2999: Classified Personnel Salaries	Centralized Services	150,740.00
5800: Professional/Consulting Services And	Centralized Services	10,433.00
	Discretionary	7,162.00
	Discretionary	300.00
0000: Unrestricted	Discretionary	60,000.00
1000-1999: Certificated Personnel Salaries	Discretionary	11,180.00
2000-2999: Classified Personnel Salaries	Discretionary	92,047.00
4000-4999: Books And Supplies	Discretionary	21,300.00
5000-5999: Services And Other Operating	Discretionary	7,300.00
5800: Professional/Consulting Services And	Discretionary	13,165.00
	District Funded	0.00
	District Funded	0.00
5800: Professional/Consulting Services And	District Funded	0.00
	LCFF - Discretionary	17,496.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	5,120.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	2,200.00
	LCFF - EL	4,700.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	46,734.00
4000-4999: Books And Supplies	LCFF - EL	500.00
5800: Professional/Consulting Services And	LCFF - EL	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,000.00
4000-4999: Books And Supplies	LCFF - Targeted	9,016.00
5800: Professional/Consulting Services And	LCFF - Targeted	43,888.00
4000-4999: Books And Supplies	PTA	0.00
	Title I	4,250.00
1000-1999: Certificated Personnel Salaries	Title I	56,396.00
4000-4999: Books And Supplies	Title I	6,629.00
	Title III	23,328.00
4000-4999: Books And Supplies	Title III	4,927.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,251.00
Centralized Services	374,819.00
Discretionary	212,454.00
District Funded	0.00
LCFF - Discretionary	24,816.00
LCFF - EL	66,934.00
LCFF - Targeted	57,904.00
Title I	67,275.00
Title III	28,255.00

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 instructional goals one and three: reading progress and English learner progress. We are constantly striving to insure our instructional programs meet student needs in order to further their college, career, and civic life aspirations.

Identify the major expenditures supporting these priorities.

The major expenditures supporting these priorities were professional development registration and substitute costs in addition to personnel salaries. We allocate funds for California Literature Project (CRLP) literacy professional development of teachers as well as to hire four Intervention Service Providers (ISPs) for small group tiered student reading support to meet specific needs, and provide before/after school interventions to English learners in order to meet specific student needs more directly in English language acquisition.

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: ISPs, CRLP professional development, and before/school ELD Academy interventions.

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, but ELD Academy before/after school interventions were not fully implemented.

What specific actions related to those strategies were eliminated or modified during the year?

Before/after school interventions did occur, but were not available to all targeted students.

Identify barriers to full or timely implementation of the strategies identified above.

Teachers were willing to provide before/after school interventions for students, but many students and their parents were unable to attend the interventions offered or would pick up the students early from the interventions or students had inconsistent attendance/participation.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Intervention opportunities were promoted at the school in addition to parents being called to stress the importance of this service to their students. Furthermore, targeted students were offered opportunities to participate in the After School Program in an effort to have them consistently attend ELD Academy. Lastly, we ensured students were serviced in small group interventions during the school day within the classroom and with ISPs.

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?

ELs AMAOs did not meet targets in addition to ELs not making a full proficiency level gain on the CELDT. Furthermore, some students still reading 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?

Our RtI or MTSS 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) coupled with teachers being trained on CRLP's foundational skills. The Instructional Coach organizes and monitors the program in addition to ISPs and teachers progress monitoring student growth. The data demonstrated that this systematic implementation was significant in student progress.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

The data for the instructional day tiered interventions showed greater student growth than the before/after school interventions. Before/after school interventions due to the limited number of hours offered coupled with the inconsistent attendance of students and targeted students participation did not demonstrate greater academic growth.

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: Before/after school interventions due to the limited number of hours offered coupled with the inconsistent attendance

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, but design an Elementary Support Teacher (EST) schedule to provide interventions for those targeted students not participating or attending before/after school interventions consistently.

Involvement/Governance

How was the SSC involved in development of the plan?

The School Site Council was given the opportunity to provide input during SSC meetings by identifying priorities, reviewing the budget, and discussing what should be added or deleted to the SPSA plan. All reasonable suggestions are considered 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 and data is reviewed to make informed decisions on the budget and student progress.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes? No changes are identified at this time. We will continue to involve all stakeholders through SSC and ELAC.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

The school safety goal was met thus a safe and orderly learning environment is established at the school, but we need academic achievement reflected on our ELA, Mathematics, and EL goals. Our school has a unique school-university partnership with Cal Lutheran University and is tremendously participating in the vision of a professional development school particularly in the advancement of reading achievement of our students through research based best practices and professional development.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Our ELA and EL goals were not met given English Learners advancing one level on CELDT goal was not met for all students and not all student reading on grade level goal was also not met. Our K-3 BPST assessment data is showing students advancing in reading in their foundational reading skills, but this is not representative of what we thought we would see in student performance as based on CAASPP ELA results. Additionally, with many EL students and their parents unable to attend the interventions offered before/after school or would pick up the students early from the interventions or students had inconsistent attendance/participation was goal action not fully met for all targeted EL students.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective. We need to continue foundational skills implementation K-3 and professional development of 3rd-5th grade teachers on CRLP's comprehension strategies (literacy framework) in order to advance all students' reading, comprehension, and English language acquisition of ELs to be reflected on the CAASPP ELA.

Based on this information, what might be some recommendations for future steps to meet this goal?

The literacy foundation is there and we will continue to revise and improve the RTI or MTSS model, but now we need to look at the depth of knowledge practices in the classroom in ELA, Mathematics, and ELD in order that through student progress monitoring, CELDT, BPST, and the CAASPP, the data shows student growth K-5 across multiple assessments.

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	
Brenda Viveros				X	
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy



Elm Street Elementary School

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School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- ✓ **that parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, parent meetings.**
- ✓ **that parents are encouraged to be actively involved in their child's education at school; parents are welcomed as classroom volunteers, PTA.**
- ✓ **that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, Parent Information Meetings, Open door policy to visit principal.**

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact is distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Elm Street School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Elm Street School will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Elm Street School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

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- ✓ Elm Street School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Elm Street School convenes annual and regular meetings to inform parents of the following (babysitting, flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's districtwide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Elm Street School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Monthly Principal Newsletters provide information and parent feedback.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond

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to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes a bi-monthly newsletter along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.
- ✓ Annual Needs Assessment.

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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPÓSITO DE LA DECLARACIÓN:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizó todo esfuerzo por invitar y considerar las sugerencias de los padres de familia y de la comunidad con la finalidad de cerciorarnos del éxito de nuestros alumnos. Un equipo de padres de familia, maestros y administradores desarrolló el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, recíproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolares, incluyéndose la certeza de –

- ✓ Que los padres desempeñen un papel importante en la asistencia del aprendizaje de sus hijos; Agendas a la casa diariamente, conferencias de padres, bienvenida a la escuela, juntas de padres
- ✓ Que se incite a los padres para que participen activamente en la educación formal de sus hijos; Los padres son bienvenidos a los salones como voluntario, y el PTA
- ✓ Que los padres sean participantes íntegros en la educación de sus hijos y que sean incluidos, según sea apropiado, en la toma de decisiones y en los comités asesores con el fin de apoyar la educación de sus hijos; Concilio Escolar, Comité de Aprendizaje de 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 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.

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- ✓ La Escuela Elm Street verificará que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique cómo).
- ✓ La Escuela Elm Street periódicamente actualizará las normas de pólizas acerca de la participación de los padres de familia en la escuela a fin de que cumplan con las necesidades educativas cambiantes de los padres y de la escuela.
- ✓ La Escuela Elm Street ha adoptado el convenio entre la administración escolar y los padres de familia como un componente de la norma de pólizas acerca de la participación de los padres en la educación formal de sus hijos.

NORMAS DE POLÍTICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La escuela Elm Street convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Título I,
- ✓ Explicarles a los padres de familia los requisitos del programa Título I,
- ✓ 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

Where Every Learner Matters!



Elm Street Elementary School

450 East Elm Street
Oxnard, California 93033

Tel 805-385-1533

Fax 805-487-9961

- 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

Where Every Learner Matters!

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature 
Signature

X English Learner Advisory Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

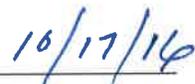
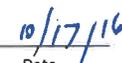
Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 17, 2016.

Attested:

		
Leticia Ramos Typed Name of School Principal	Signature of School Principal	Date
		
Michael Stalvey Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

The Single Plan for Student Achievement

School: Robert J. Frank Academy of Marine Science and Engineering
CDS Code: 56725386111850
District: Oxnard School District
Principal: Dr. Liam Joyce
Revision Date: October 11, 2016

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

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

Contact Person: Dr. Liam Joyce
Position: Principal
Phone Number: (805) 385-1536
Address: 701 North Juanita Avenue
Oxnard, CA
E-mail Address: ljoyce@oxnardsd.org

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

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School Vision and Mission

Robert J. Frank Academy of Marine Science and Engineering'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 had 1,250 and 2016-17 1,310 students.

R.J. Frank Middle School also transitioned to 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 & four marine science elective classes (an increase of 2 classes in 16-17), oceanography and robotics units taught to all classes 6th 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 eighteen 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 a 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	390	412	377	400	377	399	96.7	97.1
Grade 7	418	415	395	403	394	403	94.5	97.1
Grade 8	536	414	515	402	512	400	96.1	97.1
All Grades	1344	1241	1287	1205	1283	1202	95.8	97.1

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2469.5	2465.1	6	5	20	20	27	29	47	45
Grade 7	2492.7	2494.1	5	7	22	26	27	21	46	46
Grade 8	2504.2	2524.5	3	5	23	30	32	32	41	34
All Grades	N/A	N/A	4	6	22	25	29	27	44	42

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	7	8	40	37	53	55
Grade 7	12	12	37	41	51	48
Grade 8	11	15	40	47	49	39
All Grades	10	11	39	41	51	47

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	10	9	40	41	51	50
Grade 7	13	15	47	42	41	44
Grade 8	8	10	48	50	44	40
All Grades	10	11	45	44	45	45

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	8	8	59	58	33	34
Grade 7	5	8	56	56	40	36
Grade 8	4	8	59	64	37	28
All Grades	6	8	58	59	37	33

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	11	15	57	53	32	32
Grade 7	13	16	52	47	36	37
Grade 8	11	13	51	56	38	31
All Grades	12	15	53	52	36	34

Conclusions based on this data:

1. 31% of our students performed at standard met or exceeded standards, which is a 5% increase over 16-17, a 2% decrease of students at standard not met level and 2% decrease of students at standard nearly met. However, 695 of the students fall below the standards met expectation. This is clearly a concern that needs to be addressed during class, after school and with partnership with families.
2. Each area of reading, listening, and research inquiry saw slight improvements with students moving above below standard and a slight increase in all LA areas in above standards (1%-3%). A 14% decrease, of the 7th to 8th graders in % of standards not met and 8% increase in student who met standards. Looking at the same students' performance over two years is crucial.
3. Research/Inquiry and Listening demonstrate the highest % of students at or near standards. Plenty of growth potential exist across Language Arts. Familiarity and consistent use of AR is expected to show improvement in our students' reading assessments.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	390	412	384	408	384	406	98.5	99
Grade 7	418	415	410	413	407	412	98.1	99.5
Grade 8	536	414	526	407	525	405	98.1	98.3
All Grades	1344	1241	1320	1228	1316	1223	98.2	99

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2453.7	2449.0	6	5	9	11	31	30	54	54
Grade 7	2467.9	2462.1	4	3	10	10	30	31	56	56
Grade 8	2470.7	2470.3	5	4	10	8	24	23	61	65
All Grades	N/A	N/A	5	4	10	9	28	28	58	58

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	8	8	25	26	67	66	
Grade 7	5	6	29	29	65	64	
Grade 8	9	5	25	22	67	72	
All Grades	7	7	26	26	66	68	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	6	7	35	33	59	61
Grade 7	5	5	53	38	42	57
Grade 8	7	7	42	44	50	49
All Grades	6	6	43	38	50	56

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	6	7	46	47	47	46
Grade 7	5	7	65	44	30	49
Grade 8	4	4	41	50	55	46
All Grades	5	6	50	47	45	47

Conclusions based on this data:

1. A 2% decrease was seen in students meeting or exceeding standard. 86% 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 greatest % increase of students sliding to below standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6		3	5		22	25		43	41		19	8		14	21
7	6	4	7	47	30	43	33	42	30	11	8	12	4	16	9
8	5	4	4	43	42	35	40	34	38	8	12	6	3	8	17
Total	6	4	6	45	32	33	36	39	36	9	13	9	4	12	16

Conclusions based on this data:

1. In 2015-2016, 39% of EL students performed at a CELDT Level of Early Advanced or Advanced, a 3% increase over 14-15.
2. In 2015-2016, 7th grade had a 16% increase in EL students performing at the Early Advanced and Advanced level.
3. In 2015-2016, 1% of EL students increased at CELDT levels Early Intermediate and Beginning.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	453	461	407
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	453	461	407
Number Met	288	201	210
Percent Met	63.6%	43.6%	51.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	27	427	84	405	93	338
Number Met	--	210	10	143	9	141
Percent Met	--	49.2%	11.9%	35.3%	9.7%	41.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	No	No	N/A	N/A

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

Conclusions based on this data:

1. There was growth in AMAO 1 from 12-13 to 13-14, but a decrease from 13-14 to 14-15. 15-16 showed an 8% increase in students meeting annual growth target .
2. There was growth in AMAO 2 for students with 5 or more years of EL instruction in 14-15. 35.3% met growth target and there was an increase in 15-16 to 41.7% for meeting growth target.
3. We have demonstrated that we are approaching 50% of our students with 5 or more years of EL instruction attaining English Proficiency with the clear goal of 100%.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The district shows consistent performance in AMAO 1 from 13-14 to 15-16 of nearly 50% meeting growth target.
2. The percentage of students attaining English proficiency as represented by AMAO 2 has declined 5% over the past three years.
3. The percentage of students attaining English proficiency as represented by AMAO 2 in less than 5 years has remained consistent at 13% for the past three years.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet common core standards. As a 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, meeting or exceeding in reading and mathematics.
2. All limited-English-proficient 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, Homeless, 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

Findings from the Analysis of this Data:

69% of our students are not meeting standards according to CAASPP in reading

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 are attending Professional Development for CCSS
- STAR 360 Reading results
- Benchmark assessments by department
- Progress Monitoring of ...
- SMART Goals for ...
- Administrative Observations and data conferences

Strategy #1

STRATEGY:

The school will ensure the full implementation of the state-approved language arts curriculum and support the Common Core State Standards for Language Arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold Grade/Department Collaboration Meetings to review data at the school-wide level, grade level, classroom level and individual student levels, District approved materials and curriculum implementation guides	Administrators & Department Chairs & Instructional Coach	STAR 360 LA and Math Sept, November & March 2016-17 Review Benchmark Data from MobyMax (Gen Ed) and Lexia (SPED/ EL1-2) Teacher Assessment each trimester	Instructional Coach	1000-1999: Certificated Personnel Salaries	District Funded	
Use multiple data points to make appropriate course placements	Master Scheduling Team & Academic Counselors	Completion of unique schedules for each student/ March 2016-June 2017	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 2016-June 2017	Not Applicable			
Increase academic success through the support of the Instructional Coach, including release time for collaboration and professional development.	Coach & Faculty	Provide collaboration time for co-teaching teams/ August 2016-June 2017 Groups of teachers attending Summer AVID, Expository Writing and Reading Course and California Math Conference Summer and Fall 2016	Release time for collaboration and professional development Professional Development for certificated	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title III Title I	500 5,939

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	12,000
				5800: Professional/Consulting Services And Operating Expenditures	Title I	10,500
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 2016-June 2017	Not Applicable			
Implement STAR 360 program in all Advisory classes	Coach & Faculty & Lab Tech	Produce and distribute STAR 360 progress reports Hold reward activities each trimester for students who made their individual growth goal with STAR 360 and students who achieve 3.0 and above GPA. August 2016-June 2017	School Funded	4000-4999: Books And Supplies	LCFF - Targeted	629
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 2016-June 2017 Hold a grade level cross curricular faculty meeting each bi-annually	Not Applicable			
Monitor the implementation and progress of Site Plan	DSLTL, SSC & All Staff	Review progress at DSLTL, SSC and Department meetings/ August 2016-	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		June 2017				

Strategy #2

STRATEGY:
 The school will ensure opportunity and educational access for all students by implementing interventions and enrichment based on data.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evenly distribute strategic level students through Master Scheduling	Master Scheduling Team	Verify accuracy of class assignments by Faculty and Coach/ August 2016-June 2017	Not Applicable			
Deliver targeted instruction to focus students, including 80 English Learner level 3 students who have shown no overall growth for three plus years.	Faculty, Admin, Instructional Coach	Identify and monitor focus students at staff meeting/ Fall 2016 Provide school tutoring and individually meet with each student to encourage their participation.	After school Intervention	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4,000
Appropriately place students in double blocks of Language Arts courses for ELD levels 1,2,3	Master Scheduling Team	Verify accuracy of class assignments by Faculty and Coach/ August 2016-June 2017	Not Applicable			
Use AVID strategies school-wide, including student engagement, Cornell note-taking, graphic organizers, active listening, Socratic Seminar and Philosophical Chairs, WICOR strategies, student agendas	Faculty Faculty	Conduct peer teacher observations to verify that students are using Cornell Notes in all classes Conduct peer teacher observations to see Socratic Seminars Conduct peer teacher observations to see Philosophical Chairs demonstrations August 2016-June 2017 Five teachers Attend Summer 2016 Avid	School Funds District Funded	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	Title III LCFF - Discretionary District Funded	1,573 17,912 5,627

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Conference				
Analyze Diagnostic and Standards Benchmark Assessment Data	Faculty	Identify heavily weighted CAASPP standards and alignment to pacing STAR 360 Math and LA data from Sept, Nov and April Participation in Ren U data coaching provided through STAR 360 with our schools data team	See Goal 1 Strategy 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 2016-June 2017 Provide targeted EL 3 tutoring on strategies to improve understanding expository text through the use of the Instructional Reading piece in STAR 360.	Certificated teachers supporting students in after school intervention classes	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	11,208
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 2016- June 2017 Ongoing staff development incorporated in the department and staff meeting on setting up groups in MyON and monitoring student	Literature Books for download to students ipads	4000-4999: Books And Supplies	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		progress.				
Provide support from College Tutors, as required by AVID Program Essentials	AVID Team & Tutors	August 2016-June 2017	6 tutors, 2-4 times per week	2000-2999: Classified Personnel Salaries	Title III	4,000
		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, Lexia CORE 5, MobyMax, Flocabulary, Duckster, MyON and the various pieces built into STAR 360 (AR/ Instructional Reading)	Faculty	August 2016-June 2017	Technology Resources	4000-4999: Books And Supplies	LCFF - Targeted	4,600
Piloting New LA Adoption Material in 7th and 8th grade	Language Arts Faculty	September 2016-June 2017	Integration of technology into core classes			
Make books and other resources available to improve student literacy.	Library Media Tech and Department Chairs	August 2016-June 2017	Literature Books	4000-4999: Books And Supplies	LCFF - EL	5,000
			Library Extra Help	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1,000
Provide support through Instructional Assistants for English Learners who need scaffolding due to limited English Language Proficiency	Administartion, Faculty, and Instructional Assistants	August 2016-17	Instructional Assistants (2)	2000-2999: Classified Personnel Salaries	Title I	28,729
				2000-2999: Classified Personnel Salaries	Title III	14,837

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3000-3999: Employee Benefits		Title I	5,171
			3000-3999: Employee Benefits		Title III	4,734

Strategy #3

STRATEGY:
The school will implement a transition plan for 5th to 6th grade transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide 5th grade teacher access to web based promotional video such as the Academy Presentation.	Instructional and Tech Coach as well as counselors Tech TOSA - Hyperlinks for Academy Video Clips	Spring 2017	Not Applicable			
Host Feeder School Visitations to incoming 5th graders from elementary sites	Administrators, Counselors & Coach	September 2016-June 2017 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 12, 2016 Provide food for 6th graders, T-shirt for 8th grade WEB leaders, fund staff Monthly WEB Leader training and planning for 6th grade activities	Donations		PTO	2,000
Host 6th grade Parent Informational and tour nights for parents and students	Administrators, Counselors, Instructional Coach, Tech Coach and WEB Leaders.	February 2017	Not Applicable			

Strategy #4

STRATEGY:
The school will collaborate with Oxnard Union High School District to provide matriculation support for our students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assist with informational meetings for parents and students of transitioning 8th graders into the Oxnard Union High School District: Academy Programs and AVID	Counselors and Coach	May 2017	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 2017 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 2017 Completion of course recommendations for ELA	Not Applicable			
Articulate with High School teachers and administrators	Administrators & Counselors	August 2016-June 2017 Proper placement of exiting 8th grade students	Not Applicable			
Math Department Articulation meetings with OSD and OUHSD teachers	Math Department Representatives and Administrators	Winter 2017	Not Applicable			

Strategy #5

STRATEGY:
 The school will provide professional development to support goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data Team Meetings	Faculty and Coach	Data driven decision making - August 2016 June 2017 Coach provides STAR 360 updates to DSLT and data team Data PLC formed and attended training in Long Beach Sept 2016 6th grade Data Team working with Ren U and their data coach	District funded data team meeting 3 times a year Ren U data coach funded by district office Collaboration time funded by school site	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	5,000
Coordinate curriculum, align with pacing guides and compare with data results during Department meetings to formulate instructional decisions	Departments and Coach	August 2016-June 2017 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 2016-June 2017 DSLT and Department meetings	Not Applicable			
Train teachers to access and utilize student data through OARS	Coach & Faculty	August 2016-June 2017 Meeting minutes and teacher utilization of new data analysis skills	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Faculty and Staff participate in Professional Development Opportunities, including GATE, Data Teams, Math and integration of instructional technology	Faculty and Staff	August 2016-June 2017 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			
ERWC (Expository Reading and Writing Curriculum) Training at CSUCI	Teachers and Coach	October 2016-February 2017 Completion of Training, as provided by CSUCI 3 Teachers and Coach provide demo lessons (Oct 31,2016 - SIP Day) Expository Writing Lesson demonstrations Oct-June in LA department meetings Common Core aligned lessons developed by 6 ERWC trained teachers (3 last year , 3 this year) to use with Academy Focus on environmental science and water conservation including the novel Long Walk to Water	See Goal 1 Strategy 1			

Strategy #6

STRATEGY:
 The school will coordinate meetings and distribute information to generate parent involvement especially through School Site Council and English Learner Advisory Committee.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Annual meeting	Administrators and Counselors	September 2016 Meeting agendas and sign in sheets from Back to School Night				
Meet to jointly develop Parent Compact and Parent Involvement Policy	Administrators, Faculty, SSC, ELAC, PTO	August 2016-June 2017	Not Applicable			
Provide communication materials to parents regarding school events, services, and calendar	Office Staff, Teachers and Administration	August 2016-June 2017 Dialer messages from Blackboard connect	District Funded			
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. In addition, translations for	Translators	Fall and Spring Conferences and other school-wide events	Office Assistants (6 hours)	2000-2999: Classified Personnel Salaries	Title I	33,150

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
teacher and school written and oral communication.		Access for all parents to communication in their primary language	Extra Hours for Translators at parent events	2000-2999: Classified Personnel Salaries	Title I	2,000
				2000-2999: Classified Personnel Salaries	Title III	800
				3000-3999: Employee Benefits	Title I	13,946
Parent Education Nights	School Administration, Faculty, ORC	Fall, Winter, Spring Education Nights including: Digital Safety, Ways to Support Student Achievement, Drug Awareness, and STEAM	Extra Duty hours for staff to plan and facilitate events	1000-1999: Certificated Personnel Salaries	Title I	1,061
Conduct parent outreach to relay academic information in parents' primary language, including Mixteco	Administrators, Counselors and Office Staff	August 2016-June 2017	District Funded translators			
Monthly School calendars are created, posted on the website and sent home with students	Administration and office staff	Monthly Monthly Coffee with the Principal	Not Applicable			

Strategy #7

STRATEGY:

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed	Site and District Administrator and Teacher Liaison	August 2016-May 2017	Student Field Trips	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	1,000
		APS Essential Program Components Support APS filed trips with transportation	Teacher Liaison salary	1000-1999: Certificated Personnel Salaries	ASES	3,251
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 2016-June 2017 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 2017. The target for Frank is at least 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, Special Education, SED, Homeless 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
- Department and Teacher generated assessments
- Adopted materials' chapter tests (CPM3)
- CAASPP
- STAR 360 Math

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 of ...
- SMART Goals for ...
- STAR 360 Math Results
- CPM3 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, Instructional Coach	August 206-17 APS Essential Program Components STAR 360 CAASPP May 2017	Not Applicable See Goal 1 Strategy 1			
Use multiple data points to make appropriate course placements	Master Scheduling Team & Academic Counselors	August 2016-June 2017 Completion of unique schedules for each student	Not Applicable			
Post Language and Content Objectives each day in each classroom	Teachers	August 2016-June 2017 Visual Identification of Objectives	Not Applicable			
Increase academic success through the support of the Instructional Coach and District Math Mentor	Instructional Coach and District Math Coach	August 2016-June 2017	District funded			
Use data analysis of assessment results through OARS, STAR 360 Math and MobyMax to inform instruction	Math Teachers	August 2016-June 2017 Department and Site Meetings	Not Applicable			
Monitor the implementation and progress of Site Plan towards reaching goals with analysis of student performance on STAR 360	DSLTL, SSC & All Staff	August 2016-June 2017 DSLTL, SSC and Department	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(growth), teacher and textbook generated assessments, Curriculum implementation guides		minutes				
Ensure all teachers are trained on the new Math adoption and have all necessary materials	Administrators, Math Teachers	July 2016-June 2017	District Funded			

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 2016-June 2017 Verification of accurate Master Scheduling Team placements by Faculty and Coach	Not Applicable			
Deliver targeted instruction to FOCUS students.	Faculty	August 2016-June 2017 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 2016-June 2017 All students observed to be using Cornell Note-taking in all classes, peer observations	See Goal 1 Strategy 2			
Analyze Diagnostic and Standards Benchmark Assessment Data, STAR 360, and Chapter tests	Faculty	August 2016-June 2017 Upon completion of STAR 360 data each trimester Use CAASPP results for data analysis and targeted areas of growth	See Goal 1 Strategy 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 2016-June 2017 Attendance rosters and notation of areas of needed improvement	See Goal 1 Strategy 2			
Re-evaluate Master Schedule to address student needs and re-level ability groups/classes	Master Scheduling Team	August 2016-June 2017 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	November 2016-June 2017 Implementation of Response to Intervention on Tiered System of Support	See Goal 1 Strategy 2			
Provide support from College Tutors, as required by AVID Program Essentials	AVID Team & Tutors	August 2016-June 2017 Student meet academic standards to remain in AVID	See Goal 1 Strategy 2			
Use intervention technology and software to close gaps for specific learners; Lexia, MobyMax, STAR 360 Math, and STAR LA	Faculty	August 2016-June 2017 Integration of technology into core classes	See Goal 1 Strategy 2			
Provide support through Instructional Assistants for English Learners who need scaffolding due to limited English Language Proficiency	Instructional Assistants and Faculty	August 2016-June 2017 Progression of students toward English Proficiency and Mastery of Math Standards	See Goal 1 Strategy 2			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct COST & SSTs to determine intervention and support needs	Counselors and Faculty	August 2016-June 2017	See Goal 1 Strategy 2			
Provide supplies to ensure student access to curriculum	Office Staff and Faculty	August 2016-June 2017	See Goal 1 Strategy 2			

Strategy #3

STRATEGY:
The school will implement a transition plan for 5th to 6th grade transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
“Extra time” for 6th grade teachers team to collaborate	Faculty and Counselors	August 2016-June 2017 APS Essential Program Components	See Goal 1 Strategy 1			
Host Feeder School Visitations to incoming 6th graders from elementary sites	Administrators, Counselors, Coach	February 2016-June 2017	Not Applicable			
Host 6th grade Parent Information and Welcome Night Events	Administrators, Counselors and Coach	September 2016, February and August 2017 Attendance and participation of incoming students and parents	Not Applicable			

Strategy #4

STRATEGY:
The school will implement a transition plan for 8th grade to high school transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Articulate recommendations for 8th graders going into the Oxnard Union High School District	Faculty and Counselors	February 2017-June 2017 Completion of Course Recommendations for Honors placement	Not Applicable			
Articulate with High School teachers and administrators	Faculty and Administrators	August 2016-June 2017 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 2016-June 2017 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 2017 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 2017	Not Applicable			

Strategy #5

STRATEGY:
 The school will provide professional development to support mathematics goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support and Coaching through Instructional Coach for Data Analysis using STAR 360 and teacher created OARs formative assessments, MobyMax and Chapter tests	Faculty and Coach	August 2016-June 2017 OSD Sponsored PD during June and July 2016, Monthly PD for math lead teachers August 2016-June 2017 APS Essential Program Components	See Goal 1 Strategy 5			
Provide professional development through district, county and coach to meet teacher needs of new adoption	Administrators, coach, teachers	July 2016-June 2017				
Math Department Chair facilitates regular department meetings and actively participates in DSLT	Math Department Chair	August 2016-June 2017 DSLT and Department meeting minutes	Not Applicable			
Train teachers to access and utilize student data	Administrators, Department Chair & Math Faculty	August 2016-June 2017 Department Meeting minutes Instructional decisions are data-driven	Not Applicable			
MobyMax Data Coaching	Coach and 6th grade math teachers	Coach and 6th grade Data Team review data every two weeks and provide feedback to 6th grade Trimester 1 then provide support to 7th and 8th grade Math teacher trimester 2 and 3, including after school tutoring	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		groups.				
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 2016-June 2017 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 2016-June 2017 Completion of Common Core training as provided by the district	District-funded			
Provide professional development for teachers relating to CCSS and Academy transition	Faculty	August 2015-June 2016	See Goal 1 Strategy 5			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Family Math/STEAM 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 2017 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 2016 Meeting Agenda and sign in sheets from Back to School Night	See Goal 1 Strategy 1			
Parent Compact will explain and provide information to build the home to school communication and partnership.	Administrators, Faculty, SSC, ELAC, PTO	August 2016-June 2017 Review annually at Fall SSC meetings	Not Applicable			
Parent Involvement Policy and Parent/Student Contract will describe the process for parents/families to participate in supporting the school and their students.	Administrators, Faculty, SSC, ELAC, PTO	August 2016-June 2017 Review annually at Fall SSC meetings	Not Applicable			
Provide parents with teacher tutoring information, teacher office hours, and strategies to support their student's 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	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		School-wide distribution of information				
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	See Goal 1 Strategy 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 2016 Successful parent log-in to "Q" profile Back to school night all parents received directions and paperwork on using parent log in. Parents that were not present had the information sent home. Counselors review parent connect with parents during parents meeting throughout the year.	Not Applicable			
Conduct parent outreach to relay academic information in parents' primary language	Administrators, Counselors and Office Staff	August 2016-June 2017	See Goal 1 Strategy 6			

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons Meets with school staff as needed 	Site and District Administrator and Teacher Liaison	August 2016-May 2017 APS Essential Program Components	See Goal 1 Strategy 7			
“Oxnard Scholars” program in alignment with day program	Site and District Administrator and City Support staff	August 2016-June 2017 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:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
School Goal #3A: AMAO #1: 100 % 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. 100% 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: N/A
Data Used to Form this Goal:
<ul style="list-style-type: none">• CELDT• IPT• STAR 360 Math and Reading• OARS
Findings from the Analysis of this Data:
Students are making progress towards reclassification (51 in 2015-16). 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

- CELDT & IPT
- STAR 360
- Progress Monitoring of ...
- SMART Goals for ...
- Progress reports
- LEXIS
- Rosetta Stone
- Reading Plus

Strategy #1

STRATEGY:
The school will ensure the full implementation of the state-approved ELD curriculum and District EL Master Plan.

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 2016-2017 CELDT testing cycle	Instructional Coach and EL Faculty Experts	Fall 2016 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 2016-June 2017 Teacher training during regular staff meeting times	Not Applicable			
Use multiple data points to make appropriate course placements of students	Master Scheduling Team	August 2016- June 2017 STAR 360 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 2016-June 2017 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 2016-June 2017 STAR 360 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 2016-June 2017 STAR 360, AR and CELDT data Master Schedule reflective of student needs Monitoring student progress through formative assessments	Not Applicable			
Maximize use of Promethean Board and ipads to reach English Learners	Faculty	August 2016-June 2017 Teacher registration and participation in District Provided Training	Not Applicable			
English Language Learner Instructional Coach will support all ELs working with the students and faculty.	EL Instructional Coach	August 2016-2017	District Funded			

Strategy #2

STRATEGY:
 The school will ensure opportunity and educational access for all students by implementing interventions and enrichment based on data.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assisted by the Instructional Coach, all teachers will analyze CELDT/IPT data by departments; teachers will target all students whose CELDT scores have dropped or not advanced one level for three or more years (EL Focus Students), develop intervention grouping for after school classes	Teachers and Instructional Coach ELD TOSA	August 2016-June 2017 Specific after school tutoring for 75 EL 3 that have been EL 3 for the last three years.	Not Applicable District Funded Teachers providing instruction for English Learners	1000-1999: Certificated Personnel Salaries	LCFF - EL	24,000
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	Teachers and Instructional Coach	August 2016-June 2017 Teacher Collaboration during regularly scheduled staff meetings	Not Applicable			
Refer most at risk students to Supplemental Education Services at District Level	Counselors	August 2016-June 2017 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 2016-June 2017 Comparison of "D" and "F" grades from progress reports to report cards	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Make books and other library resources available to improve student literacy	Library Media Tech	August 2016-June 2017	See Goal 1 Strategy 2			
Provide opportunity for Teachers and Administration to attend Professional Development focused on ELs, and collaboration time for ELD Department	Teachers and Administration	August 2016-June 2017	Professional Development: CABE Conference	5000-5999: Services And Other Operating Expenditures	LCFF - EL	6,000
			Collaboration time	1000-1999: Certificated Personnel Salaries	LCFF - EL	5,000
Conduct SSTs to determine intervention and support needs	Counselors and Faculty	August 2016-June 2017	Refer to Goal 1.2			
Provide special experiential learning opportunities for Newcomers with Camarillo Bird Museum	Faculty and Administration	August 2016-June 2017	Field Trips	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	1,651
Provide support through Instructional Assistants for English Learners who need scaffolding due to limited English Language Proficiency	Instructional Assistants & Faculty	August 2016-June 2017 Progression of students toward English Proficiency	See Goal 1 Strategy 2			

Strategy #3

STRATEGY:
The school will implement a transition plan for 5th to 6th grade transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2016-June 2017 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 2016-June 2017 Schedule outreach presentations to feeder schools, SSC, ELAC, PTO and any other parent meetings	Not Applicable			
Incoming 6th graders from McKinna Newcomer Academy will visit Frank in June 2017	Faculty and Administration and EL Instructional Coach	June 2017	Not Applicable			

Strategy #4

STRATEGY:
The school will implement a transition plan for 8th grade to high school transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with Oxnard Union High School District to bridge the transition for academically at-risk students, including students who are behaviorally at-risk	Administrators and Counselors	August 2016- June 2017 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 2016-June 2017 Submittal of teacher recommendation, visitations and student meeting with counselors	Not Applicable			

Strategy #5

STRATEGY:
 The school will provide professional development to support ELD goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will participate in English Learner training, including ongoing PD during staff meetings and department meeting on adding EL data to all seating charts and strategies to support ELs in content area classrooms	All teachers	Certification that 100% of teachers have EL data on seating charts by Oct 2016 and teachers attend staff meeting and department meeting which includes PD on EL strategies	Not Applicable			
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 2016-June 2017	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 2016-June 2017	See Goal 1 Strategy 5			
Visual Thinking Routines support school wide to provide higher level thinking skill opportunities to ELs	VTR Team (Attended MSAP Harvard trip July of 2016 Project Zero Classroom) coach, administrators	Teachers from the project zero team build lesson to share with staff, including Out Of Eden Walk and VTR October 2016-June 2017 District Project Zero Classroom team meets	District-funded			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		monthly to build lessons and share best practices				
Provide professional development for teachers relating to CCSS and Academy transition	Faculty	August 2016-June 2017	See Goal 1 Strategy 5			

Strategy #6

STRATEGY:

The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translators at every parent function	Translators	Assurance that every student and parent will have access to written and oral translations August 2016-June 2017	See Goal 1 Strategy 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 2016-June 2017	See Goal 1 Strategy 6			
Support and promote parent participation in SSC, ELAC and DELAC	Administration and Faculty	Parent participation in Parent Training's August 2016-June 2017	Not Applicable			
Conduct parent outreach to relay academic information in parents' primary language	Administrators, Counselors, Teachers, and Office Staff	August 2016-June 2017	See Goal 1 Strategy 6			

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison position to be a bridge between day program and after school program which provides supports for students	Teacher Liaison and OSD Administrative Intern	APS Essential Program Components, Regular monthly articulation meetings at site August 2016-June 2017	See Goal 1 Strategy 7			

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Safety And School Climate

LEA GOALS:

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

SCHOOL GOAL #4:

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, Homeless and Hispanic.

Data Used to Form this Goal:

OLWEUS Bullying Prevention, Suspension Expulsion Reports, Office Referrals, Teacher Referrals, Attendance Records, Observations, Zangle Behavior Data Analysis

Findings from the Analysis of this Data:

Students at Frank need to feel safe and secure so that they can achieve academic excellence. A school safety survey will be used with students and staff. Review of 2015-16 referrals to school office and monitoring referrals by trimester. Review classroom management systems (CHAMPS) with teachers who have high discipline referral rates.

How the School will Evaluate the Progress of this Goal:

Review Results of Findings with Site Administrative/Counseling Team, OLWEUS Bullying Prevention and tracking in Q, Positive Behavior with Gallup Poll Survey, Healthy Kids Survey, School Site Leadership Team, SSC, ELAC, PTO and whole faculty and staff. Review of 2015-16 referrals to school office and monitoring referrals by trimester and compare school years and implementation strategies. Documenting our professional development with staff for emergency preparedness and regularity of drills including staff feedback forms.

Strategy #1

STRATEGY:
 During the 2016 -2017 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
Continued use of Risk of Sexual Activity Curriculum in Science	7th Grade Science Department	Spring 2017	Not Applicable			
Continued use of Project ALERT as part of the science curriculum	7th Grade Science	Spring 2017	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 2016-June 2017	Not Applicable			
Provide homework assistance after school, through regular teachers or After School Program	Faculty and After School Program Liaison	August 2015-June 2016	See Goal 2 Strategy 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 2016-June 2017	See Goal 1 Strategy 2			
Continue positive reinforcement of academic and attendance success through Renaissance program	Counselors and Coach	August 2016-June 2017	Rewards and Incentives 2 Counselors- District Funded	4000-4999: Books And Supplies	LCFF - Targeted	4,520
Continue with CHAMPS classroom management system school wide to provide positive and consistent classroom behavioral support.	Faculty, Counselors, and Administration	August 2016-June 2017	District Funded			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure all teachers are trained in CHAMPS procedures.						

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 2016-June 2017	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, ORC and Interns	August 2016-June 2017	District Funded ORC			
Review, modify and monitor school discipline policy	Administrators and Positive Discipline Committee	August 2016-June 2017	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 2016-June 2017	See Goal 2 Strategy 2			
Develop Rewards System as an incentive to positive behavior: Student of the month	Administrators and Positive Discipline Committee	August 2016-June 2017	Not Applicable			
Update School Safety Plan and replenish materials for emergency preparedness	Administrators and School Safety Committee	August 2016-June 2017	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 2016-June 2017	District Funded			
Implement Tardy Sweeps and provide attendance incentives	Administrators and Counselors	August 2016-June 2017	Attendance incentives	4000-4999: Books And Supplies	LCFF - Targeted	3,000
Support students and their families through access to counselor for each grade level	Administrators and Counselors	August 2016-June 2017	Not Applicable			
Conduct COST & SSTs to determine intervention and support needs	Administrators, Counselors and Faculty	August 2016-June 2017	See Goal 1 Strategy 2			

Strategy #3

STRATEGY:
The school will implement a transition plan for 6th to 7th grade transition and 5th to 6th grade transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work in conjunction with Elementary Feeder schools for early Identification of At-Risk students	Administrators, Counselors and Coach	August 2016-June 2017	Not Applicable			
Counselors identify at-risk students early on through identification at the elementary sites	Counselors and Feeder School Staff	August 2016-June 2017	Not Applicable			
Expand WEB to support transition to middle school, Extra duty hours for staff to prepare and train WEB student leaders	Counselors, Administration, and Faculty	August 2016-June 2017				

Strategy #4

STRATEGY:
The school will implement a transition plan for 8th grade to high school transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure High School has the information necessary to appropriately place and support fragile students (students who are at-risk, but may not have an IEP or 504 plan in place)	Counselors	August 2016-June 2017	Not Applicable			

Strategy #5

STRATEGY:
The school will provide professional development to support safety goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement OLWEUS program through Trainer of Trainer Model to, Training the Bullying Prevention Coordinating Committee, to training the entire staff, students and stakeholders	Counselors, Administrators, Faculty and OLWEUS Bullying Prevention Committee	August 2016-June 2017	Not Applicable			
Provide Professional Development on Project Alert for teachers who need it	Science Department	August 2016-June 2017	District-funded			
Monitor CHAMPS implementation in classrooms with high office referral rates	Faculty and Staff	August 2016-June 2017	Not Applicable			
WEB Participate in WEB Training	Faculty and Counselors	Summer and Fall 2016, 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 2016 February 2017	See Goal 1 Strategy 6			
Actively Utilize the Student Agenda as a Home School Communication tool; Monthly Calendars of events sent home and posted on Website	Students, Parents and Faculty	August 2016-June 2017	See Goal 1 Strategy 2			
Implement Zangle Connect to communicate with Parents	Administrators, Site Faculty and District IT	Back to School Night Fall 2016	Not Applicable			
Utilize Blackboard ConnectEd to communicate with parents	Site Administrators, Counselors and Coach	August 2016-June 2017	Not Applicable			
Connect Students to Community Resources	Outreach Counselor	August 2016-June 2017	District Funded			

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison position to be a bridge between day program and after school program supports for students and assist with at-risk student monitoring	Teacher Liaison and OSD Administrative Intern	August 2016-June 2017	See Goal 1 Strategy 7			

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Academy Marine Science and Engineering
LEA GOALS:
1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14. 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. 3. By 2005-06, all students will be taught by highly qualified teachers. 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning. 5. All students will graduate from high school
SCHOOL GOAL #5:
All students will have access to academy focus areas of Marine Science and Engineering. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth The school will ensure that all students engage in learning opportunities to expand their experience with Marine Science and Engineering.
Data Used to Form this Goal:
Class Lists Academy Blog Student and staff surveys Student interviews for Lobo News
Findings from the Analysis of this Data:
Track the number of students involved in Academy units, participation on experiential field trips, and participation in school wide academy activities.

How the School will Evaluate the Progress of this Goal:

Class Rosters used to document participation.

Teacher/Student Surveys

Photo Documentation

Strategy #1

STRATEGY:
The school will ensure opportunities and educational access in Marine Science and Engineering for all students

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage all students in activities related to Marine Science (i.e. assemblies, class presentations, field trips, PBL activities, additional support staff).	Administrators, MSAP Coordinator, Teachers	August 2016-June 2017 All students participating in Marine Science activities	District Funded			
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 2016-June 2017 All students participating in Engineering activities: 6th grade Finch, 7th grade Spheros, 8th grade Linkbots				
Acquire necessary materials to support the Academy focus.	MSAP Coordinator, Administrators	August 2016-June 2017 Materials purchased	District Funded			
Full time Robotics teacher to support 5 sections of robotics including Advanced section	District and Administration	August 2016-June 2017	District Funded			
Experiential Learning Field Trips for each grade level	Administration and Faculty	August 2016-2017	Field Trips	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	22,600

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 2016-June 2017 Staff participate in Professional Development: Buck Institute	District Funded			
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 2016-June 2017 Integration of Academy focus in related classrooms.	Not Applicable			
The MSAP coordinator will support staff in creating, enhancing, and implementing curricular units.	MSAP Coordinator, Teachers	August 2016-June 2017 Curriculum developed for teachers to use in their classrooms	Not Applicable			

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 2016-June 2017 Establish events/dates for student work displays/demonstrations	Not Applicable			
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 2016-June 2017 Parents informed of Academy activities	Not Applicable			
Generate parent and community support in relation to the Academy focus.	MSAP Coordinator, Administrators	August 2016-June 2017 Parent/community participation and sponsorship	Not Applicable			

Strategy #4

STRATEGY:
The school will collaborate with Oxnard Union High School District to provide matriculation support for our students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Information regarding Academy learning opportunities will be shared with receiving high schools	Teachers, Counselors, Administrators	February 2017-June 2017 Contact receiving high schools with Academy participation	Not Applicable			

Strategy #5

STRATEGY:
The school will provide professional development to support goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
High level thinking skills are promoted through our partnership with Project Zero and Visible Thinking Routines.	Project Zero Classroom team (5 members) attended training in July 2016 Teachers	Providing ongoing PD across grade levels and content areas on effective use of VTRs 40 staff has been to Project Zero training on a Saturday to learn to incorporate VTRs into classroom lessons	MSAP funded			
Professional Learning Communities training in Long Beach Fall 2016	Team of six teachers and principal Sept 2016	Promote the use of data driven decision making school wide	Site funds	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	12,000
Math training	Math teachers	All 6th, 7th and 8th grade math teacher participate in 2 days of training and 2 days of lesson study on the new math curriculum.	District Funded			

Centralized Services for Planned Improvements in Student Performance

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance

SCHOOL GOAL #1:

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, Homeless, 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.

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 2017. The target for Frank is at least 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, Special Education, SED, Homeless 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.

School Goal #3A: AMAO #1: 100 % 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. 100% 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:

Not Applicable

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, Homeless and Hispanic.

School Goal # 5: All students will have access to academy focus areas of Marine Science and Engineering.

This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth

The school will ensure that all students engage in learning opportunities to expand their experience with Marine Science and Engineering.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	August 2016-June 2017	2 Instructional Coaches	1000-1999: Certificated Personnel Salaries	District Funded	217,378
Library Technician	August 2016-June 2017	Library	2000-2999: Classified Personnel Salaries	District Funded	59,101
Site Computer Tech	August 2016-June 2017		2000-2999: Classified Personnel Salaries	District Funded	88,988
Maintenance Agreement for Copy Machine(s)	August 2016-June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	8,100
Outreach Specialist	August 2016-June 2017	Outreach Specialist	2000-2999: Classified Personnel Salaries	District Funded	44,775
2 Counselors	August 2016-June 2017	2 Counselors	1000-1999: Certificated Personnel Salaries	District Funded	241,803

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	3,251.00
5800: Professional/Consulting Services And	Discretionary	12,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	3,000.00
4000-4999: Books And Supplies	LCFF - Discretionary	17,912.00
5000-5999: Services And Other Operating	LCFF - Discretionary	1,000.00
5800: Professional/Consulting Services And	LCFF - Discretionary	12,000.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	29,000.00
4000-4999: Books And Supplies	LCFF - EL	5,000.00
5000-5999: Services And Other Operating	LCFF - EL	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15,208.00
4000-4999: Books And Supplies	LCFF - Targeted	12,749.00
5800: Professional/Consulting Services And	LCFF - Targeted	24,251.00
	PTO	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title I	63,879.00
3000-3999: Employee Benefits	Title I	19,117.00
4000-4999: Books And Supplies	Title I	5,627.00
5800: Professional/Consulting Services And	Title I	10,500.00
1000-1999: Certificated Personnel Salaries	Title III	500.00
2000-2999: Classified Personnel Salaries	Title III	19,637.00
3000-3999: Employee Benefits	Title III	4,734.00
4000-4999: Books And Supplies	Title III	1,573.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,251.00
Discretionary	12,000.00
LCFF - Discretionary	38,912.00
LCFF - EL	40,000.00
LCFF - Targeted	52,208.00
PTO	2,000.00
Title I	106,123.00
Title III	26,444.00

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 in their reading and meeting AR Growth Goals, especially ELs, with intervention classes, and reclassification
- 2) Use LCFF funds to support students with field trips to experience Marine Science

Identify the major expenditures supporting these priorities.

The LCFF funding is supporting increasing student reading growth with after school intervention and experiential learning opportunities.

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 ratio 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 2016-17 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 60% 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. Professional development for teachers continues but maintaining consistent collaboration time for teachers to work together reviews school data continues to be a barrier.

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, 2016-17 all students will participate in Marine Science and Robotics units in their math or science classes.

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 2016-17 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 students.

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 will implement intervention classes, improve home communication, and build capacity in students to make 100%

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, School Site Leadership Team 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 School Site Leadership Team, 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 nearly all classrooms.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Student 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			
Pamela Pond		X			
Jana Cannon		X			
Amber Pergeson			X		
Cindy Hernandez				X	
Maria Flores				X	
Yolanda Melano				X	
Genevieve Sanchez					X
Carmen Gonzalez					X
Areli Leon (alternate)					X
Jayleen Lopez					X
Numbers of members of each category:	1	4	1	3	4

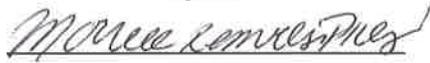
At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented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

Parent Involvement Policy

Recommendations and Assurances

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

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

	State Compensatory Education Advisory Committee	_____ 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 18, 2016.

Attested:

<p>Dr. Liam Joyce _____ Typed Name of School Principal</p>	<p> _____ Signature of School Principal</p>	<p>10-18-16 _____ Date</p>
<p>Amber Pergeson _____ Typed Name of SSC Chairperson</p>	<p> _____ Signature of SSC Chairperson</p>	<p>10-18-16 _____ Date</p>



R.J. FRANK
ACADEMY OF MARINE
SCIENCE & ENGINEERING

Parent/Student Contract

2016-2017

STUDENT NAME: _____

STUDENT RESPONSIBILITIES:

1. Be prepared for school with all materials: agenda, ID, I PAD, Reading Book, and PE clothes, ETC.
2. Copy/write assignments daily in Agenda, and have it signed Thursday night weekly.
3. Complete all classwork or homework assignments on time.
4. Commit to at least 30 minutes or more of homework and 30 minutes of reading per night.
5. Maintain at least a 2.0 GPA with no more than 1 failing grade per trimester or I will be encouraged to attend afterschool tutoring.
6. Maintain satisfactory citizenship and attendance.
7. Obey all school rules
8. Ask for help when needed from your teachers, parents, or counselor's.

STUDENT AGREEMENT:

I want to succeed, and I understand that I have control over my own education and I take responsibility for my own success. My teachers are here to help me, but I am the one who will make the difference.

STUDENT SIGNATURE/ DATE:

PARENT SUPPORT:

I am invested in my child's academic success. I can support my child by:

1. Check agenda daily and signing it on Thursday evenings.
2. Check my child's Student Connect for their academics and communicate to teachers when concerned with his/her grades.
3. Attend school functions and conferences.
4. Giving permission for my child to attend homework club or intervention afterschool if their grades become at risk of promotion requirements.

PARENT SIGNATURE/ DATE:



Contrato Padre/Estudiante

2016-2017

Nombre del Estudiante: _____

RESPONSABILIDADES DEL ESTUDIANTE:

1. Estar preparado para la escuela con todos los materiales: Agenda, ID, I PAD, libros de lectura y uniforme de educación física, ETC.
2. Copiar/escribir tareas diariamente en la Agenda, y tenerla firmada los jueves de cada semana.
3. Completar a tiempo todo el trabajo de clase y tareas asignadas.
4. Comprometerse a dedicar 30 minutos o más en hacer las tareas y 30 minutos de lectura cada noche.
5. Mantener por lo menos un promedio de calificaciones por trimestre de 2.0 (GPA) con no más de una "F" por trimestre, o será invitado a asistir al programa tutorial después de la escuela. .
6. Mantener asistencia y conducta satisfactoria. .
7. Obedecer todas las reglas de la escuela.
8. Solicitar ayuda del maestro, padre o consejero cuando la necesite.

ACUERDO DEL ESTUDIANTE:

Yo quiero tener éxito y entiendo que yo tengo control de mi educación y tomo responsabilidad de mi propio éxito. Mis maestros están aquí para ayudarme pero yo soy el que está a cargo de hacer una diferencia en mi vida.

FIRMA DEL ESTUDIANTE/ FECHA:

APOYO DEL PADRE:

Yo soy parte del éxito académico de mi hijo/a. Puedo apoyarlo en:

1. Revisar la agenda diariamente y firmarla el jueves en la noche.
2. Revisar el sistema de Conexión del Estudiante (Student Connect) para estar al tanto del progreso académico y comunicarme con los maestros cuando tenga preocupación sobre las calificaciones.
3. Atender los programas y conferencias de la escuela.
4. Otorgar permiso a mi hijo/a para que asista a los clubs de tarea o programas de intervención después de la escuela si las calificaciones están bajas y se convierten en un riesgo para completar los requisitos de promoción.

FIRMA DEL PADRE/ FECHA:



R.J. FRANK

ACADEMY OF MARINE
SCIENCE & ENGINEERING

701 North Juanita Avenue, Oxnard, CA 93030
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Normas de Política Acerca de la Participación de los Padres en la Escuela 2016-2017

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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SCHOOL-PARENT COMPACT

RJ Frank Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2016-2017 school year.

School Responsibilities

RJ Frank Middle School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold parent-teacher conferences twice a year, during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Provide positive support for the goals, philosophy, program and policies of the school
- Provide study space, time and support at home
- Participating, as appropriate, in decisions relating to my children's education, including attendance at Parent Conferences
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding when needed
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Follow all school rules, policies and expectations for attendance, behavior and academics, as outlined in the student agenda.

- Strive for academic excellence by completing all assignments, participating actively in class and ask for help when needed.
- Recognize that all school rules apply, to and from school, as well as before and after school.

School

Parent(s)

Student

Date

Date

Date



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CONVENIO ENTRE LA ESCUELA Y LOS PADRES DE FAMILIA

La Escuela Intermedia Frank y los padres de los estudiantes participantes en las actividades, los servicios y los programas financiados por el Título I, Sección A del Decreto de Educación para Escuelas Primarias y Secundarias (ESEA, por sus siglas en inglés) (niños participantes), han acordado que este convenio delinea cómo los padres de familia, el personal docente y los alumnos compartirán la responsabilidad de mejorar el rendimiento académico del alumnado y los medios, que la escuela en sociedad con los padres, desarrollarán para apoyar a los niños a alcanzar las altas normas académicas estatales.

El convenio entre la escuela y los padres de familia entrará en vigor durante el año es 2016-2017.

Responsabilidades de la Escuela

La Escuela Intermedia Frank debe:

- Proporcionar un currículo de alta calidad y una enseñanza que apoye, sea eficaz en el ámbito educativo y habilite a los niños a alcanzar las normas académicas estudiantiles estatales.
- Programar las conferencias de padres y maestros dos veces al año durante las cuales, este convenio será analizado ya que se relaciona con el rendimiento individual del niño(a).
- Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos.
- Proporcionar a los padres un tiempo razonable para comunicarse con el personal docente.
- Proporcionar a los padres oportunidades para brindar su asistencia como voluntarios, participar en la clase de sus hijos y observar las actividades escolares.

Responsabilidades de los Padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos de la siguiente manera:

- Proporcionar apoyo positivo a los objetivos, filosofía, programa y póliza de la escuela
- Proporcionar un espacio para estudiar, el tiempo y apoyo en casa
- Participar, como sea necesario, en las decisiones relacionadas a la educación de mis hijos, incluyendo la asistencia a las Conferencias de Padres
- Mantenerme informado sobre la educación formal de mi hijo(a) y comunicarme con la escuela al leer prontamente los avisos que envía la escuela o el distrito escolar a través de mi hijo(a) o por correo y responder a ellos apropiadamente.
- Servir, a la medida posible, en grupos asesores de pólizas, como por ejemplo, el Título I, Sesión A representante de padres en el Comité de Mejoramiento Escolar, Titulo I Comité Consultivo de Póliza, en el Consejo Consultivo de la Póliza, Comité de Profesionales Estatal, el Equipo de Apoyo de la Escuela u otro Asesor de la escuela o grupos de directivas.

Responsabilidades de los estudiantes

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y alcanzar las normas académicas estatales. Específicamente, haremos:

- Seguir todas las reglas de la escuela, las pólizas y las expectativas de asistencia, conducta y desarrollo académico, como se indica en la agenda del estudiante.
- Luchar por la excelencia académica al completar todas las asignaciones, participando activamente en clase y pidiendo ayuda cuando sea necesario.
- Reconocer que todas las reglas se aplican dentro y fuera de la escuela, así como también antes y después de la escuela.

Escuela

Padre(es)

Alumno

Fecha

Fecha

Fecha



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Parent Involvement Policy

2016-2017

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 Academy of Environmental Science and Innovative Design
CDS Code: 56725386055313
District: Oxnard School District
Principal: Greg Brisbine
Revision Date: October 5, 2016

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

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

Contact Person: Greg Brisbine
Position: Principal
Phone Number: (805) 385-1539
Address: 1130 North M Street
Oxnard, CA 93030
E-mail Address: gbrisbine@oxnardsd.org

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

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School Vision and Mission

Fremont Academy of Environmental Science and Innovative Design's Vision and Mission Statements

Fremont Academy of Environmental Science and Innovative Design 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 Academy of Environmental Science and Innovative Design was established in 1961 and is one of 20 schools in the Oxnard School District. During the 2016-2017 school year, Fremont Middle School is serving approximately 1120 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 mirrors its ethnically diverse population.

Fremont Academy 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	384	374	380	363	380	361	99.0	97.1
Grade 7	375	387	372	375	372	375	99.2	96.9
Grade 8	393	380	381	377	381	373	96.9	99.2
All Grades	1152	1141	1133	1115	1133	1109	98.4	97.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2470.4	2462.0	8	2	17	18	27	35	49	45
Grade 7	2483.2	2493.4	3	6	19	22	24	27	53	45
Grade 8	2507.6	2502.4	5	4	24	21	25	28	46	47
All Grades	N/A	N/A	5	4	20	20	25	30	49	45

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	8	4	37	40	55	56
Grade 7	6	10	40	35	53	54
Grade 8	13	10	34	38	52	52
All Grades	9	8	37	38	54	54

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	12	7	37	41	51	52
Grade 7	11	14	38	49	50	38
Grade 8	11	10	45	46	44	44
All Grades	11	10	40	45	48	44

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	7	4	60	69	33	27
Grade 7	5	6	58	59	38	35
Grade 8	7	7	57	57	36	37
All Grades	6	6	58	61	36	33

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	14	10	54	59	32	31
Grade 7	8	13	47	45	46	42
Grade 8	12	11	50	44	38	45
All Grades	11	11	50	49	38	39

Conclusions based on this data:

1. In grades 6-8, nearly one third of students are nearly meeting standards in ELA.
2. Over 50% of students in grades 6-8 scored below standard in reading, indicating significant need in that area.
3. Students demonstrated the highest levels of proficiency in listening and research/inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	384	374	379	363	379	363	98.7	97.1
Grade 7	375	388	373	375	370	375	99.5	96.6
Grade 8	393	380	382	377	381	375	97.2	99.2
All Grades	1152	1142	1134	1115	1130	1113	98.4	97.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2459.7	2439.5	8	2	13	7	24	30	56	61
Grade 7	2471.6	2475.0	6	7	9	12	31	31	53	50
Grade 8	2484.3	2472.4	9	6	11	10	19	23	61	61
All Grades	N/A	N/A	8	5	11	10	24	28	57	58

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	9	3	24	21	66	77	
Grade 7	9	10	29	27	62	62	
Grade 8	14	9	20	22	64	69	
All Grades	11	7	24	23	64	69	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	8	3	39	30	53	67
Grade 7	6	9	55	35	39	55
Grade 8	9	7	47	49	44	45
All Grades	8	6	47	38	45	56

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	11	4	38	52	51	44
Grade 7	7	10	63	46	30	44
Grade 8	8	6	39	46	52	48
All Grades	9	7	47	48	44	45

Conclusions based on this data:

1. Nearly one third of students in grades 6-7 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 50% of students performed at or near standards in Communicating Reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6		3			23	20		52	49		9	24		13	7
7	2	5		27	40	22	40	33	49	18	15	21	13	7	9
8	9	5	4	36	37	34	31	43	43	14	5	7	11	9	12
Total	5	4	1	31	33	25	36	43	47	16	10	17	12	10	9

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		
	2013-14	2014-15	2015-16
Number of Annual Testers	241	245	206
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	241	245	206
Number Met	113	117	77
Percent Met	46.9%	47.8%	37.4%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	56	199	24	223	17	191
Number Met	2	80	5	80	2	50
Percent Met	3.6%	40.2%	20.8%	35.9%	11.8%	26.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. AMAO 1: The percentage of students meeting targets declined by 10%.
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: Not measured at this time.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The percentage of students achieving English proficiency increased slightly over the prior year.
2. The percentage of students in the English Learner subgroup with fewer than 5 years of EL instruction achieving English proficiency has declined slightly 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 has declined slightly over the past three years.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet common core standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum, meeting or exceeding in reading and mathematics.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
School Goal 1A: All students will meet grade-level standards on the CAASPP assessment and district formative assessments 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 professional development based on evidence gathered through department collaboration, curriculum schedules, assessment plans and administrator observation.
Data Used to Form this Goal:
Assessments: CAASPP Assessment
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Overall, students scored significantly higher in the listening and research/inquiry clusters than in the reading cluster.• There is a continuing need to focus on core ELA instruction, with an emphasis on reading.• There is a continuing need to focus on implementation of the California State Standards.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Formative district assessment data will be analyzed through department meeting collaboration.• Monitoring of grade/department meetings for CSS collaboration.• Analyze Star 360, IFA & CAASPP data.

Strategy #1

STRATEGY:

During the 2016-2017 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 2016-June 2017 Review each trimester	Instructional Coach Salary	1000-1999: Certificated Personnel Salaries	District Funded	112949
Hold grade/department collaboration meetings to review data- including STAR 360, CAASPP and CELDT- at the school level, grade level, classroom level and individual student level and utilize data to inform instruction.	Administration, Coaches, Teachers	Analyze classroom assessment data. August 2016-June 2017 Department meets twice monthly Analyze formative district assessment data. September 2016, November 2016, February 2017, May 2017	Not Applicable			
Model effective instructional strategies, including visible thinking routines 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.	Professional Development for VTR	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	MSAP MSAP	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		August 2016-June 2017				
Utilize technology, including iPads, to enhance daily instruction.	Teachers, Tech Coach	Technology use and support by Tech TOSA. August 2016-June 2017	Tech Coach Salary	1000-1999: Certificated Personnel Salaries	MSAP	112949
Utilize writing portfolios to monitor student growth.	ELA Teachers	Teachers grade and include student writing assignments in students' portfolios. August 2016-June 2017 Review at trimester collaboration meetings.	Not applicable			
Upgrade and improve existing technology in classrooms to improve student engagement.	Administration, Site Techs	August 2016-June 2017	Computer/technology supplies	4000-4999: Books And Supplies	LCFF - Discretionary	2000
			Computer/technology equipment	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Discretionary Discretionary	4000
Share effective instructional practices through grade/department collaboration meetings and additional collaboration time.	Coaches, Teachers	August 2016-June 2017	15 teachers x 2 days x subs	1000-1999: Certificated Personnel Salaries	Title I	5631
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 2016-September 2016 Monitoring textbook needs throughout the year for all new and existing students. August 2016-June 2017	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 department collaboration meetings.	Administration, Coaches, Teachers	Administer STAR 360 assessments. September 2016, November 2016, February 2017, May 2017	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 2016-June 2017	AVID materials and supplies	4000-4999: Books And Supplies	LCFF - Discretionary	2000
Re-evaluate scheduling each trimester to address students' needs, and re-level ability groups/classes as needed.	Administration, Master Scheduling Team	August 2016-June 2017 Review each trimester	Not Applicable			
Provide extra support in the computer lab to ensure timely iPad deployment, iPad maintenance, classroom technology support and iPad App support.	Lab Techs	August 2016 - June 2017	Lab Techs	2000-2999: Classified Personnel Salaries	District Funded	98127
			Extra hours for lab tech	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	3125
			Lab Tech	2000-2999: Classified Personnel Salaries	MSAP	
Utilize STAR 360 to monitor student reading levels.	Teachers, Instructional Coach	Review data after each administered assessment. September 2016, November 2016, February 2017, May 2017	Renaissance Suite	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor student reading through Accelerated Reader program and provide incentives for students meeting AR goals.	ELA & Advisory Teachers	Track progress of completion of book quizzes. August 2016 - June 2017	See Goal 1, Strategy 1 for Renaissance Suite AR Incentives	4000-4999: Books And Supplies	LCFF - Targeted	800
Purchase class sets of novels to support ELA curriculum.	Administration, ELA Department Chairs	November 2016	Novels for classrooms	4000-4999: Books And Supplies	Title I	2011
Provide supplies to ensure student access to curriculum.	Teachers, Coaches, Office Staff, Counselors, Librarian	August 2016-June 2017	Supplies for Classrooms Warehouse Charges	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Discretionary Discretionary	
Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.	Office Staff	August 2016-June 2017	Duplo Maintenance Agreements & Xerox Maintenance Agreements Repairs	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	District Funded Discretionary Discretionary	8100
Provide subs to assist with testing, collaboration, IEPs, SSTs, and other essential functions.	Administration	August 2016-June 2017	Sub Costs	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2944
Purchase supplementary materials to enhance ELA curriculum, including Great Books materials.	ELA Teachers, Administration	September 2016	Supplementary Materials	4000-4999: Books And Supplies	Title I	3600

Strategy #2

STRATEGY:

During the 2016-2017 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. October 2016-May 2017	Teacher extra help- 2 teachers, 2.5 hrs/week, 24 weeks	1000-1999: Certificated Personnel Salaries	LCFF - EL	7743
			Materials & Supplies	4000-4999: Books And Supplies	Discretionary	
			Snacks for students	4000-4999: Books And Supplies	LCFF - EL	500
Move parent-teacher conferences from November to October through site variance to facilitate earlier interventions.	Administration, Teachers	Site variance effective for 2016-2017 school year. Review site variance in Spring 2017.				
Use co-teaching and pull-out models for RSP support within core curriculum classes to enhance spectrum of services.	ELA & RSP Teachers	August 2016-June 2017	Not Applicable			
Monitor at-risk students through academic counseling.	Administration, Advisory Teachers, Counselors, Coaches, Psychologist	Create support plans for students. August 2016-June 2017	Counselors	1000-1999: Certificated Personnel Salaries	District Funded	227221
Provide teacher office hours information (days and times) in front office and on the school website and distribute information at parent-teacher conferences.	Administration, Teachers, Lab Tech	All teachers submit office hours schedule. August 2016-June 2017 Office hours distributed at parent-teacher conferences.	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		October 2016, February 2017				
Open Falcon Center and Library during lunch time to provide place for students to work.	Counselors, Outreach Consultant, Coaches, Librarian	August 2016-June 2017	Not Applicable			
Offer homework support through Homework Club to targeted students.	Administration, Teachers	October 2016-May 2017	Teacher extra help- 3 teachers x 2 hours/week x 28 weeks	1000-1999: Certificated Personnel Salaries	Title I	10840
Place students appropriately in ELA courses, including Honors classes and GATE clusters.	Administration, Coaches, Teachers	Review each trimester August 2016-June 2017	Not Applicable	4000-4999: Books And Supplies	District Funded	
Use Holt (Interactive Reader, etc.) to support 7th/8th grade readers who are below grade level.	Teachers	August 2016-June 2017	Adopted curriculum and ancillary materials			
Make books and other library resources available to improve student literacy, including MyON electronic reading materials.	Library Media Tech, Lab Techs	August 2016-June 2017	8 hour Library Media Tech MyON Subscription Library Media Tech Extra Help Hours	2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 2000-2999: Classified Personnel Salaries	District Funded District Funded LCFF - Discretionary	59101 625
Host awards ceremonies each trimester to recognize student achievement and provide recognition for student growth on STAR 360 assessments.	Administration, Teachers, Office Staff	October 2016-June 2017	Academic Incentives, including Renaissance shirts	4000-4999: Books And Supplies	LCFF - Targeted	4000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. October 2016-June 2017	Up to 25 hours of weekly support	2000-2999: Classified Personnel Salaries	District Funded	
Provide Focus on the Masters program for 8th grade ELA classes.	ELA Teachers, Administration, FOTM Staff	October 2016-May 2016	Program Cost	5800: Professional/Consulting Services And Operating Expenditures	Title I	7000
Utilize agendas, and other printed items, to support organization, student achievement and home-school communication, including student agenda insert.	Administration, Office Staff	August 2015-June 2016 All students receive an agenda provided by the school	Agendas	4000-4999: Books And Supplies	Title I	4000
Establish AVID Club after school to provide access for students not enrolled in the AVID elective class.	AVID Teachers	September 2016-May 2017 Club to meet twice monthly.	Teacher extra hours- 2 teachers x 1 hour/week x 18 weeks	1000-1999: Certificated Personnel Salaries	Title I	2253
Implement Accelerated Reader program and STAR 360 test in all ELA classes.	Teachers, Lab Tech	Teachers will utilize STAR 360 data to monitor student progress. September 2016-June 2017	See Goal 1, Strategy 1 for Renaissance Suite			
Use software to close gaps for specific learners and to enrich instruction, including, but not limited to, iPad Apps, BrainPop, Discovery Education, Flocabulary, and Accelerated Reader.	Teachers, Coaches	September 2016-June 2017	Apps/ Subscriptions See Goal 1, Strategy 1 for Renaissance Suite	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2600

Strategy #3

STRATEGY:

During the 2016-2017 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 2017-June 2017	Not Applicable			
Develop student placement file to create clusters for 6th grade class assignments (i.e. GATE).	Administration, Coach	March 2017-June 2017	Not Applicable			
Provide on-site orientation to incoming 6th grade students, including information for parents.	Administration, Coaches, 6th Grade Teachers, Counselors, ORC	May 2017	Extra Help Hours	1000-1999: Certificated Personnel Salaries	Discretionary	
				2000-2999: Classified Personnel Salaries	Discretionary	
Host campus tours and develop/distribute academy brochures to share academy information with parents of incoming 6th grade students.	Administration, MSAP Team	Develop/make adjustments to brochure for academy. September 2016 Host campus tours. December 2016	Extra Help Hours	1000-1999: Certificated Personnel Salaries	Discretionary	
				2000-2999: Classified Personnel Salaries	Discretionary	
			Brochures	5700-5799: Transfers Of Direct Costs	MSAP	
Host WEB Orientation to familiarize students with campus and other students.	WEB Coordinators	August 2016	Two-day training and orientation	1000-1999: Certificated Personnel Salaries	MSAP	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct outreach visits to all elementary schools to share academy information.	Administration, Coaches, Teachers, WEB Students	Visit all 11 elementary schools. December 2016-January 2017	Not applicable			

Strategy #4

STRATEGY:
 During the 2016-2017 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
Articulate with high school teachers/administrators.	Administration, Teachers, Coaches	Proper placement of students entering OUHSD January 2017-June 2017	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 2016 - February 2017	Not Applicable			
Share STAR 360 reading levels with Oxnard Union High School District to help ensure accurate placement of students.	Teachers, Administration, Coaches,	Upload data for file transfer. March 2017-June 2017	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 2017-June 2017	Not Applicable			

Strategy #5

STRATEGY:
During the 2016-2017 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 2016-June 2017	See Goal 1, Strategy 1			
Train teachers to access and utilize student data via Q, OARS & Renaissance Suite.	Administration, Coaches	Coaches to provide after-school workshops on various data systems, including Q, Renaissance Suite and OARS. August 2016-October 2016	Not Applicable			
Provide professional development workshops and conferences to support implementation of CSS ELA and CSS ELD, with a focus on writing. Trainings include, but are not limited to, ELA pilot, CAG, CUE and CABE.	Teachers, Coaches Educational Services Administrators, TOSAs & County Staff	Additional Professional Development conferences, workshops and lesson studies available in all content areas. August 2016-June 2017	Conferences & Trainings Extra help hours for workshops (72 hours) Sub Costs (30 days)	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I District Funded Title I District Funded Title I	10000 4646 5631

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries	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 2016	Not Applicable			
Provide technology support by Technology Coach to enhance lesson delivery and instructional strategies.	Technology Coach, Lab Tech	Tech Coach to log support. August 2016-June 2017	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, Coaches	Evidenced by department meeting agendas and minutes. August 2016-June 2017	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. September 2016-June 2017	Not Applicable			
Teachers attend the AVID Summer Institute.	Teachers, Assistant Principal	August 2016	5 Participants	1000-1999: Certificated Personnel Salaries 5800: Professional/Con sulting 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 and coaching.	General Ed and RSP Co-Teachers Co-Teaching Consultant	Co-teachers will attend co-teaching training. August 2016, October 2016, Spring 2017 Each co-teaching team will utilize three half-days of collaboration time. August 2016-June 2017	Collaboration time for co-teaching teams (12 sub days)	1000-1999: Certificated Personnel Salaries	Title I	2252

Strategy #6

STRATEGY:
During the 2016-2017 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, including Open House.	Administration	September 2016	Brochures with school information and other supplies Custodial Support Teacher extra help	4000-4999:	Discretionary	
		January 2017		Books And Supplies		
		April 2017		2000-2999:		
		Evidenced by meeting agendas and sign-in sheets.		Classified Personnel Salaries		
				1000-1999:	Discretionary	
				Certificated Personnel Salaries		
Notify parents of upcoming events through the school marquee and weekly ConnectEd calls.	Administration, Tech Coach	August 2016-June 2017	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 2016-June 2017	Not Applicable			
Host and 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 2016-June 2017	Extra hours for office staff to assist with parent support	2000-2999:	Discretionary	
			Verbal translation hours	Classified Personnel Salaries		
				2000-2999:	Discretionary	
				Classified Personnel Salaries		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Extra hours for instructional assistants to assist at school events	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	2500
			Extra hours for certificated staff to participate in school events	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	5866
Utilize Parent Connect system to keep parents apprised of student academic progress.	Teachers, Attendance Tech	Attendance Tech coordinates parent registration process. August 2016-June 2017	Not Applicable			
Meet with stakeholders to jointly develop Parent Involvement policy.	Administration	December 2016 - February 2017	Not Applicable			
Coordinate School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input.	Administration, Council Presidents	September 2016-June 2017	Not Applicable			
Update school website with information for parents.	Lab Tech, Administration	Twice monthly updates. August 2016-June 2017	Not Applicable			
Host a parent information event for the parents of incoming 6th grade students.	Administration	December 2016, May 2017	See Goal 1, Strategy 6 for translation support			
Connect families with community resources, offer evening Parent Project classes to support parents of at-risk students, and host Latino Family Literacy Project classes.	Outreach Consultant, Counselors	Parent Project offered in both English and Spanish October 2016, March 2017	ORC	2000-2999: Classified Personnel Salaries	District Funded	49198
		Latino Family Literacy Project December 2016-January 2017	Extra hours for ORC	2000-2999: Classified Personnel Salaries	LCFF - Targeted	3745

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Materials & Supplies for Parents	4000-4999: Books And Supplies	LCFF - Targeted	500
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	All students receive an agenda provided by the school. August 2016-June 2017	See Goal 1, Strategy 2			

Strategy #7

STRATEGY:
 During the 2016-2017 school year, the school will support district implementation of the After School Education and Safety (ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison will: <ul style="list-style-type: none"> Meet monthly with ASES Administrator and other liaisons. Meet with school staff as needed. 	Site and District Administration, Teacher Liaison	September 2016-June 2017	Liaison Hours	1000-1999: Certificated Personnel Salaries	ASES	3251
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 2016-June 2017 Meetings held monthly	Not Applicable			

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
School Goal 2A: All students will meet grade-level standards on the CAASPP 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 professional development based on evidence gathered through department collaboration, curriculum schedules, assessment plans and administrator observation.
Data Used to Form this Goal:
Assessments: CAASPP Assessment
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Students scored higher in Communicating Reasoning, while scoring lower in Concepts & Procedures.• There is a continuing need to focus on core Math instruction and district-level collaboration to increase student achievement.• There is a continuing need to focus on implementation of the California State Standards.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Formative district assessment data will be analyzed through department meeting collaboration.• Formative CMP3 assessment data will be analyzed through department meeting collaboration.• Monitoring of grade/department meetings for CSS collaboration.• Analyze Star 360 & CAASPP data.

Strategy #1

STRATEGY:
 During the 2016-2017 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 2016 - June 2017 Review each trimester	See Goal 1, Strategy 1 for Instructional Coach Salary			
Hold grade/department collaboration meetings to review data- including STAR 360 and CAASPP- at the school level, grade level, classroom level and individual student level and utilize data to inform instruction.	Administration, Coaches, Teachers	Analyze classroom assessment data. August 2016 - June 2017 Department meets twice monthly Analyze formative district assessment data. September 2016, November 2016, February 2017, May 2017	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.	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		August 2016 - June 2017				
Utilize technology, including iPads, to enhance daily instruction.	Teachers, Tech Coach	Technology use and support by Tech TOSA. August 2016 - June 2017	See Goal 1, Strategy 1 for Tech Coach Salary			
Provide extra support in the computer lab to ensure timely iPad deployment, iPad maintenance, classroom technology support and iPad App support.	Lab Techs	August 2016 - June 2017	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 2016 - June 2017 Review each trimester	Not Applicable			
Administer formative district assessments, including STAR 360 and CMP3 assessments, to collect data for analysis during collaboration meetings.	Administration, Coaches, Teachers	Administer STAR 360 assessments. September 2016, November 2016, February 2017, May 2017	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 2016-September 2016 Monitoring textbook needs throughout the year for all new and existing students. August 2016 - June 2017	Additional textbooks as needed	4000-4999: Books And Supplies	District Funded	
Upgrade and improve existing technology in classrooms to improve student engagement.	Administration	August 2016 - June 2017	See Goal 1, Strategy 1			
Share effective instructional practices through grade/department collaboration meetings and additional collaboration time.	Coaches, Teachers	August 2016 - June 2017	12 teachers x 2 days	1000-1999: Certificated Personnel Salaries	Title I	4505

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2016 - June 2017	See Goal 1, Strategy 1			
Provide supplies to ensure student access to curriculum.	Office Staff, Teachers, Counselors, Coaches, Librarian	August 2016 - June 2017	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 2016 - June 2017	See Goal 1, Strategy 1			
Provide subs to assist with testing, collaboration, IEPs, SSTs, and other essential functions.	Administration	August 2016-June 2017	See Goal 1, Strategy 1			
Purchase supplementary materials to support the math curriculum, including MathLinks packets.	Administration, Math Teachers	October 2016	Supplementary Materials	4000-4999: Books And Supplies	Title I	3008

Strategy #2

STRATEGY:

During the 2016-2017 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
Move parent-teacher conferences from November to October through site variance to facilitate earlier interventions.	Administration, Teachers	Site variance effective for 2016-2017 school year. Review site variance in Spring 2017.	Not applicable			
Use co-teaching and pull-out models for RSP support within core curriculum classes to enhance spectrum of services.	Math & RSP Teachers	August 2016-June 2017	Not Applicable			
Monitor progress of at-risk students through academic counseling.	Administration, Adviosry Teachers, Counselors, Coaches, Psychologist	Create support plans for students. August 2016-June 2017	See Goal 1, Strategy 2 for Counselors			
Provide teacher office hours information (days and times) in front office and on the school website and distribute information at parent-teacher conferences.	Administration, Teachers, Lab Tech	All teachers submit office hours schedule. August 2016-June 2017 Office hours distributed at parent-teacher conferences. October 2016, February 2017	Not Applicable			
Offer homework support through Homework Club to targeted students.	Administration, Teachers	October 2016-May 2017	See Goal 1, Strategy 2			
Establish AVID Club after school to provide access for students not enrolled in the AVID elective class.	Teacher	September 2016-May 2017 Club to meet twice monthly.	See Goal 1, Strategy 2			
Place students appropriately in math classes, including Honors classes and GATE clusters.	Administration, Coaches, Teachers	Review each trimester	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		August 2016-June 2017				
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. October 2016-June 2017	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. September 2016-June 2017	3 teachers, 1.5 hours per week for 30 weeks (MESA)	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	7743
			MESA Field Trips	1000-1999: Certificated Personnel Salaries	Title I	2581
			1 teacher, 1 hour per week for 30 weeks (MathQuest)	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1936
			MathQuest Field Trip	1000-1999: Certificated Personnel Salaries	Title I	516
Utilize agendas, and other printed items, to support organization, student achievement and home-school communication, including student agenda insert.	Administration, Office Staff	August 2016-June 2017 All students receive an agenda provided by the school.	See Goal 1, Strategy 2			
Use software to close gaps for specific learners and to enrich instruction, including, but not limited to, i-Pads Apps, Discovery Education, Math Facts in a Flash, and BrainPop.	Teachers, Coaches	August 2016-June 2017	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 2016-June 2017	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Open Falcon Center and library during lunch to provide place for students to work.	Counselors, Coaches, Librarian, ORC	August 2016-June 2017	Not Applicable			
Host awards ceremonies each trimester to recognize student achievement and provide recognition for student growth on STAR 360 assessments.	Administration, Teachers, Office Staff	October 2016-June 2017	See Goal 1, Strategy 2			

Strategy #3

STRATEGY:
 During the 2016-2017 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 2017-June 2017	Not Applicable			
Develop student placement file to create clusters for 6th grade class assignments (i.e., GATE).	Administration, Coaches	March 2017-June 2017	Not applicable			
Provide on-site orientation to incoming 6th grade students, including information for parents.	Administration, Coaches, 6th Grade teachers, Counselors, ORC	May 2017	See Goal 1, Strategy 3			
Host campus tours and develop/distribute academy brochures to share academy information with parents of incoming 6th grade students.	Administration, MSAP Team	Develop/make adjustments to brochure for academy. September 2016 Host campus tours. December 2016	See Goal 1, Strategy 3			
Conduct outreach visits to all elementary schools to share academy information.	Administration, Coaches, Teachers, WEB Students	Visit all 11 elementary schools. December 2016-January 2017				
Host WEB Orientation to familiarize students with campus and other students.	WEB Coordinators	August 2016	See Goal 1, Strategy 3			
Host 5th grade math contest to introduce students to Fremont and encourage interest in math enrichment opportunities.	Math Teachers, Administration, MathQuest Students	October 2016-November 2017	Not applicable			

Strategy #4

STRATEGY:

During the 2016-2017 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 2016-June 2017	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 2016 - February 2017	Not Applicable			
Provide information on accelerated classes to determine need for Summer Bridge Class.	Administration, Teachers, Coaches	Proper placement of students entering OUHSD. February 2017-May 2017	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 2017-June 2017	Not Applicable			

Strategy #5

STRATEGY:
 During the 2016-2017 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 2016 - June 2017	See Goal 1, Strategy 1			
Train teachers to access and utilize student data via Q, OARS & Renaissance Suite.	Administration, Coaches	Coaches to provide after-school workshops on various data systems, including Q, Renaissance Suite and OARS. August 2016-October 2016	Not Applicable			
Provide professional development workshops to support implementation of CSS Math, including district-level collaboration and CMC math conference.	Teachers, Coaches District and County Staff	August 2016 - June 2017	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	October 2016	Not Applicable			
Coordinate curriculum, align pacing guides, analyze assessment data and share effective instructional practices during department/grade collaboration meetings and additional collaboration time to guide	Math Teachers, Coaches	Evidenced by department meeting agendas and minutes. August 2016 - June 2017	See Goal 2, Strategy 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instructional decisions.						
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. September 2016-June 2017	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 2016-August 2016	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 and coaching.	General Ed and RSP Co-Teachers Co-Teaching Consultant	Co-teachers will attend co-teaching training, including lesson study. August 2016, October 2016, Spring 2017 Each co-teaching team will utilize three half-days of collaboration time. August 2016-June 2017	Co-teaching training and sub costs Sub Costs for collaboration time	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded Title I	2252
Complete CMP3 lesson study to support effective implementation of the math curriculum.	Math Teachers. Coaches	Review math lesson study outcomes. January 2017-March 2017	Sub Costs	1000-1999: Certificated Personnel Salaries	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 2016	Not Applicable			
Provide technology support by Technology Coach to enhance lesson delivery and instructional strategies.	Technology Coach, Lab Tech	Tech Coach to log support. August 2016-June 2017	See Goal 1, Strategy 1 for Tech Coach			
Teachers attend the AVID Summer Institute.	Teachers, Administration	June 2016	See Goal 1, Strategy 5			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers attend the CAG Summer Institute to support student learning.	Teachers, Principal	July 2016	See Goal 1, Strategy 5			

Strategy #6

STRATEGY:

During the 2016-2017 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, including Open House.	Administration	September 2016 January 2017 April 2017 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, Tech Coach	August 2016-June 2017	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 2016-June 2017	Not Applicable			
Host and 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 2016-June 2017	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 2016-June 2017	Not Applicable			
Meet with stakeholders to jointly develop Parent Involvement policy.	Administration	December 2016-February 2017	Not Applicable			
Coordinate School Site Council (SSC) and English Learner Advisory	Administration, Council Presidents	September 2016-June 2017	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Council (ELAC) meetings and jointly develop agendas with parent input.						
Update school website with information for parents.	Lab Tech, Administration	Twice monthly updates. August 2016-June 2017	Not Applicable			
Host a parent information event for the parents of incoming 6th grade students.	Administration	December 2016, May 2017	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 October 2016, March 2017	See Goal 1, Strategy 6			
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	All students receive an agenda provided by the school. August 2016-June 2017	See Goal 1, Strategy 2			

Strategy #7

STRATEGY:
During the 2016-2017 school year, the school will support district implementation of the After School Education and Safety (ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison will: <ul style="list-style-type: none"> Meet monthly with ASES Administrator and other liaisons. Meet with school staff as needed. 	Site and District Administration, Teacher Liaison	September 2016-June 2017	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 2016-June 2017 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: 62.0% of students will move one proficiency level on the CELDT.
AMAO 2: 25.4% of EL students with fewer than 5 years of EL instruction will reach English proficiency (CELDT 4 or 5);
52.8% of EL students with 5 or more years of EL instruction will reach English proficiency (CELDT 4 or 5).

Data Used to Form this Goal:

Assessments: CELDT Assessment

Findings from the Analysis of this Data:

- Approximately 20% 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:

- STAR 360 and IFA data results analyzed through department 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 2016-2017 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
<p>Use multiple data points to make appropriate course placement of students.</p> <ul style="list-style-type: none"> • CELDT Level 1s, 2s & 3s, who have been in the US more than two years, are in ELD support classes to bring skills and language to grade level using ELA & ELD standards as quickly as possible in Language Arts. • Utilize IPT data to adjust ELD placements. 	Administration, Coaches, Teachers	<p>Create student placement file and monitor progress each trimester</p> <p>August 2016-June 2017</p> <p>IPT results reviewed.</p> <p>December 2016-January 2017</p>	Not Applicable			
<p>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.</p>	OSD Enrollment Center Staff	August 2016-June 2017	Not Applicable			
<p>ELD teachers will utilize CELDT release questions and CELDT grading rubrics in preparation for CELDT testing cycle.</p>	ELD Teachers	August 2016-September 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 2016-June 2017 Tracked through MSAP technology surveys throughout the year.	Not Applicable			
Model effective instructional strategies, including visible thinking routines and SIOB 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 2016-June 2017	See Goal 1, Strategy 1 for Coach			
Conduct data analysis of assessment results to inform instruction.	Teachers	August 2016-June 2017 Utilize OARS data system	Not Applicable			
Purchase additional library books for ELs.	Administration	August 2016-June 2017	Library Books	4000-4999: Books And Supplies	LCFF - EL	2000
Facilitate meetings between ELD teachers and EL TOSA to monitor program implementation and review student assessment data at the school-wide level, grade level, classroom level and individual student level.	ELD Teachers, Site & District Coaches	September 2016-May 2017 Meetings held once per trimester	Not Applicable			
Implement state-approved ELD curriculum to close gaps for English learners.	ELD Teachers, ELS Department	August 2016-June 2017	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	Teachers	August 2016-June 2017	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
academic vocabulary.						
Provide continued professional development relating to California State Standards and ELD curriculum.	District and County Staff, Teachers	August 2016-June 2017	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 2016-June 2017	See Goal 1, Strategy 2 for Librarian			
Conduct CELDT testing on a Saturday to preserve instructional minutes for English Learners.	Administration, Test Proctors, Support Staff	September 2016	Buses	5000-5999: Services And Other Operating Expenditures	LCFF - EL	250
			Nutrition Services	5000-5999: Services And Other Operating Expenditures	LCFF - EL	500
			Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - EL	250
			Campus Assistant	2000-2999: Classified Personnel Salaries	LCFF - EL	125
			Teacher Proctors	1000-1999: Certificated Personnel Salaries	District Funded	
Schedule visits for ELD teachers to observe ELD classes on other campuses.	ELD Teachers	November 2016-March 2017	Sub Costs (4 days)	1000-1999: Certificated Personnel Salaries	LCFF - EL	751

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide subs to assist with testing, collaboration, IEPs, SSTs, and other essential functions.	Administration	August 2016-June 2017	See Goal 1, Strategy 1			

Strategy #2

STRATEGY:
 During the 2016-2017 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, utilizing Rosetta Stone.	Administration, Coaches, Teachers	October 2016-May 2017 ELD intervention classes offered for 24 weeks with reduced class size.	See Goal 1, Strategy 2 See Goal 1, Strategy 1 for snacks			
Provide additional support through Instructional Assistant for English Learners in ELD classes.	Instructional Assistant	August 2016 - June 2017	5.75 Hours	2000-2999: Classified Personnel Salaries	Title III	13162
				2000-2999: Classified Personnel Salaries	Title I	7422
				2000-2999: Classified Personnel Salaries	LCFF - EL	3006
Monitor at-risk students through academic counseling.	Administration, Coaches, ORC, Psychologist, Counselors, Advisory Teachers	Team will create support plans for students. August 2016-June 2017	See Goal 1, Strategy 2			
Provide teacher office hours (days and times) in front office and on the school website, and distribute to parents at parent-teacher conferences.	Office Staff, Lab Tech, Teachers	August 2016 - June 2017 All teachers submit availability for distribution to parents.	Not Applicable			
Provide ELD courses to support English learners reaching grade	Administration, Coaches, Teachers	August 2016 - June 2017	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
level proficiency and place students appropriately in these courses.		Placement reviewed each trimester				
Offer tutoring and homework support after school to all students.	Teachers	August 2016 - June 2017 Tutoring and homework support offered 3 times weekly	See Goal 1, Strategy 2			
Monitor progress of English learners, including ELRT process.	Administration, Coaches, Teachers	Spring 2017	Teacher Extra Hours (10 hours)	1000-1999: Certificated Personnel Salaries	LCFF - EL	646
Provide supplies to ensure student access to curriculum.	Office Staff, Teachers	August 2016 - June 2017	See Goal 1, Strategy 2			
Use Holt (Interactive Reader, etc.) to support English learners in core ELA classes.	Teachers	August 2016-June 2017	Adopted curriculum and ancillary materials	4000-4999: Books And Supplies	District Funded	
Host a Reclassification Celebration to recognize ELLs that met reclassification criteria	Administration	April 2017	Banquet	5800: Professional/Consulting Services And Operating Expenditures	LCFF - EL	1000
			Awards	4000-4999: Books And Supplies	LCFF - EL	200
Provide students and parents with information about educational Apps that can support ELD goals outside of the classroom.	Technology Coach	November 2016-February 2017	See Goal 1, Strategy 2			
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	August 2016-June 2017 All students receive an agenda provided by the school	See Goal 1, Strategy 2			

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.	Administration	January 2016 & April 2016	Extra Help Hours for Teachers (5 teachers/ 5 days, 3.75 hours/day)	1000-1999: Certificated Personnel Salaries	LCFF - EL	9074
			Supplies	4000-4999: Books And Supplies	LCFF - EL	750
			Bus	5000-5999: Services And Other Operating Expenditures	LCFF - EL	1000
			Campus Asst. Support for Academy	2000-2999: Classified Personnel Salaries	LCFF - EL	875

Strategy #3

STRATEGY:
 During the 2016-2017 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 2016-June 2017 Instructional Coach to log support.	See Goal 1, Strategy 1			
Train teachers to access and utilize student data via Q, OARS, Renaissance Suite and IPT.	Administration, Coaches	August 2016-October 2016 Coaches to provide after-school workshops on various data systems, including Q, Renaissance Suite and OARS	Not Applicable			
Provide professional development workshops and conferences to support implementation of CSS ELD in ELD courses and across all content areas. Trainings include, but are no limited to, CABE, CAG and CUE.	Teachers, Coaches District and County Staff	August 2016 - June 2017	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 2016	Not Applicable			
Coordinate SIP Day training session on utilizing effective SIOP strategies in all content areas to support language objectives.	EL TOSA, Teachers	October 2016 Training delivered by district EL TOSA to all content area teachers.	Not Applicable			
Provide technology support by Technology Coach to enhance lesson delivery and instructional strategies.	Technology Coach, Lab Tech	August 2016 - June 2017 Tech Coach to log support	See Goal 1, Strategy 5			

Strategy #4

STRATEGY:
 During the 2016-2017 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 EL parents of upcoming events through the school marquee and weekly ConnectEd calls in Spanish and English.	Administration, Tech Coach	August 2016 - June 2017	Not Applicable			
Provide EL 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 in October 2016 and February 2017. August 2016 - June 2017	Not Applicable			
Host and 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 2016 - June 2017	See Goal 1, Strategy 6			
Utilize Parent Connect system to keep EL parents apprised of student academic progress.	Teachers, Attendance Tech	August 2016 - June 2017 Attendance Tech coordinates parent registration process.	Not Applicable			
Host Title I meetings to educate EL parents on school issues.	Administration	September 2016 January 2017 April 2017 Evidenced by meeting agendas and sign-in sheets.	See Goal 1, Strategy 6			
Meet with stakeholders to jointly develop Parent Involvement policy.	Administration	December 2016 - February 2017	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	September 2016 - June 2017	Not Applicable			
Host a parent information event for the parents of incoming 6th grade students.	Administration	December 2016, May 2017	See Goal 1, Strategy 6			
Connect families with community resources and offer evening Parent Project classes to support parents of at-risk students and host Latino Family Literacy Project classes.	Outreach Consultant, Counselors	Parent Project offered in both English and Spanish October 2016, March 2017 Latino Family Literacy Project December 2016-February 2017	See Goal 1, Strategy 6			
Utilize agendas to support organization, student achievement and home-school communication.	Administration, Office Staff	August 2016-June 2017 All students receive an agenda provided by the school	See Goal 1, Strategy 2			

Strategy #5

STRATEGY:
During the 2016-2017 school year, the school will support district implementation of the After School Education and Safety (ASES) grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison will: <ul style="list-style-type: none"> Meet monthly with ASES Administrator and other liaisons. Meet with school staff as needed. 	Site and District Administration, Teacher Liaison	September 2016-June 2017	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 2016-June 2017 Meetings held monthly	Not Applicable			

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Safe School Environment
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
School Goal 4A: Positive Behavior Plan Institute a systemic approach to school-wide discipline and reinforcement of positive behavior to ensure a safe school environment conducive to student achievement. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.
School Goal 4B: Emergency Preparedness Ensure that emergency plans are in place, up-to-date, communicated to stakeholders and can be implemented with ease to ensure a safe school environment conducive to student achievement. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.
Data Used to Form this Goal:
Discipline Data (including suspension rates, expulsion rates and referrals), Attendance Reports, Feedback from Stakeholders (including teachers, staff, students, parents & CHKS), Safety Audits (Oxnard Police Department and Oxnard Fire Department), CST/SST Referrals
Findings from the Analysis of this Data:
Students at Fremont need a safe and secure school environment, reinforced through positive behavior models, social-emotional support resources and emergency preparedness, to increase student achievement. Continuing efforts to provide restorative methods of problem-solving are needed to promote positive student behavior.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Review findings with Administrative team and Leadership Team.• ORC will track CST referrals and referrals to outside agencies.• Safety Committee will review and update Emergency Preparedness Plan.• Behavior Task Force will review and refine school-wide approach to discipline and positive behavior support utilizing available data.

Strategy #1

STRATEGY:

During the 2016 -2017 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	September 2016-June 2017 Tutoring available through individual teachers' schedules. Tutoring and homework support held two 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 2016-May 2017	Curriculum	4000-4999: Books And Supplies	District Funded	
			Bus Tours	5800: Professional/Con sulting Services And Operating Expenditures	District Funded	
Identify at-risk students and provide support through CST and SST referrals and referrals to outside agencies.	Outreach Consultant, Counselors, Administration, Teachers, Psychologist, MFT	August 2016-June 2017	See Goal 1, Strategy 1			
Include a student leadership class (ASB) in the master schedule.	Administration	August 2016-June 2017	Not Applicable			
Implement CHAMPS program in the classrooms and on campus.	All Staff, Administration	August 2016-June 2017	Not Applicable			

Strategy #2

STRATEGY:

During the 2016-2017 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, including PTA Reflections.	Administration, Office Staff	September 2016-June 2017 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 2016-June 2017	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 2016-June 2017 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 2016-June 2017	WEB Coordinators WEB T-shirts	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	MSAP PTA	
Monitor student attendance through A2A process.	Outreach Consultant, Attendance Tech	August 2016-June 2017	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule appropriate number of campus assistants to maintain a safe school environment.	Campus Assistants, Administration	August 2016-June 2017	Campus Assistant Salaries	2000-2999: Classified Personnel Salaries	Discretionary	
Celebrate Red Ribbon Week through activities coordinated by ASB.	ASB Class	October 2016 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 monthly awards drawings for students with perfect attendance.	Administration	September 2016-May 2017	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 2016-June 2017 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 2016-June 2017	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 Outside Counseling Agencies	August 2016-June 2017	Not Applicable			
Hold Reward Activity days for students meeting academic expectations.	ASB Class, Administration	Reward Activity days held once per trimester after progress reports. October 2016, February 2017, May 2017	Not Applicable			

Strategy #3

STRATEGY:

During the 2016-2017 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 2016-June 2017	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 2016-May 2017	Not Applicable			
Open Falcon Center during nutrition and lunch to support building of social groups.	Counselors, Coaches, Outreach Consultant	August 2016-June 2017	Not Applicable			
Conduct two parent conference sessions per school year to increase home-school communication.	Administration, Teachers	October 2016 Fall Conferences February 2017 Spring Conferences	See Goal 1, Strategy 6 for support staff			
Conduct Oxnard ROTC-Shadow Day with Oxnard High School	Administration	May 2017	Lunch	5800: Professional/Consulting Services And Operating Expenditures	PTA	
Coordinate WEB transition with LINK coordinators from Oxnard High School.	Administration	May 2016	Not Applicable			
Host Ability Awareness Fair for 6th grade classes to encourage acceptance and inclusion.	VCOE, PTA Volunteers, 6th Grade Teachers	November 2016-January 2017	Program Fees	5000-5999: Services And Other Operating Expenditures	PTA	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Lunch with the Counselor meetings for each 6th grade class to help students become aware of school support resources.	Counselors, 6th Grade Teachers	September 2016-October 2016	See Goal 1, Strategy 2 for Counselors			

Strategy #4

STRATEGY:

During the 2016-2017 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 2016 Training for WEB Leaders August 2016-June 2017 WEB leaders present to all teachers	WEB Trainings	5000-5999: Services And Other Operating Expenditures	MSAP	
Provide CHAMPS training to new teachers through summer sessions and SIP Day to enhance the instructional environment.	Teachers, Pupil Services Department, Administration	August 2016 Summer Institute October 2016 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 and Project Alert.	Teachers, Pupil Services Department	January 2017-May 2017	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 2017	Not Applicable			
Offer professional development for counselors to stay abreast of best practices to support students' social/emotional needs.	Counselors, Administration	September 2016-May 2017	Workshops	5000-5999: Services And Other Operating Expenditures	Title I	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer professional development to campus assistants to stay abreast of best practices regarding safety at schools, including CHAMPS and NCPI training.	Campus Assistants, Administration, School Resource Officer	September 2016-May 2017	Extra Help Hours	2000-2999: Classified Personnel Salaries	Discretionary	

Strategy #5

STRATEGY:
 During the 2016-2017 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, Tech Coach	August 2016-June 2017	Not Applicable			
Provide parents with teacher office hours and tutoring information.	Administration, Office Staff, Teachers, Lab Tech	August 2016-June 2017 Information available on school website, in school office and distributed at conferences.	Not Applicable			
Host and 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 2016-June 2017	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 2016-June 2017	Not Applicable			
Utilize Parent Connect system to keep parents apprised of student academic progress.	Teachers, Attendance Tech	August 2016-June 2017 Attendance Tech coordinates parent registration process.	Not Applicable			
Meet with stakeholders to jointly develop Parent Involvement policy.	Administration	December 2016-February 2017	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	December 2016, May 2017	See Goal 1, Strategy 6			
Offer Parent Project classes to support parents of at-risk students.	Outreach Consultant, Counselors	October 2016, March 2017 Parent Project offered in both English and Spanish	See Goal 1, Strategy 6			
Provide additional clerical support in the office.	Office Staff	August 2016-June 2017	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 2016-2017 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 2016-June 2017 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 2016-June 2017 Formulation of teams via tryouts	Coaches	2000-2999: Classified Personnel Salaries	ASES	
			Uniforms and Equipment	4000-4999: Books And Supplies	ASES	

Strategy #7

STRATEGY:
During the 2016-2017 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 2016-February 2017	Not Applicable			
Practice emergency drills (fire, earthquake, lockdown, etc.) at least once each month in coordination with Oxnard Police Department.	Staff, Students, Oxnard Police Department	September 2016-May 2017	Not Applicable			
Provide additional custodial support to ensure a clean and safe climate at school events.	Custodial Staff	August 2016-June 2017	Extra custodial support	2000-2999: Classified Personnel Salaries	Discretionary	

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Academy Focus
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
School Goal 5A: All students will have access to academy focus areas of Environmental Science and Innovative Design. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth. School Goal 5B: All students will increase performance levels on the ELA and Math formative district assessments. This goal pertains to all students, including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.
Data Used to Form this Goal:
Assessments: STAR 360
Findings from the Analysis of this Data:
Continued integration of academy focus areas is needed to enhance instruction and learning.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• District assessment data will be analyzed through department meeting collaboration.• Monitor academy focus integration in core classes through observation.

Strategy #1

STRATEGY:
 During the 2016-2017 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 Innovative Design.	Administration, Teachers	August 2016-June 2017	Not Applicable			
Integrate Academy focus into core subject areas.	Teachers	August 2016-June 2017	Not Applicable			
Develop cross-curricular learning through the implementation of Project-Based Learning in core classes.	Teachers, MSAP Coordinator	August 2016-June 2017	Materials for PBL	4000-4999: Books And Supplies	MSAP	
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 2016-June 2017	Extra Help Hours for Garden Club: 1 teacher x 1 hour for 30 weeks	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1936
			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	LCFF - Targeted	1936
			Field Trip Transportation and Fees	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	8146
			Subs for Field Trips	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	10698

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide updated software and equipment for technology elective classes.	Technology Teacher, Lab Techs, Administration	August 2016-June 2017	Equipment for Tech Class	4000-4999: Books And Supplies	LCFF - Discretionary	2000
Provide supplies for Garden Club and instructional lessons in the garden.	Science Teachers, Garden Club Teacher, Administration	August 2016-June 2017	Garden Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2000
Participate in the Ocean Plastic Pollution Summit with student participants and student projects.	6th Grade Teachers	May 2017	See Goal 5, Strategy 1 for field trips			
Incorporate Crossing the Channel program in 6th grade science classes, including CTC curriculum and lessons, and CTC field trips.	CSUCI Staff, 6th Grade Science Teachers	September 2016-May 2017	Not Applicable			

Strategy #2

STRATEGY:

During the 2016-2017 school year, the school will implement transition plans for students moving from 5th to 6th grade and from 8th grade to high school to support Academy Focus and MSAP objectives.

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 2016-June 2017	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 2016-June 2017	See Goal 4, Strategy 3			
Coordinate with the High School to bring High School LINK leaders to Fremont.	Administration, 8th grade teachers	May 2017-June 2017	Not Applicable			

Strategy #3

STRATEGY:
 During the 2016-2017 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 routines.	MSAP Coordinator, Teachers	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Consultants/Trainers	5000-5999: Services And Other Operating Expenditures	MSAP	
			Extra Help Hours	1000-1999: Certificated Personnel Salaries	MSAP	
Share effective instructional practices through grade/department collaboration meetings and additional collaboration time for the Science department.	Science Teachers, MSAP Coordinator	August 2016-June 2017 Department meets once monthly	Sub Costs for 12 teachers x 2 days	1000-1999: Certificated Personnel Salaries	Title I	4505

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training for Science teachers to effectively utilize Amplify curriculum.	Science Teachers, MSAP Coordinator	September 2016-May 2017	Sub Costs	1000-1999: Certificated Personnel Salaries	MSAP	
Host Ventura County Farm to School Summit at Fremont for site, district and county staff to attend.	CNS Director, Principal	October 2016	Not Applicable			
Participate in the Ocean Plastic Pollution Summit trainings at the Monterrey Bay Aquarium.	6th Grade Teachers	October 2016, May 2017	Conferences See Goal 1, Strategy 5 for Conferences & Trainings	5000-5999: Services And Other Operating Expenditures	MSAP	

Strategy #4

STRATEGY:
During the 2016-2017 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 Parent Nights that emphasize thematic components of the Academy focus.	Administration, Teachers, MSAP Coordinator	August 2016-June 2017	See Goal 1, Strategy 6 for support staff			
Host a parent information event and provide tours for the parents of incoming 6th grade students.	Administration, Teachers	December 2016, May 2017	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 GOAL #1:

School Goal 1A: All students will meet grade-level standards on the CAASPP 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 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 CAASPP 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 professional development based on evidence gathered through department collaboration, curriculum schedules, assessment plans and administrator observation.

School Goal 3A: AMAO 1: 62.0% of students will move one proficiency level on the CELDT.

School Goal 3B: AMAO 2: 25.4% of EL students with fewer than 5 years of EL instruction will reach English proficiency (CELDT 4 or 5); 52.8% of EL students with 5 or more years of EL instruction will reach English proficiency (CELDT 4 or 5).

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 & Technology Coach	August 2016-June 2017	2 Coach position	1000-1999: Certificated Personnel Salaries	District Funded	225898
Counselors	August 2016-June 2017	2 Counselor positions	1000-1999: Certificated Personnel Salaries	District Funded	227221
Computer Lab Techs	August 2016-June 2017	2 8-hour positions 1 5-hour position	2000-2999: Classified Personnel Salaries	District Funded	98127
Library/Media Tech	August 2016-June 2017	1 8-hour position	2000-2999: Classified Personnel Salaries	District Funded	59101
Outreach Specialist (ORC)	August 2016-June 2017	1 8-hour position	2000-2999: Classified Personnel Salaries	District Funded	49198
Copy Machines	August 2016-June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	8100

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	3,251.00
1000-1999: Certificated Personnel Salaries	District Funded	340,170.00
2000-2999: Classified Personnel Salaries	District Funded	206,426.00
5000-5999: Services And Other Operating	District Funded	8,100.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	8,810.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	6,250.00
4000-4999: Books And Supplies	LCFF - Discretionary	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	18,214.00
2000-2999: Classified Personnel Salaries	LCFF - EL	4,256.00
4000-4999: Books And Supplies	LCFF - EL	3,450.00
5000-5999: Services And Other Operating	LCFF - EL	1,750.00
5800: Professional/Consulting Services And	LCFF - EL	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	24,249.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	3,745.00
4000-4999: Books And Supplies	LCFF - Targeted	7,800.00
5000-5999: Services And Other Operating	LCFF - Targeted	8,146.00
5800: Professional/Consulting Services And	LCFF - Targeted	2,600.00
1000-1999: Certificated Personnel Salaries	MSAP	112,949.00
1000-1999: Certificated Personnel Salaries	Title I	45,612.00
2000-2999: Classified Personnel Salaries	Title I	7,422.00
4000-4999: Books And Supplies	Title I	12,619.00
5000-5999: Services And Other Operating	Title I	10,000.00
5800: Professional/Consulting Services And	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title III	13,162.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,251.00
District Funded	554,696.00
LCFF - Discretionary	25,060.00
LCFF - EL	28,670.00
LCFF - Targeted	46,540.00
MSAP	112,949.00
Title I	82,653.00
Title III	13,162.00

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 learning 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:

- Instructional Assistant support for ELD classes in 7th and 8th grades.
- After-school clubs with STEAM focus available to all students.
- Increased parent workshops on 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:

- Not all collaboration time was utilized.
- SIOP lesson study did not take place.

What specific actions related to those strategies were eliminated or modified during the year?

- Collaboration time was limited due to substitute teacher availability.
- SIOP strategies were presented at SIP Day, but the lesson study did not occur.

Identify barriers to full or timely implementation of the strategies identified above.

Barriers to implementation of the strategies include:

- Availability of substitute teachers.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Actions to mitigate barriers include:

- Collaboration time will be scheduled earlier to secure subs.

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:

- CAASPP tests scores remained fairly steady, with limited year to year growth.

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 STAR 360 data.
- After school enrichment clubs as evidenced by participation rates and competition performance.
- Parent workshops, based on feedback and parent enrollment.
- Homework Club intervention based on increased promotion rates.

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 & ELAC more regularly.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
The goal pertaining to promoting our academy focus 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.

- Collaboration time for the ELA and Math departments.

Based on this information, what might be some recommendations for future steps to meet this goal?

- Collaboration time for the ELA and Math departments needs to be scheduled regularly, must have clear goals, and must focus on student achievement and improving learning.

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	
Lorena Arroyo				X	
Vacant				X	
Guadalupe Giron			X		
Robert Brown		X			
Joan Hoskins		X			
Bill Milton		X			
Sam Reveles		X			
Omar Barraza					X
Cecily Pelayo					X
Brooklynn Young					X
Numbers of members of each category:	1	4	1	3	3

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

Parent Involvement Policy

Recommendations and Assurances

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

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

- State Compensatory Education Advisory Committee _____
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 10/5/2016.

Attested:

Greg Brisbine
Typed Name of School Principal

Greg Brisbine
Signature of School Principal

10/17/16
Date

Eileen Whalen
Typed Name of SSC Chairperson

Eileen Whalen
Signature of SSC Chairperson

10/17/16
Date



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 Academy 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 Academy will make the School Parental Involvement Policy available to the local community on request and on the school website.
- ✓ Fremont Academy periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Fremont Academy has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Fremont Academy 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 Academy offers opportunities to involve parents and staff in the joint development of and joint agreement in its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- ✓ Parent and Community Resources will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Student Agenda/Handbook
 - Volunteer Applications and Information
 - Assessment Information for All Classes and State Assessments
 - Curriculum Descriptions for All Classes
- ✓ The school's website provides information about the staff, classroom activities and parent resources.
- ✓ The school's website provides a link to the standards which will be taught at each grade level.
- ✓ Weekly ConnectEd messages (automated telephone calls), the marquee calendar of events, and parent letters provide information for parents.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible, will be discussed. Parents and community members will be given timely responses to any concerns and suggestions. The principal conducts weekly automated telephone calls to inform parents of upcoming events and activities. The administrative staff maintains an open door policy to discuss any questions or concerns parents may have.

The School-Parent Compact is a part of the School Parent Involvement Policy. The compact was developed by staff members, parents and administrators. It describes the responsibilities of the school, parents and students to improve student performance and the means by which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings
 - ELAC/DELAC
 - School Site Council
 - PTA
 - Title 1 Meetings
 - GATE Advisory Committee
 - Parent Advisory Committee
- ✓ Student Recognition Assemblies
- ✓ Annual Needs Assessment
- ✓ Parent Volunteer Opportunities

Fremont Academy

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Política de Participación de Padres de la Escuela

DECLARACIÓN DE PROPÓSITO

La participación de los padres y miembros de la comunidad es un componente esencial para criar a los estudiantes. Se hace cada esfuerzo por invitar y considerar la aportación de los padres y de la comunidad para así poder asegurar el éxito de nuestros estudiantes. Un equipo de padres, miembros del personal y administradores desarrolló la siguiente Política de Participación de Padres.

La participación de los padres significa la participación de los padres en una comunicación regular, de doble vía y significativa relacionada con el aprendizaje académico del estudiante y otras actividades escolares, incluyendo el asegurarse que:

- ✓ Los padres jueguen una función integral en el aprendizaje de sus hijos mediante la revisión de la agenda estudiantil diaria, la supervisión de los grados / progreso a través de *Parent Connect* y / o *Student Connect*, la comunicación con los maestros de su hijo, y la asistencia a las conferencias de padres y maestros, Noche de Regreso a la Escuela, y juntas de padres.
- ✓ Se anime a los padres a participar activamente en la educación de sus hijos en la escuela a través de recibirlos como voluntarios en el salón y como visitantes y participar en el PTA.
- ✓ Los padres sean socios en la educación de sus hijos y se incluyen, en su caso, en la toma de decisiones y en los comités consultivos para ayudar en la educación de sus hijos por medio de las reuniones del Consejo Escolar (SSC), las reuniones del Comité Consultivo del Idioma Inglés (ELAC), las reuniones del Comité Consultivo de Padres (PAC), las reuniones informativas para padres e invitarles a reunirse con los administradores de la escuela.

La información sobre las políticas escolares y las oportunidades de participación se comunican a través del contacto directo con los padres de la siguiente manera:

- ✓ La Política de Participación de los Padres de la Escuela y del Convenio Escuela-Padres se distribuyen anualmente a los padres y estudiantes e información adicional se distribuye a los estudiantes y padres de familia en la Agenda/Manual del Estudiante, al principio del año escolar. Los maestros repasan la Agenda/Manual del Estudiante y políticas con los estudiantes al principio del año. Se les pide a los padres que lean y discutan la Agenda/Manual del Estudiante con sus estudiantes y firmen y devuelvan un formulario de reconocimiento.
- ✓ La academia de Fremont notifica a los padres acerca de la Política de Participación de los Padres de la Escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuye esta política a los padres en un idioma que los padres puedan entender. La academia de Fremont pondrá a disposición de la comunidad local la Política de Participación de los Padres de la Escuela y también en la página web de la escuela.
- ✓ La academia de Fremont actualiza periódicamente la Política de Participación de los Padres de la Escuela para satisfacer las necesidades de los padres y de la escuela.
- ✓ La academia de Fremont ha adoptado el Convenio Escuela-Padre como un componente de su Política de Participación de los Padres de la Escuela.

POLÍTICAS ESCOLARES, OPORTUNIDADES DE PARTICIPACIÓN Y REUNIONES

La academia de Fremont regularmente convoca reuniones para informar a los padres de lo siguiente:

- ✓ Que la escuela de su hijo participa en el Título I,
- ✓ Sobre los requisitos del Título I, y
- ✓ De sus derechos a participar.

Adicionalmente, la academia de Fremont ofrece oportunidades para involucrar a los padres y al personal en el desarrollo y acuerdo conjunto de la Política de Participación de los Padres de la Escuela.

Se les proporciona a los padres una descripción y explicación del plan de estudios actual en la escuela, las formas de evaluación académica para medir el progreso del estudiante, y los niveles de competencia que se espera que los estudiantes cumplan.

- ✓ Los recursos de Padres y de la Comunidad incluyen:
 - Política de Participación de los Padres de la Escuela
 - Calendario de Escuela/Reuniones
 - Agenda/Manual del Estudiante
 - Aplicaciones e Información de Voluntarios
 - Información sobre la evaluación de todas las clases y Evaluaciones Estatales
 - Descripción del plan de estudios para todas las clases
- ✓ La página web de la escuela proporciona información sobre el personal, las actividades de las clases y recursos para padres.
- ✓ La página web de la escuela proporciona un enlace a los estándares que se enseñarán en cada grado.
- ✓ Los mensajes semanales *ConnectEd* (llamadas telefónicas automatizadas), el calendario de eventos en la marquesina y las cartas a los padres proporcionan información para los padres.

Si lo solicitan los padres, se discutirán oportunidades para reuniones regulares para formular sugerencias y para participar, según corresponda, en decisiones relativas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible. Se les dará a los padres y miembros de la comunidad respuestas de manera oportuna a sus preocupaciones y sugerencias. El director realiza llamadas telefónicas automatizadas semanales para informar a los padres de eventos y actividades. El personal administrativo mantiene una política de puertas abiertas para discutir cualquier pregunta o preocupación que los padres puedan tener.

El Convenio Escuela-Padres es parte de la Política de Participación de los Padres de la Escuela. El convenio ha sido desarrollado por los miembros del personal, padres y administradores. En él se describen las responsabilidades de la escuela, padres y estudiantes para mejorar el desempeño de los estudiantes y los medios para poder hacerlo.

La creación de capacidad para la participación de padres/comunidad aparece en la Política de Participación de Padres del Distrito. Las actividades específicas incluyen:

- ✓ Reuniones de Padres
 - ELAC/DELAC
 - Consejo Escolar
 - PTA
 - Reuniones de Título 1
 - Comité Consultivo de GATE
 - Comité Consultivo de Padres
- ✓ Asambleas de Reconocimiento Estudiantil
- ✓ Evaluación de Necesidades Anuales
- ✓ Oportunidades de voluntariado para padres



School-Parent Compact

Fremont Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high academic standards. This school-parent compact is in effect during the 2016-2017 school year.

School Responsibilities

Fremont Academy will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Provide additional academic support for students including, but not limited to, after school tutoring.
- Hold Parent-Teacher Conferences twice a year, during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Provide positive support for the goals, philosophy, program and policies of the school.
- Provide study space, time and support at home.
- Participate, as appropriate, in decisions relating to my children's education, including attendance at Parent-Teacher Conferences and Back to School Night.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding when needed and listening to ConnectEd phone messages from the school and school district.
- Serving, to the extent possible, on policy advisory groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high academic standards. Specifically, we will:

- Follow all school rules, policies and expectations for attendance, behavior and academics, as outlined in the student agenda/handbook.
- Strive for academic excellence by completing all assignments, participating actively in class, monitoring academic progress via Student Connect, asking for help when needed and accessing opportunities for additional academic support.
- Recognize that all school rules apply at school, as well as to and from school.


Principal

Parent/Guardian

Student

Date

Date

Date

Fremont Academy

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Compacta de Escuela-Padre

La academia de Fremont y los padres de los estudiantes participantes en las actividades, los servicios y los programas financiados por el Título I, Sección A del Decreto de Educación para Escuelas Primarias y Secundarias (ESEA, por sus siglas en inglés) (niños participantes), han acordado que este convenio delinea cómo los padres de familia, el personal docente y los alumnos compartirán la responsabilidad de mejorar el rendimiento académico del alumnado y los medios, que la escuela en sociedad con los padres, desarrollarán para apoyar a los niños a alcanzar las altas normas académicas estatales. El convenio entre la escuela y los padres de familia entrará en vigor durante el año escolar de 2016-2017.

Responsabilidades de la Escuela

La academia de Fremont debe:

- Proporcionar un currículo de alta calidad y una enseñanza que apoye, sea eficaz en el ámbito educativo y habilite a los niños a alcanzar las normas académicas estudiantiles estatales.
- Proporcionar apoyo académico adicional para los estudiantes, incluyendo, pero no limitado a, tutoría después de escuela.
- Programar las conferencias de padres y maestros dos veces al año durante las cuales, este convenio será analizado ya que se relaciona con el rendimiento individual del niño(a).
- Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos.
- Proporcionar a los padres acceso razonable al personal docente.
- Proporcionar a las padres oportunidades para brindar su asistencia como voluntarios, participar en la clase de sus hijos y observar las actividades escolares.

Responsabilidades de los Padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos de la siguiente manera:

- Proporcionar apoyo positivo a los objetivos, filosofía, programa y póliza de la escuela
- Proporcionar un espacio para estudiar, el tiempo y apoyo en casa
- Participar, como sea necesario, en las decisiones relacionadas a la educación de mis hijos, incluyendo la asistencia a las Conferencias de Padres y la Noche de Regreso de la escuela
- Mantenerme informado sobre la educación formal de mi hijo(a) y comunicarme con la escuela al leer prontamente los avisos que envía la escuela o el distrito escolar a través de mi hijo(a) o por correo y responder a ellos apropiadamente y escuchar los mensajes de teléfono, ConnectEd, desde el distrito escolar y la escuela.
- Servir, a la medida posible, en grupos asesores de pólizas.

Responsabilidades de los estudiantes

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y alcanzar las normas académicas estatales. Específicamente, haremos:

- Seguir todas las reglas de la escuela, las pólizas y las expectativas de asistencia, conducta y desarrollo académico, como se indica en la agenda del estudiante.
- Luchar por la excelencia académica al completar todas las asignaciones, participando activamente en clase, monitorear el progreso académico a través de Student Connect, pidiendo ayuda cuando sea necesario y acceder a oportunidades de apoyo académico adicional.
- Reconocer que todas las reglas se aplican en la escuela, así como hacia y desde la escuela.


Director

Padre/Tutor

Estudiante

Fecha

Fecha

Fecha

Fremont Academy

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The Single Plan for Student Achievement

School: Norma Harrington Elementary School
CDS Code: 56725386055297
District: Oxnard School District
Principal: Luis H. Ramirez
Revision Date: September 2016

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: 451 E. Olive St.
Oxnard, California, 93033
E-mail Address: lhramirez@oxnardsd.org

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

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School Vision and Mission

Norma Harrington Elementary School's Vision and Mission Statements

Harrington School Mission 2016-17

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 continuing to use the state adopted Common Core Standards (CCSS), as well as Integrating the use of technology in the classroom. With support from the district, we continue to prepare our staff and students for the Smarter Balanced State Assessments (SBAC) and we are developing focus strands of The Arts and Environmental Sciences to further challenge and prepare our students for the rigors of both middle and high schools. Now that we are in our new building we have also chosen to use our Extra Support Teacher (EST) to focus on developing and strengthening the music program in grades 2-5. Our goal is to build capacity to make Harrington the school "where good things happen, through artistic expression and scientific inquiry".

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 grade. This requires that we continuously look for ways to measure learning and improve our instructional practice; 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. We trained Teachers in Foundational Literacy Skills in grades 1st through 3rd in the previous school year. This year, we plan to reach TK/K and 4th and 5th grades. Along with this we are also receiving training on how to implement the new ELA program recently adopted by the OSD. Our weekly grade-level collaboration time made possible by the site variance for banking of instructional minutes will allow teachers the time to become better acquainted with the Wonders/Maravillas program and how it can benefit our Transitional Bilingual program, as well as the Structured English program here at Harrington.

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. This year, each grade level is working on integrated units of study that added Fine Art standards as performance based tasks to the common core standards. We are contracting with several community partners to bring art and music into the classroom on a regular basis. We are building our own teachers capacity of understanding the importance of foundational skills with professional development opportunities throughout the school year. Additionally, our 2nd through 5th grade, Elementary Support Teacher is well versed in Theater, Music 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 has both a piano lab and a "Makers Space" that can be used as 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 both the IPT and the CELDT. Those students that do not, are identified by our staff using multiple measures that track how an EL student has done over time. Through this process we can then identify the needs of the student and provide the additional instructional supports needed to facilitate academic growth as described above. This year we are using the IPT Assessment along with CELDT and teacher scores 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, Explode the Code, our new Wonders/Maravilla adoption , 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 students begin to struggle academically, as reflected by both class and district assessments 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 CHAMPS program, 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 supports the CHAMP's program as a way to promote our school motto of Being Safe, Prepared and Respectful. In the first year of full implementation, we saw a significant drop in serious behavior referrals and unsafe behaviors on campus. Our Outreach Specialist and School Counselor 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 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 into a plan that will make that dream attainable.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	77	82	76	79	76	79	98.7	96.3
Grade 4	78	65	77	65	77	65	98.7	100
Grade 5	63	77	60	76	60	76	95.2	98.7
All Grades	218	224	213	220	213	220	97.7	98.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2324.6	2330.1	3	1	1	9	14	16	82	73
Grade 4	2348.3	2382.3	0	2	5	6	9	28	86	65
Grade 5	2472.6	2443.4	12	8	22	17	28	25	38	50
All Grades	N/A	N/A	4	4	8	11	16	23	71	63

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	3	24	29	72	68
Grade 4	1	2	19	38	79	60
Grade 5	17	12	37	36	47	53
All Grades	7	5	26	34	68	60

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	0	14	29	84	71
Grade 4	1	2	18	35	81	63
Grade 5	23	11	43	41	33	49
All Grades	8	4	24	35	69	61

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	5	46	48	53	47
Grade 4	3	5	47	68	51	28
Grade 5	10	8	63	59	27	33
All Grades	4	6	51	58	45	36

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	4	34	33	64	63
Grade 4	0	2	26	45	74	54
Grade 5	17	20	55	50	28	30
All Grades	5	9	37	42	58	49

Conclusions based on this data:

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	77	82	76	79	76	79	98.7	96.3
Grade 4	78	65	77	65	77	65	98.7	100
Grade 5	63	77	60	76	60	76	95.2	98.7
All Grades	218	224	213	220	213	220	97.7	98.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2346.1	2365.0	1	3	7	10	16	29	76	58
Grade 4	2377.5	2407.3	0	2	3	9	29	42	69	48
Grade 5	2470.1	2433.6	5	3	20	13	40	17	35	67
All Grades	N/A	N/A	2	2	9	11	27	29	62	58

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	4	4	18	27	78	70	
Grade 4	1	3	16	23	83	74	
Grade 5	13	3	33	26	53	71	
All Grades	6	3	22	25	73	71	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	5	21	35	78	59
Grade 4	0	3	29	45	71	52
Grade 5	3	4	52	26	45	70
All Grades	1	4	32	35	66	61

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	5	32	53	66	42
Grade 4	3	2	26	35	71	63
Grade 5	7	7	53	37	40	57
All Grades	4	5	36	42	61	53

Conclusions based on this data:

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	13						13	14	10	25	43	25	50	43	65
1		1		2	3	9	17	14	22	33	30	27	48	51	42
2			1	8	4	14	29	29	28	37	38	29	27	30	28
3	3		2	6	14	5	48	43	48	24	28	28	20	16	18
4	5		2	27	18	24	38	50	59	9	20	11	20	12	4
5		6		25	28	24	29	56	53	20	6	16	25	3	7
6	8			22			26			14			30		
Total	3	1	1	14	11	13	31	35	38	23	27	23	29	26	25

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		
	2013-14	2014-15	2015-16
Number of Annual Testers	347	282	312
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	347	282	312
Number Met	151	115	157
Percent Met	43.5%	40.8%	50.3%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	418	75	392	38	352	48
Number Met	29	27	23	12	31	10
Percent Met	6.9%	36.0%	5.9%	31.6%	8.8%	20.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. 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		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. In AMAO 1 and 2, the district has not made significant growth and not met the target goals.
2. In AMAO 3, the district has not met the goal for proficiency or above.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
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, Latino, Homeless and Foster Youth.
Data Used to Form this Goal:
Essential Literacy Skills data (Kindergarten and 1st grades) DIBELS data (Kinder through 5th grades) Interim Formative Assessments (grades 3-5) Star 360 BPST (Grades 2-5) IPT
Findings from the Analysis of this Data:
Students meeting grade-level benchmarks in early reading skills in Kinder and first grade are able to enter second grade and maintain proficiency in the acquisition of reading fluency and comprehension throughout the subsequent grade levels.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings to plan instruction, monitor progress, review common assessments and plan for targeted interventions for students that are not meeting the grade-level benchmarks.
- Response to Instruction and Intervention reviews will be conducted periodically by the Classroom Teacher, the Instructional Coach and the Principal to ensure that proper progress is being made or that adequate intervention is being provided.

Monitoring tools will include any of the following that are relevant as well as assessments for intervention programs:

STAR Reading 360 Early Literacy (K-1)

STAR Reading 360 (2-5)

Essential Skills

DIBELS

Interim Formative Assessments for ELA and Math

BPST

IPT

In-bedded assessments from new Math and ELA adoption

SBAC

Words Their Way

CAASPP

Strategy #1

STRATEGY:
 TEACHING AND LEARNING: The school will ensure full implementation of state approved language arts curriculum and support the implementation of the common core state standards for English language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Instructional Coach will support Teachers in implementing the adopted curriculum, with assistance from district TOSA.	Instructional Coach	August 2016-June 2017	Certificated Salaries: TOSA	1000-1999: Certificated Personnel Salaries	District Funded	0
Continue weekly grade level and/or vertical meetings to identify goals, monitor progress, and reclassification numbers, and analyze data to drive instruction.	Teachers TK-5	August 2016-June 2017	District Funded	None Specified	District Funded	0
Continue implementation of best practices as grade level appropriate: Agendas, SIOP, Words Their Way, new ELA adoption.	Teachers TK-5	August 2016-June 2017	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 Reflex Math for global monitoring.	Teachers K-5	August 2016-June 2017	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 2016-June 2017	District Funded	None Specified	District Funded	0
All K-5 classes will implement Wonders/Maravilla and adhere to pacing guides and scan assessments into OARS	Teacher K-5	August 2016-June 2017	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 2016-Jun 2017	Site Funded	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	0
Uninterrupted Language Arts instructional blocks: Kdgn.-1.5 hours, Lower Grades – 2.5 hours, Upper – 2 hours.(2.2)	Teachers K-5	August 2016-2017	District Funded	None Specified	District Funded	0
Continue program incentives and rewards to increase motivations, participation and attendance.	Teacher K-5	August 2016-2017	Site Funded	0001-0999: Unrestricted: Locally Defined	PTA	200.00
Expand cross-cultural experiences through diverse extension activities across subjects.(Tornado Artístico, Music Program)	Teachers K-5	August 2016-2017	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 2016-June 2017	District Funded	None Specified	District Funded	0
	Teachers K-5, Words Their Way & Leveled Readers	August 2016-June 2017	Site Funded	4000-4999: Books And Supplies	LCFF - Targeted	0
RTI-Progress monitor identified students and intervene as necessary.	Instructional Coach	August 2016-June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	0
	Teacher Tutors	September 2016-May 2017	Extra Hour Pay	1000-1999: Certificated Personnel Salaries	Title I	5,000.00
ISP's to support grades K-5 and allow for Teachers at those grade levels to provide their own intervention and support during the school day.	Intervention Service Provider	August 2016-June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	0

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 2016-June 2017	Material & Supplies	4000-4999: Books And Supplies	Discretionary	20000
		August 2016- June 2017	Professional/Consulting	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	9000
Site Technology Technician will maintain equipment and software to support student learning through technology	Principal and Site Technology Technician	August 2016-June 2017	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 2016-June 2017	District/AfterSchool Program Funded	None Specified	District Funded	0
	Site Technology Technician	August 2016-June 2017	Site Funded	2000-2999: Classified Personnel Salaries	District Funded	0
	Site Technology Technician	August 2016-June 2017	Site Funded	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
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 2016-June 2017	District Funded	None Specified	District Funded	0
Planning days will be provided to support Teachers in the review of assessment data and instructional planning.	Teachers 1-3	August 2016-June 2017	Site Funded	1000-1999: Certificated Personnel Salaries	District Funded	0
Teachers will have use of the Xerox, duplo and laminator machines to make necessary copies of instructional materials.	Teachers TK-5	August 2016- June 2017	Maintenance Agreements	5000-5999: Services And Other Operating Expenditures	District Funded	3000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extra hours of clerical support will be provided to support the schools educational program.	All Staff	August 2016- June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	0
	All Staff	August 2016- June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	3000
Provide intervention for at-risk and ELRT students	All Staff	August 2016-June 2017	Identify and provide	1000-1999: Certificated Personnel Salaries	District Funded	0
Kindergarten Teachers will meet with Pre-school teachers to share program expectations.	TK and K Teachers	August 2016-June 2017	meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students to visit kindergarten classrooms	Principal TK and K Teachers	August 2016-June 2017	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 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide transition presentations to 5th grade students prior to end of the year.	Principal	August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Education transition meetings	Principal	August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Special Education Team	August 2016-June 2017	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 Use of Classroom Technology iPads Technology Applications CHAMPS Intervention Material CRLP IPT Foundational Skills in Literacy My Math	K to 5 Teachers	August 2016-June 2017	Attend	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Site Funded	1000-1999: Certificated Personnel Salaries	Title I	10,000.00
Provide opportunities for teachers to observe grade level colleagues and time for debriefing with Instructional Coach	K-5 Teachers	August 2016-June 2017	Request	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2000
	Instructional Coach	August 2016-June 2017	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2016-June 2017	Support	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings	Principal	August 2016-June 2017	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
Parent Compact	Principal	August 2016-June 2017	Review and distribute	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
Parent Involvement Policy will be reviewed and updated	Principal	August 2016-June 2017	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 2016-June 2017	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
ASP Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services to include integrating the Arts and Environmental Science focus	Principal	August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2016-June 2017	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 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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 2016-June 2017	Set target students	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	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 ISP to assist with PE 1 (1) Para-educator to work with 1st grade	ISP Teacher-PE	Support for ELD Teaming and PE Sep 2016-June 2017	Instructional Support	1000-1999: Certificated Personnel Salaries	Title I	24,300
	ISP Teacher-ELD	Support for RtI Sep 2016-June 2017	Instructional Support	1000-1999: Certificated Personnel Salaries	LCFF - EL	24,300
	Para-educator	Support for RtI Sept 2016-June 2017	Instructional Support	2000-2999: Classified Personnel Salaries	LCFF - EL	12,800.00
	EST for grades 2-5	Aug 2016-June 2017				
	Para-educator to support TK & K classes, 1 hour per day	Aug 2016-June 2017	District Support		District Funded	0
	ISP Teacher Support K-2	Aug 2016-June 2017	District Support		District Funded	0
			Instructional Support	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	12150.00
					LCFF - Discretionary	12150.00
Collaboration by grade-level, and sub-groups to monitor data and revise strategies using the RTI model	K-5 Teachers	August 2016-June 2017	Data review and Instructional Planning	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017	Support to Teachers	0001-0999: Unrestricted: Locally Defined	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2016-June 2017	Differentiation and Extra Support	1000-1999: Certificated Personnel Salaries	Title I	0
	K-5 Teachers	August 2016-June 2017	Differentiation and Extra Support	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	0
Continue progress monitoring identified students to determine effectiveness of instruction	Principal	August 2016- June 2017	Progress Monitoring	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016- June 2017	Progress Monitoring	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Teachers	August 2016- June 2017	Progress Monitoring	1000-1999: Certificated Personnel Salaries	District Funded	0
Continue to differentiate instruction based on level of English language acquisition.	Principal	August 2016-June 2017	RtI and ELD Coordination	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Teachers	August 2016-June 2017	RtI and ELD Instruction	1000-1999: Certificated Personnel Salaries	District Funded	0
	ISP	Sep 2016-June 2017	RtI and ELD Instruction	1000-1999: Certificated Personnel Salaries	Title III	0
	Instructional Coach	August 2015-June 2016	RtI and ELD Instruction Support	1000-1999: Certificated Personnel Salaries	District Funded	0
Maintain access to Successmaker,	Teachers K-5	August 2015-June 2016	Site Funded	None Specified	PTA	350.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Waterford, Rosetta Stone and AR Programs. Monitor scores, revise goals and provide incentives.						

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Night Meetings to be held by Principal and Kinder Teachers.	Principal	August 2016- June 2017	Parent Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK and K Teachers	August 2016- June 2017	Parent Meetings	1000-1999: Certificated Personnel Salaries	Discretionary	3000
	Materials	August 2016- June 2017	Parent Meetings	4000-4999: Books And Supplies	Discretionary	500
Kindergarten Teachers will meet with Pre-school teachers to share program expectations.	TK and K Teachers	August 2016- June 2017	Meetings with Preschool Teachers	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students to visit kindergarten classrooms	Principal	August 2016- June 2017	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 2016- June 2017	Schedule Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK and K Teachers	August 2016- June 2017	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 2016- June 2017	Coordination	1000-1999: Certificated Personnel Salaries	District Funded	0
Schedule transition presentations for 5th grade students prior to end of the year.	Principal	August 2016- June 2017	Coordination	1000-1999: Certificated Personnel Salaries	District Funded	0
Special Education transition meetings	Principal	August 2016- June 2017	Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
	Special Education Team Members	August 2016- June 2017	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 2016- June 2017	Parent Meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
			Hospitality Costs	0001-0999: Unrestricted: Locally Defined	Donation	100.00
			Materials	0001-0999: Unrestricted: Locally Defined	Donation	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 iPads Technology Applications Step Up to Writing CHAMPS GATE Art/Music Intervention Material	Principal	July 2016- June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK-K, and EST Teachers	July 2016- June 2017	Participate	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK-K, and EST Teachers	July 2016- June 2017				
The Instructional Coach will provide support or follow up to professional development as needed.	Instructional Coach	August 2016-June 2017	Provide Support	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings to disseminate information to parents will be held throughout the school year	Principal	August 2016-June 2017	Plan and Schedule	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	300
Parent Compact will be developed jointly between school and parents.	Principal	August 2016-June 2017	Distribute	5900: Communications	LCFF - Discretionary	0
Parent Involvement Policy will be created through collaborative discussions.	Principal	August 2016-June 2017	Review and update with staff and parent input	5900: Communications	District Funded	0
Hold at minimum 6 School Site Council & ELAC Meetings and provide snacks and child care to eliminate barrier to attendance.	Principal	August 2016-June 2017	Schedule & Hold	5900: Communications	District Funded	0
	School Office Manager	August 2016-June 2017	Clerical Support	5900: Communications	District Funded	0
	Campus Assistant	August 2016-June 2017	Childcare	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	246
	Mixteco Translator, if needed	August 2016-June 2017	Translation	2000-2999: Classified Personnel Salaries	LCFF - Targeted	1000
	Principal & SOM	August 2016-June 2017	Handouts/Materials	5900: Communications	Title I	300
Provide Parent workshops: Loving Solutions Triple P VCPH Nutrition	Principal ORC School Counselor	August 2016-June 2017 August 2016-June 2017 August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
VCPH Mother & Daughters Report Cards Workshop Study Skills Workshops Bully Prevention New ELA Adoption	K-5 Teachers	August 2016-June 2017	Facilitate	2000-2999: Classified Personnel Salaries	Discretionary	1000
			Facilitate	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1500
			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 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
			Facilitate communication between day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	3251.00
Supplemental Literacy and Math instruction	ASP Teacher Liaison	August 2016-June 2017	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 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	Facilitate communications between day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
Integrate the focus strands of Arts and Environmental Science	Principal	August 2016-June 2017	Development	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2016-June 2017				
	ASP Teacher Liaison	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Facilitate communication between day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
Continue development of a Friday Night Live Club	Principal	August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Specialist	August 2016-June 2017				
	Student Council Teacher Leader	August 2016-June 2017				
	ASP Teacher Liaison	August 2016-June 2017	Development	2000-2999: Classified Personnel Salaries	Discretionary	2900
			Support Development	1000-1999: Certificated Personnel Salaries	District Funded	0
			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:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
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:
CAASPP results reflect that overall in grades 3-5 students (60%) scored in the "Standard Nearly Met, or Standard Not Met" categories.

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:

Teacher formative assessments

My Math Check My Progress

My Math Am I Ready?

STAR 360 Math

Think Smart for the Smarter Balance Assessment

SBAC

Embedded assessments from new Math adoption

Strategy #1

STRATEGY:

Implementation of adopted Math curriculum with integration of the California Common Core Standards

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Access to Successmaker, daily math facts in classrooms, monitor scores, revise goals and provide incentives	Principal	August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	PTA	August 2016-June 2017				
Teaming to differentiate instruction by ability within grade-level, 1st through 5th	K-5 Teachers	August 2016-June 2017	Plan & Team	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017	Support & Coach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Resource Teacher	August 2016-June 2017				
Adhere to district pacing guides	K-5 Teachers	August 2016 -June 2017	Integrate with CCSS and Strand Focus	1000-1999: Certificated Personnel Salaries	District Funded	0
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	K-5 Teachers	August 2016-June 2017	Data review	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
variance			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 2016-June 2017	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide universal access small group instruction for target students	K-5 Teachers	August 2016-June 2017	Differentiated Instruction	1000-1999: Certificated Personnel Salaries	District Funded	0
	Resource Teacher	August 2016-June 2017				
	Instructional Coach	August 2016-June 2017				
			RtI Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Instructional Support	1000-1999: Certificated Personnel Salaries	District Funded	0
Academic language will be explicitly taught through SIOP and Math Talks strategies	K-5 Teachers	August 2016-June 2017	Implement SIOP strategies	1000-1999: Certificated Personnel Salaries	District Funded	0
	Resource Teacher	August 2016-June 2017				
	Instructional Coach	August 2016-June 2017				
	SIOP Coach-Pearson	August 2016-June 2017	Implement SIOP strategies	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support implementation of SIOP strategies	1000-1999: Certificated Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	Provide content	1000-1999: Certificated Personnel Salaries	Title I	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 2016-June 2017	Meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students and their parents to visit kindergarten classrooms.	Principal	August 2016-June 2017	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 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
Special education transition meetings scheduled for May/June.	Principal	August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Special Education Team	August 2016-June 2017	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 2016-June 2017	Plan and present	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Counselor	August 2016-June 2017	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: SIOF Common Core, grade-level specific Classroom Technology iPad use Technology Applications CHAMPS Intervention Material New Math implementation Wonders/Maravillas Training	K-5 Teachers	August 2016-June 2017	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 and principal.	K-5 Teachers	August 2016-June 2017	Collaborate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Review and monitor distribution	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Office Manager	August 2016-June 2017	Plan and monitor distribution	2000-2999: Classified Personnel Salaries	District Funded	0
Parent Involvement Policy reviewed and updated yearly.	Principal	August 2016-June 2017	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 2016-June 2017	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2016-June 2017	Support for ELAC	2000-2999: Classified Personnel Salaries	District Funded	0
	School Office Manager	August 2016-June 2017	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, CHAMPS Program Common Core Standards along with Arts and Environmental strand focus.	Principal	August 2016-June 2017	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Counselor	August 2016-June 2017	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 ASP Teacher Liaison	August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	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 2016-June 2017	Facilitate communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
ASES administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day program and services	Principal ASP Teacher Liaison	August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	facilitates communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
Targeted student groups for extended learning opportunities	Principal ASP Staff	August 2016-June 2017	Identify target groups	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	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 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2016-June 2017	Develop	2000-2999: Classified Personnel Salaries	District Funded	0
	Student Council Teacher Leader	August 2016-June 2017			District Funded	0
	ASP Liaison	August 2016-June 2017			ASES	0
Integrate the Arts and Environmental strand focus	Principal	August 2016-June 2017	Development	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Staff	August 2016-June 2017	Support	2000-2999: Classified Personnel Salaries	ASES	0
	ASP Liaison	August 2016-June 2017			ASES	0
			Support	1000-1999: Certificated Personnel Salaries	ASES	0

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners:

LEA GOALS:

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

SCHOOL GOAL #3:

- A. AMAO #1: All English Learners will advance one level on the CELDT or make significant progress in their level.
- B. AMAO #2: All English Learners who have been in language instruction educational programs for less than 5 years will reach English Proficiency at the intermediate level on the CELDT
2. All English Learners who have been in language instruction educational programs for more than 5 Years will reach English Proficient at the the early advanced or advanced proficiency level on the CELDT.
- C. AMAO #3: SBAC Our goal is to develop, implement and monitor the progress of our ELs in order to meet the expected achievement goals in both Math and ELA.

Data Used to Form this Goal:

CELDT
IPT
Classroom assessments

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:

CELDT, with multiple measures

AR

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 using the Wonders/Maravillas material.	Principal	August 2016-June 2017	Plan and monitor	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Teachers	August 2016-June 2017	Implement	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017				
	Elementary Support Teachers	August 2016-June 2017	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 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Teachers	August 2016-June 2017	Date review and grouping recommendations	1000-1999: Certificated Personnel Salaries	District Funded	0
	ELS TOSA	August 2016-June 2017	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 AR Program before and/or after school. Monitor scores, revise goals and provide incentives.	Principal	August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	PTA	August 2016-June 2017	Provide incentives	7000-7439: Other Outgo	PTA	300
Adhere to pacing guides as directed in the revised 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 2016-June 2017	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2016-June 2017				
	Office Manager	August 2016-June 2017	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.	K-5 Teachers	August 2016-June 2017	collaborate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017	support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2016-June 2017	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 Teachers to support ELD Teaming.	ISP-ELD Teacher	August 2016-June 2017	teach and support	1000-1999: Certificated Personnel Salaries	Title III	0
Monitor the implementation of SIOp strategies. Paticipate in the district sponsored SIOp Coaching.	SIOp Coach- Pearson	August 2016-June 2017	Coach	5800: Professional/Con sulting Services And Operating Expenditures	Title III	0
	Instructional Coach	August 2016-June 2017	Support implementation	1000-1999: Certificated Personnel Salaries	District Funded	0
	ELS TOSA	August 2016-June 2017				
	Principal					
Promote the use of both a language objective as well as a content objective in daily instruction	K-5 Teachers	August 2016-June 2017	Plan and teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
Increase use of complete sentences in oral and written language throughout the school day. Implement vocabulary development and spelling through use of adopted ELA material	K-5 Teachers	August 2016-June 2017	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017	Instructional Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Procure materials and coordinate support	1000-1999: Certificated Personnel Salaries	District Funded	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
Present concepts & vocabulary to EL students prior to class presentation.	K to 5 Teachers Instructional Coach	August 2016-June 2017	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	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 2016-June 2017	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	Model and support	1000-1999: Certificated Personnel Salaries	District Funded	0
Targeted ELD time for teaming and support of ISP.	K to 5 Teachers	August 2016-June 2017	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	ISP- ELD	August 2016-June 2017				
	Instructional Coach	August 2016-June 2017				
	Principal	August 2016-June 2017	Teach and support	1000-1999: Certificated Personnel Salaries	Title III	0
	ELS TOSA	August 2016-June 2017	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
			Coordinate and procure	1000-1999: Certificated Personnel Salaries	District Funded	0
			Data support	1000-1999: Certificated Personnel Salaries	District Funded	0
Increase use of complete sentences in explaining mathematical reasoning	K to 5 Teachers Instructional Coach	August 2016-June 2017	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	Model and support	1000-1999: Certificated Personnel Salaries	District Funded	0
Intervention for EL's in grades 3 through 5 that are at Intermediate or below in the last CELDT or IPT scores.	ISP	August 2016-June 2017	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	TOSA	August 2016-June 2017	Teach	1000-1999: Certificated Personnel Salaries	District Funded	0
	K-5 Extra Hours Teacher	August 2016-June 2017	Teach	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2,000

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
New Parent Night Meetings to be provided by school staff and Principal	TK and K Teachers Principal	August 2016-June 2017	Meet	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	500
		August 2016-June 2017	Plan and Meet	0001-0999: Unrestricted: Locally Defined	District Funded	0
			Materials	4000-4999: Books And Supplies	LCFF - Discretionary	100
Kindergarten Teachers will meet with Pre-school teachers to share program information.	TK and K Teachers Principal	August 2016-June 2017	Meet	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	Coordinate and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
			Materials	4000-4999: Books And Supplies	LCFF - Discretionary	100

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students entering 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide transition presentations to all 5th grade students and parents in the fall, prior to the Academy Enrollment deadlines.	Principal	August 2016-June 2017	Coordinate with middle schools	5900: Communications	LCFF - Targeted	0
Special Education transition meetings in May/June	Principal	August 2016-June 2017	Plan and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
	Special Education Team	August 2016-June 2017	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 (as needed) SIOP Content Based ELD iPads Technology Applications CHAMPS CRLP	K to 5 Teachers	August 2016-June 2017	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/principal	K to 5 Teachers	August 2016-June 2017	request and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
	Instructional Coach	August 2016-June 2017	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 2016-June 2017	Plan and schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
			childcare	2000-2999: Classified Personnel Salaries	Discretionary	300
			materials	4000-4999: Books And Supplies	Discretionary	300
Parent Compact will be provided to each parent by fall conferences.	Principal	August 2016-June 2017	distribution	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Office Manager	August 2016-June 2017	schedule distribution	2000-2999: Classified Personnel Salaries	District Funded	0
Parent Involvement Policy will be reviewed and updated in school year 2016-17	Principal	August 2016-June 2017	review and obtain input from staff and parents to update	1000-1999: Certificated Personnel Salaries	District Funded	0
			materials	4000-4999: Books And Supplies	District Funded	0
Hold monthly School Site Council & ELAC Meetings with child care	Principal	August 2016-June 2017	Plan and Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2016-June 2017				
	Office Manager	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Community Support	2000-2999: Classified Personnel Salaries	District Funded	0
			Clerical Support	2000-2999: Classified Personnel Salaries	District Funded	0
			materials-SSC	4000-4999: Books And Supplies	District Funded	0
			materials-ELAC	4000-4999: Books And Supplies	District Funded	0
Host meetings to explain the LCFF, Wonders, report cards and the focus strands of Arts and Environmental Science	Principal	August 2016-June 2017	Plan and Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Counselor	August 2016-June 2017				
	School Office Manager	August 2016-June 2017	Content Support	1000-1999: Certificated Personnel Salaries	District Funded	0
	Campus Assistants	August 2016-June 2017	Clerical Support	2000-2999: Classified Personnel Salaries	District Funded	300
			Childcare	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	600

Strategy #7

STRATEGY:

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison	Principal	August 2016-June 2017	Recruit and guide ASP Liaison	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Director at Site	August 2016-June 2017	Support	2000-2999: Classified Personnel Salaries	ASES	0
	ASP Teacher Liaison	August 2016-June 2017	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 2016-June 2017	Identify target groups	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Liaison	August 2016-June 2017	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 2016-June 2017	Plan and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2016-June 2017	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 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	ASP Teacher Liaison	August 2016-June 2017	Support	1000-1999: Certificated Personnel Salaries	ASES	0
	Outreach Counselor	August 2016-June 2017				
	Student Council Teacher Leader	August 2016-June 2017	Develop	2000-2999: Classified Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	District Funded	0
Integrate the focus strand of Arts/Music and Environmental Science	Principal	August 2016-June 2017	Develop	1000-1999: Certificated Personnel Salaries	District Funded	0
	VAPA, CUE	August 2016-June 2017	Develop	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	2,000.00

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Safety
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school

SCHOOL GOAL #4:**A. Positive Behavior Plan:**

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 Specialist are used to reduce suspensions and expulsions, and this also significantly reduced the number from of out of class referrals from the previous year. Our goal is to maintain interventions and

Increase average daily attendance to 97%

School-wide we have made an emphasis to use CHAMPS, and implement Second Step as needed

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

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 all grade levels

Data Used to Form this Goal:

Review of suspensions and expulsions via the Q system. Our school reduced suspensions from 5% in 2015-15 to 1% in the 2015-16 school year.

Findings from the Analysis of this Data:

Increase average of daily attendance by conducting earlier intervention meetings before having to move to SARB meetings.

How the School will Evaluate the Progress of this Goal:

Monitor through Q for suspension, expulsion and attendance on a monthly basis

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 CHAMPS, to reduce disruptions and increase time on-task	Principal K-5 Teachers	August 2016-June 2017	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 2016-June 2017	Review and update	0001-0999: Unrestricted: Locally Defined	District Funded	0
	Principal	August 2016-June 2017				
	School Site Council	August 2016-June 2017	Provide oversight			0
Continue monthly Celebration of Learning Awards	Outreach Counselor School Counselor Principal	August 2016-June 2017 August 2016-June 2017 August 2016-June 2017	Plan and prepare	2000-2999: Classified Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support	1000-1999: Certificated Personnel Salaries	District Funded	0
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 2016-June 2017	monitors and communicate			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop safety drill schedule to support emergency readiness	School Safety Committee	August 2016-June 2017	Plan and recommend	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2016-June 2017				0
	School Office Manager	August 2016-June 2017				0
Continue to monitor referrals generated by campus assistants during recess and lunch to promote school wide safety during unstructured times of the day.	All Staff	August 2016-June 2017	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 2016-June 2017	Schedule and recommend	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2016-June 2017	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 2016-June 2017	Monitor and recognize	1000-1999: Certificated Personnel Salaries	District Funded	0
SARB referrals are made as needed with attendance contracts and attendance club used to prevent need for SARB referrals	Principal	August 2016-June 2017	Monitor for prevention and intervene if necessary	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Specialist	August 2016-June 2017				0
	Attendance Technician	August 2016-June 2017				0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	PTA	August 2016-June 2017	Monitor, run Attendance Club and establish Attendance Contracts in coordination the Attendance Technician	2000-2999: Classified Personnel Salaries	District Funded	0
			Maintain accurate records of daily attendance and provide timely information to Principal and ORC	2000-2999: Classified Personnel Salaries	District Funded	0
			Support positive attendance with individual and class incentives	None Specified	PTA	600
Implement CHAMPS school-wide	K-5 Teachers	August 2016-June 2017	Implement in classroom	1000-1999: Certificated Personnel Salaries	District Funded	0
	School Counselor	August 2016-June 2017				
	Support Staff	August 2016-June 2017	Support Teachers	1000-1999: Certificated Personnel Salaries	District Funded	0
	Campus Assistants (7)	August 2016-June 2017	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	85763
Develop prevention groups through use of the ORC and School Counselor	Outreach Specialist	August 2016-June 2017	Prevention and intervention groups		District Funded	0
	School Counselor	August 2016-June 2017	Prevention and intervention groups		District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue Bully prevention program implementation	K-5 Teachers School Counselor Principal	August 2016-June 2017	Weekly class meetings	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	Program implementation, year two	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	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 by implementing Social Justice process, which allow students the chance to remain in class/school as opposed to losing out on learning time. Increase family interventions where appropriate, and introduce Social Justice process to parents.	Outreach Specialist School Counselor Principal	August 2016-June 2017	Prevention and intervention services and Coordination of CoST	2000-2999: Classified Personnel Salaries	District Funded	0
		August 2016-June 2017	Individual and group interventions, and referrals to public and private agencies	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	Oversight and resource development	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #2

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide social/emotional support for students by referring them when needed to School Counselor or outside agencies.	Outreach Counselor	August 2016-June 2017	prevent and intervene as needed	2000-2999: Classified Personnel Salaries	District Funded	0
	School Counselor	August 2016-June 2017	prevent and intervene as needed	1000-1999: Certificated Personnel Salaries	District Funded	0
	Child Psychologist	August 2016-June 2017	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 2016-June 2017	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) Restorative Justice	Outreach Specialist	August 2016-June 2017	refer to outside agencies	2000-2999: Classified Personnel Salaries	District Funded	0
	School Counselor	August 2016-June 2017	refer to outside agencies	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	0
	Child Psychologist	August 2016-June 2017	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
Utilize peer tutoring for students that have a difficult time on the school yard.	K-5 Teachers	August 2016-June 2017	as needed	1000-1999: Certificated Personnel Salaries	District Funded	0
	Support Staff	August 2016-June 2017	as needed	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	0
	Principal	August 2016-June 2017	as needed	1000-1999: Certificated Personnel Salaries	District Funded	0
Hold regular coordinated services team meetings.	Outreach Specialist	August 2016-June 2017	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 Specialist	August 2016-June 2017	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 2016-June 2017	Monitor and refer	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Specialist	August 2016-June 2017	Respond and intervene	1000-1999: Certificated Personnel Salaries	District Funded	0
	Attendance Technician	August 2016-June 2017				
	Principal	August 2016-June 2017	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
New Parent Night Meetings to be provided by school staff	TK and K Teachers Principal	August 2016-June 2017	Provide content expertise	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	400
		August 2016-June 2017	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 2016-June 2017	Meet	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	Coordinate and meet	1000-1999: Certificated Personnel Salaries	District Funded	0
Arrange for pre-school students to visit the classroom.	Principal	August 2016-June 2017	Coordinate and give tour	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #4

STRATEGY:

The school will implement a transition plan for 5th grade students entering 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide transition presentations to 5th grade students prior to end of the year.	Principal Counselor	August 2016-June 2017	Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
Provide guidance to parents about transition to Middle School and the SOC process	Principal Counselor	August 2016-June 2017	Schedule	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	Schedule	1000-1999: Certificated Personnel Salaries	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 CHAMPS CERT offered by Oxnard Fire Department Epi-pen Administration First Aid/CPR NCPI	K-5 Teacher volunteers	August 2016-June 2017	Volunteer Teachers will attend trainings in the identified priority areas.	1000-1999: Certificated Personnel Salaries	District Funded	0
	All Staff	August 2016-June 2017		2000-2999: Classified Personnel Salaries		
Support Staff		August 2016-June 2017	All Staff will complete the FEMA training on Emergency Response	2000-2999: Classified Personnel Salaries	District Funded	0
Provide opportunities for teachers to debrief after drills	K-5 Teachers	August 2016-June 2017	De-brief	1000-1999: Certificated Personnel Salaries	District Funded	0
	Principal	August 2016-June 2017	Facilitate feedback	1000-1999: Certificated Personnel Salaries	District Funded	0
The school will hold a re-unification drill to test systems	Volunteer Teacher	August 2016-June 2017	Execute a re-unification drill with students	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	0
	Principal	August 2016-June 2017		1000-1999: Certificated Personnel Salaries		
	Support Staff	August 2016-June 2017	Schedule, prepare 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
			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 2016-June 2017	Plan and schedule	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	0
Parent Compact	Principal	August 2016-June 2017	Distribution	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	0
	School Office Manager	August 2016-June 2017	Schedule and monitor distribution	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	0
Parent Involvement Policy	Principal	August 2016-June 2017	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 2016-June 2017	Plan and schedule	0001-0999: Unrestricted: Locally Defined	District Funded	0
	Outreach Counselor	August 2016-June 2017	Support ELAC	2000-2999: Classified Personnel Salaries	District Funded	0
	School Office Manager	August 2016-June 2017				
			Support SSC	2000-2999: Classified Personnel Salaries	Title I	1,100.
Parent Outreach and Education: Host Latino Literacy Project Triple P Workshops Loving Solutions Parenting Course VCPH Mothers & Daughters	Principal	August 2016-June 2017	Develop resources and plan outreach, schedule needs assesment surveys	1000-1999: Certificated Personnel Salaries	District Funded	400
	Outreach Counselor	August 2016-June 2017				
	School Counselor	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
VCPH Nutrition			Schedule workshops with Principal and outside agencies	2000-2999: Classified Personnel Salaries	Title I	700
			Provide facilitation and content where appropriate	1000-1999: Certificated Personnel Salaries		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 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
		August 2016-June 2017	Facilitate communication between the day and after-school programs	1000-1999: Certificated Personnel Salaries	ASES	0
Develop the Friday Night Club	Principal	August 2016-June 2017	Coordinate	1000-1999: Certificated Personnel Salaries	District Funded	0
	Outreach Counselor	August 2016-June 2017				
	Student Council Teacher Leader	August 2016-June 2017				
	ASP Teacher Liaison	August 2016-June 2017	Development	2000-2999: Classified Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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 2016-June 2017	Development	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	0

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Stand Focus Development
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
All students will engage in learning opportunities to expand their experiences with creative arts and environmental sciences. Through participation in: Art Trek Focus on The Masters Artist in the Classroom Oxnard Music Education Program School Garden (delayed due to move to new campus) EST to support music in grade 2-5 Kids Farmers Market for 4th Grade Nutrition Education for 3rd Grade
Data Used to Form this Goal:
First year of implementation.
Findings from the Analysis of this Data:
No data available.

How the School will Evaluate the Progress of this Goal:

Integrated Theme Unit assessments.

Strategy #1

STRATEGY:

Teaching and Learning: The school will ensure full implementation of the Academic Strand Focus of Creative Arts and Environmental Science.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate the three district English/Language Arts units into three Integrated Thematic Units with a focus on Creative Arts and Environmental Science.	Principal, Academic Coach, K-5 Teachers	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Strand Focus	0001-0999: Unrestricted: Locally Defined	Title I	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 2016-June 2017	Strand Focus	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	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 2016-June 2017	Strand focus	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	2,048.00
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 2016-June 2017	Strand Focus	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	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 2016-June 2017	See Goal #1, Strategy #3, Action #1			
	TK and K Teachers	August 2016-June 2017				
	TK and K Teachers	August 2016-June 2017				
	Materials	August 2016-June 2017				
Kindergarten Teachers will meet with Pre-school teachers to share program expectations.	Principal, Teachers, Coach	August 2016-June 2017	See Goal #1, Strategy #3, ACTION #2			
Arrange for pre-school students to visit kindergarten classrooms	Principal	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	See Goal #1, Strategy #4, Action #1			
Schedule transition presentation for 5th grade students prior to end of year.	Principal	August 2016-June 2017	See Goal #1, Strategy #4, Action #2			
Special Education Transition meeting will be held.	Principal Special Education Team Members	August 2016-June 2017	See Goal #1, Strategy #4, Action #3			
Provide opportunities for parents to receive information on Academy Enrollment.	Principal	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Support	1000-1999: Certificated Personnel Salaries	District Funded	0
			Display	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #7

STRATEGY:
After School Program: The school will support the district implementation of the ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher liaison serves to assist with connecting the ASP to the day program.	Principal ASP Teacher Liaison	August 2016-June 2017	See Goal #1, Strategy #7, Action #1			
Supplemental Literacy and Math instruction.	ASP Teacher Liaison	August 2016-June 2017	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 2016-June 2017	See Goal #1, Strategy #7, Action #3			
Integrate the focus strand of Arts and Environmental Science.	Principal ASP Teacher Liaison	August 2016-June 2017	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: Develop, implement and monitor the progress of EL students in order to meet expected achievement goals in both ELA and Math.

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. 2016 – June 2017	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. 2016 – June 2017	Support Classroom Teachers	1000-1999: Certificated Personnel Salaries	District Funded	0
Library Technician	Aug. 2016 – June 2017	Library	2000-2999: Classified Personnel Salaries	Title I	13084
		Library	2000-2999: Classified Personnel Salaries	Economic Impact Aid	13084
Computer Lab Tech	Aug. 2016 – June 2017	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. 2016 – June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	12930
Maintenance Agreement for Successmaker & Waterford	Aug. 2016 – June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	2810
Outreach Consultant	Aug. 2016 – June 2017	Outreach	2000-2999: Classified Personnel Salaries	Unrestricted	
Professional Development for L.A.	Aug. 2016 – June 2017	K-5 Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Professional Development for Technology	Aug. 2016 – June 2017	K-5 Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Professional Development for ELD	Aug. 2016 – June 2017	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	3,251.00
2000-2999: Classified Personnel Salaries	ASES	0.00
1000-1999: Certificated Personnel Salaries	Discretionary	3,000.00
2000-2999: Classified Personnel Salaries	Discretionary	4,200.00
4000-4999: Books And Supplies	Discretionary	20,800.00
	District Funded	0.00
	District Funded	0.00
0001-0999: Unrestricted: Locally Defined	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	400.00
2000-2999: Classified Personnel Salaries	District Funded	300.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	3,000.00
5800: Professional/Consulting Services And	District Funded	0.00
5900: Communications	District Funded	0.00
None Specified	District Funded	0.00
0001-0999: Unrestricted: Locally Defined	Donation	200.00
	LCFF - Discretionary	12,150.00
0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2,000.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	89,609.00
4000-4999: Books And Supplies	LCFF - Discretionary	200.00
5000-5999: Services And Other Operating	LCFF - Discretionary	2,000.00
5900: Communications	LCFF - Discretionary	0.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	24,300.00
2000-2999: Classified Personnel Salaries	LCFF - EL	12,800.00
0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	6,998.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	16,550.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	1,000.00
4000-4999: Books And Supplies	LCFF - Targeted	0.00
5800: Professional/Consulting Services And	LCFF - Targeted	9,300.00
5900: Communications	LCFF - Targeted	0.00
0001-0999: Unrestricted: Locally Defined	PTA	200.00
7000-7439: Other Outgo	PTA	600.00
None Specified	PTA	950.00
0001-0999: Unrestricted: Locally Defined	Title I	3,800.00
1000-1999: Certificated Personnel Salaries	Title I	46,800.00
2000-2999: Classified Personnel Salaries	Title I	1,800.00
5900: Communications	Title I	300.00

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title III	0.00
5800: Professional/Consulting Services And	Title III	0.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,251.00
Discretionary	28,000.00
District Funded	3,700.00
Donation	200.00
LCFF - Discretionary	105,959.00
LCFF - EL	37,100.00
LCFF - Targeted	33,848.00
PTA	1,750.00
Title I	52,700.00
Title III	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.)

1. English Learners would meet the AMAO1 and AMAO2 goals as measured by CELDT and interim monitoring measured by the IPT.
2. The school will use IPT and CELDT scores to identify and improve the reclassification rate of EL's by 5th grade.

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			
Claudia Garcia				X	
Lidia Mendoza				X	
Maria Bravo				X	
Rocio Guzman				X	
Elizabeth Garcia				X	
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

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 .

Attested:

Luis H. Ramirez

Typed Name of School Principal



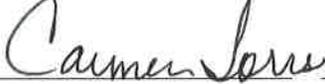
Signature of School Principal

10/18/16

Date

Carmen Torres

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/18/16

Date



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 2016-17, 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

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 Specialist 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/SEI 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)
- VCBH Logrando Bienestar classes (8)
- VCPH Nutrition Workshops (3 sessions)

- VCPH Mother's & Daughters, target 4th/5th Grade Parents (6 sessions)
- MICOP Bebes Sanos, target all parents of 0-4 years old (4 sessions)
- Adult ESL, in concert with OSD at select campuses
- SSC-School Site Council Training for new members annually
- ELAC- English Language Advisory Committee Training of Roberts Rules of Order annually

Parents Workshops Currently Include:

- Gifted and Talented Education Referral Process
- Curriculum Descriptions for English Language Arts and Math and other content areas.
- EL Master Plan and EL Reclassification
- Common Core State Standards Implementation
- New Report Card alignment to CCSS
- How to actively participate at Parent Conferences
- PTA County level training and support for site PTA Leaders
- Parent Tours for Parents/Students of neighborhood Preschools
- Orientation for TK Parents about program options for Kinder matriculation
- Math and literacy workshops for registered incoming TK/K parents.
- Orientation to Middle School selection for 5th grade Parents
- Looking to expand parent participation in the TK/K years as foundational academic experience by expanding offerings of the Latino Literary Project.
- Parent suggestions at SSC meeting for development of future workshops and/or involvement opportunities included:
 - Parent Talent night for “Día del Niño”.
 - Gang awareness and prevention workshops for parents of elementary children.
 - Recruitment of school or community adults to coach sports such as basketball or soccer.
 - Recruitment of volunteer Parents with diverse talents to give workshops/classes for students in music or crafting.
 - Increase parent attendance at our scheduled meetings by continuing to provide snacks, and schedule student performances as an incentive.

The Single Plan for Student Achievement

School: Richard B. Haydock Academy of Arts and Sciences
CDS Code: 56725386055305
District: Oxnard School District
Principal: Edd Bond
Revision Date: October 12, 2016

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 October 12, 2016.

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School Vision and Mission

Richard B. Haydock Academy of Arts and Sciences's Vision and Mission Statements

Richard B. Haydock Academy of Arts and Sciences Vision Statement - Empowering, Inspiring, and Motivating Students to Become Creative and Productive Global Citizens

Richard B. Haydock Academy of Arts and Sciences Mission Statement - We provide a safe, healthy, positive, and respectful environment where creativity, critical thinking, and responsibility are fostered in all students.

School Profile

Due to 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-Teaching 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 are 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 2016-2017, EL students will have priority scheduling in the After-School Program.

- * 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. SuccessMaker 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 2016-17 to assist with one on one support to teachers.

- * Ipads were distributed in August 2016 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 students throughout the year. 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. In the 2016-2017 school year, Haydock is adding dramatic arts and mariachi elective classes to further expand our academy offerings.

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 2016-2017. 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	251	300	249	295	249	295	99.2	98.3
Grade 7	279	273	272	269	272	266	97.5	98.5
Grade 8	339	274	330	265	329	265	97.3	96.7
All Grades	869	847	851	829	850	826	97.9	97.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2449.3	2455.2	2	3	14	18	32	24	53	56
Grade 7	2465.7	2485.2	3	3	15	21	24	30	58	46
Grade 8	2506.7	2499.4	2	4	22	22	37	25	39	49
All Grades	N/A	N/A	2	3	17	20	31	26	49	50

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	3	3	37	35	60	62
Grade 7	3	6	36	41	61	53
Grade 8	8	9	44	38	48	52
All Grades	5	6	39	38	56	56

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	4	8	37	37	58	56
Grade 7	5	10	42	50	53	39
Grade 8	7	8	49	40	43	52
All Grades	6	8	43	42	51	49

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2	4	59	60	38	35
Grade 7	5	5	50	62	44	32
Grade 8	3	5	62	58	35	37
All Grades	4	5	58	60	39	35

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	8	13	58	57	34	31
Grade 7	7	8	43	53	50	40
Grade 8	10	10	51	48	38	42
All Grades	8	10	51	53	41	37

Conclusions based on this data:

1. The primary means for improving student achievement will be through good first instruction. 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

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	251	300	249	295	249	295	99.2	98.3
Grade 7	279	273	271	266	270	265	97.1	97.4
Grade 8	339	274	329	265	329	263	97.1	96.7
All Grades	869	847	849	826	848	823	97.7	97.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2424.7	2435.8	0	3	9	8	27	24	64	65
Grade 7	2454.8	2460.4	4	2	10	13	28	30	57	55
Grade 8	2472.6	2473.2	5	6	9	12	23	18	63	64
All Grades	N/A	N/A	3	4	10	11	26	24	61	61

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	3	6	20	20	77	74	
Grade 7	6	5	26	31	67	65	
Grade 8	8	11	23	19	69	69	
All Grades	6	7	23	23	71	69	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2	3	34	32	64	65
Grade 7	6	4	34	43	60	53
Grade 8	7	8	45	43	48	48
All Grades	5	5	38	39	57	56

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2	5	43	41	55	54
Grade 7	6	6	62	45	33	49
Grade 8	5	5	40	44	55	51
All Grades	4	5	48	43	48	52

Conclusions based on this data:

1. The primary means for improving student achievement will be through good first instruction. 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	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6		1	3		23	22		50	50		20	16		5	9
7	3	7	7	46	43	38	37	34	34	7	12	12	7	5	8
8	5	6	6	41	43	45	43	36	32	6	10	11	5	4	5
Total	4	5	5	44	37	35	39	40	39	7	14	13	6	5	8

Conclusions based on this data:

1. There was very little band movement on the CELDT test from 14-15 to 15-16. More structure and support needs to be provided for students in ELD, elective, and core classes to shift scores upward.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	300	331	305
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	300	331	305
Number Met	180	164	155
Percent Met	60.0%	49.5%	50.8%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	17	286	13	318	16	290
Number Met	--	133	4	127	6	104
Percent Met	--	46.5%	30.8%	39.9%	37.5%	35.9%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	No	Yes	No	N/A	N/A

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

Conclusions based on this data:

- Haydock did not meet its AMAOs for English learners in 2015-2016. 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 and English 3D during the 2016-2017 school year to build vocabulary and language skills for English learners. Students need to have support with literacy skills, oral language and vocabulary development throughout the day. They also need formative assessments that mirror the format of the CELDT.
- 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		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The Haydock Academy outperformed the district average with regard to AMAOs 1 and 2.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet common core standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum, meeting or exceeding in reading and mathematics.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
<p>A. Spring 2015 was the first administration of SBAC testing (CAASPP) for Common Core State Standards. Haydock received a baseline score prior to the start of the 2015-2016 school year. The 2015-2016 goal and progress towards that goal is listed below. The goal for 2016-2017 will be a ten percent improvement at all grade levels from the 2015-2016 score in English Language Arts. There is an additional goal to reduce the percentage of students not meeting standards by ten percent. This goal pertains to all students including the following subgroups: English learners, migrant students, special education students, socio-economically disadvantaged students, foster youth, homeless 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:

CAASPP Results (meets or exceeds standards) - 6th ELA (Spring 15) - 16% + 1.6% = 17.6% target / 6th ELA (Spring 16) - 21% - target met, 7th ELA (Spring 15) - 18% + 1.8% = 19.8% target / 7th ELA (Spring 16) - 27% - target met, 8th ELA (Spring 15) - 24% + 2.4% = 26.4% target / 8th ELA (Spring 16) - 26% - target not met

ELA Honors Criteria for 2016-2017

Teacher recommendation, IFA data, 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. Haydock is also utilizing a walk through protocol to support student in reading, writing, vocabulary development, and oral language across curricular areas.

Findings from the Analysis of this Data:

Support needs to be provided so that students get high quality first instruction in core classes.

More intervention/enrichment needs to occur before, during and after the school day.

More support needs to be provided throughout the day for students below grade level in reading.

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 to collaborate around student data and develop strategies to improve achievement.
- MTSS (Multi-Tiered Systems of Support) will identify and support students in need of strategic and intensive intervention.
- Progress Monitoring through Advisory Period in order to develop self advocacy and awareness.
- SMART (Specific Measurable Attainable Realistic Timely) Goals set by ELA teachers to meet the Single Plan goals.
- Site and district created CCSS assessments to monitor progress and prepare students for CAASPP.
- STAR 360 progress monitoring to determine intervention groups and provide differentiated instruction.
- CAASPP results to provide summative data and long term strategic planning for student growth.

Strategy #1

STRATEGY:
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
Implementation of State Approved Language Arts Curriculum; SIOP, and GATE Strategies, Implementation of Co-Teaching Model for students with IEPs; implementation of curriculum guides	Instructional Coach	August 2016-June 2017	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
	Teachers					
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 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Instructional materials/Field trips to support core curriculum and CCSS. Technology will also be provided and supported to meet this goal.	All staff	August 2016-June 2017	Instructional materials	4000-4999: Books And Supplies	LCFF - Discretionary	4882
			Field trips - admission	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	12000
			Technology/iPad apps	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	15100
			Instructional materials	4000-4999: Books And Supplies	Discretionary	27761

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Field trips Transportation	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	5000
			Warehouse Charges	4000-4999: Books And Supplies	Discretionary	15000
			Field trip admission fees, apps, and technology	5800: Professional/Con sulting Services And Operating Expenditures	Title I	12000
Teacher collaboration/data conferences to improve instructional practice and increase student learning	Teachers and administrators	August 2016-June 2017	Substitute teachers	1000-1999: Certificated Personnel Salaries	Discretionary	5866
Teachers will provide writing instruction and support literacy skills through Accelerated Reader and MyON	Teachers	August 2016-June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	0

Strategy #2

STRATEGY:

The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Differentiated instruction in core classes including SIOP strategies will be provided to all students	ELA teachers	August 2016- June 2017	Certificated Salaries	None Specified	District Funded	0
Tutoring before, during, and after school (including Saturday school) will be offered for students needing extra assistance at part of MTSS. Pre and post tutoring data will be monitored to assess student progress.	Administration and teachers	August 2016-June 2017	Teacher extra help	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	5866
			Teacher extra help	1000-1999: Certificated Personnel Salaries	Title III	2346
			Teacher extra help	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5866
			Custodial extra help	2000-2999: Classified Personnel Salaries	Discretionary	4993
			Food service extra help	2000-2999: Classified Personnel Salaries	Discretionary	2746
			Clerical extra help	2000-2999: Classified Personnel Salaries	Discretionary	6241

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teacher extra help	1000-1999: Certificated Personnel Salaries	LCFF - EL	3519
Special Education articulation meetings will be held with feeder schools	Middle School Special Education teachers and administrators	May 2017	Certificated Salaries	None Specified	District Funded	0
AVID tutors will be hired to assist AVID students	Administration and AVID staff	August 2016-June 2017	AVID Tutors	2000-2999: Classified Personnel Salaries	Title I	7489

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering 6th grade and 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 2017	Certificated Salaries	None Specified	District Funded	0
Coordination among OSD and OUHSD administrators	Administrators	Aug. 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Outreach to parents of incoming 6th graders is made throughout the year	Administrators	October 2016-May 2017	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 2017	Certificated Salaries	None Specified	District Funded	0
Outreach to elementary schools will take place. Incoming 6th grade orientation and transition program (WEB) will be implemented	Teachers, administrators, and WEB staff	Sept. 2016 - Aug. 2017	Certificated Salareis	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 including instructional coach	July 2016– June 2017	Certificated Salaries	None Specified	District Funded	0
Co-Teaching Professional Development will be provided	RSP Teachers & Gen Ed Team Teachers	August 2016 – June 2017	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 2016 - June 2017	Conference fees and expenses	5000-5999: Services And Other Operating Expenditures	Title I	5000
Professional development will be provided to support literacy and language skills. Data will be analyzed and used to differentiate instruction	Teachers, leadership team, support staff, and admin	August 2016 - June 2017	Certificated salaries	None Specified	District Funded	0

Strategy #5

STRATEGY:

The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I quarterly meetings will be held to inform stakeholders about the Title I program and budget	Teachers, Administrators & Counselors	August 2016- June 2017	Back to school College Night 6th Grade Parent Orientation PIQE	2000-2999: Classified Personnel Salaries	Title I	7489
Distribute Parent Compact after receiving input from parents and other stakeholders	Support Staff	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Involvement Policy, ask for input	Support Staff	August 2016 - June 2017	Certificated Salaries	None Specified	District Funded	0
Gather Parent Input using LCFF survey	Administration	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
PIQE program with STEM education will be provided for parents	Administration/ORC	October 2016 - December 2016	See goal 2, strategy 3			
Incoming Parent Orientation Meetings and Placement Testing will be held	Counselors, Teachers, and Coaches	December 2016 - May 2017	Certificated Salaries	None Specified	District Funded	0
Parent workshops will be held to support technology, promotion, project based learning	Teachers, instructional coach, counselors, admin	August 2016 - June 2017	Certificated Salaries	None Specified	District Funded	0
Student led conferences will be held in November to inform parents of student progress	Teachers	November 2016	Certificated Salaries	None Specified	District Funded	0
Parents will be included in decisions for students struggling academically through COST, SST, IEP	Teachers, counselors, admin	August 2016 - June 2017	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 2016 – May 2017	ASES Grant	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	3251
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 2016 – May 2017	Certificated Salaries	None Specified	District Funded	0

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: English Language Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school

SCHOOL GOAL #2:

- A. Sixty-three and a half 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 CAASPP assessment during school year 2016-17.
- 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 veteran teachers 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 Language Appraisal Team (LAT) 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 Tool kit 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 (63.5% 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 2015 - 2016

6th Grade - Advanced 3%, Early Advanced 22%, Intermediate - 50%, Early Intermediate - 16%, Beginning - 9%

7th Grade-Advanced 7%, Early Advanced 38%, Intermediate 34%, Early Intermediate 12%, Beginning 8%

8th Grade -Advanced 8%, Early Advanced 45%, Intermediate 32%, Early Intermediate 11%, Beginning 5%

IPT data will also be analyzed for individual student support.

AMAO 1- Did Not Meet Target

AMAO 2- Did Not Meet Target

Findings from the Analysis of this Data:

ELD instruction needs to be more closely aligned with state ELD standards.

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 and professional learning communities to collaborate around student data and develop strategies to improve achievement.
- MTSS (Multi-Tiered Systems of Support) will identify and support students in need of strategic and intensive intervention.
- Progress Monitoring through Advisory Period in order to develop self advocacy and awareness.
- SMART (Specific Measurable Attainable Realistic Timely) Goals set by ELA teachers to meet the Single Plan goals.
- Site and district created CCSS assessments to monitor progress and prepare students for CAASPP.
- STAR 360 progress monitoring to determine intervention groups and provide differentiated instruction.
- CAASPP results to provide summative data and long term strategic planning for student growth.

Strategy #1

STRATEGY:

The school will ensure the full implementation of the English Learner Master Plan and provide instruction to English learners using the California ELD standards and district master plan.

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 District EL TOSA	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Incoming Parent Orientation Meetings - including workshops to support academic success	1st Counselor 2nd Counselor Classified Staff - translation Materials & refreshments	August 2016-June 2017	Certificated Salaries Support staff extra help Babysitting Counselors - extra help	None Specified 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded Title I Discretionary Discretionary	0 3745 624 2933
Collaboration meeting between 6th grade team and middle school counselors and teachers	Instructional Coach	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Coordinate with high school counselors to administer placement tests and register	Academic Counselors	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students. Coordination among administrators						
All staff will participate in professional development and data collaboration to support English learners.	All Staff	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Title I quarterly meetings will be held to inform stakeholders about the Title I funding and how it is being used to support students at Haydock.	Teacher's, Administrators, Counselors	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Compact after receiving input from parents and other stakeholders	Support Staff	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Involvement Policy, ask for input	Support Staff	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Tutoring before, during, and after school will be provided for all English learners. Summer school and additional support will be provided for long term English learners (LTEs).	Administration and teachers	August 2016-June 2017	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 to support English learners.	Teachers and administrators	August 2016-June 2017	Materials	4000-4999: Books And Supplies	LCFF - Targeted	566
				4000-4999: Books And Supplies	Title I	18579
				4000-4999: Books And Supplies	Title III	459
				4000-4999: Books And Supplies	LCFF - EL	10935
AVID tutors will be hired to support English learners in the AVID elective.	Administration	August 2016-June 2017	Tutors - funded in goal 1, strategy 1			
A paraprofessional will be hired to support students in ELD classes.	Administration, instructional coach, paraprofessional	Oct 2016 - June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - EL	19348
Literacy support will be provided for English learners via Accelerated Reader and MyON. Student progress will be monitored through formative data and additional support will be provided when necessary.	Teachers	August 2016-June 2017	AR and MyOn licenses	None Specified	District Funded	0

Strategy #2

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison/Coordinate between the day and After School Program to meet the academic, physical, and socio-economic needs of students.	Teacher Liaison	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Monthly meetings will be held between ASES staff and school administration.	Liaison, ASP coordinator, Site administration	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0

Strategy #3

STRATEGY:
 The school will coordinate meetings and distribute information to generate parent involvement regarding English learner programs and resources.

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 to increase awareness of the pathways to college	ORC and administration	August 2016-Jun 2017	Consulting contract	5800: Professional/Consulting Services And Operating Expenditures	Title I	3000
				5800: Professional/Consulting Services And Operating Expenditures	Title III	12000
Marketing materials and other school forms to recruit new students and publicize the Haydock Academy to community partners	Office manager and administration	August 2016-June 2017	Publications	5000-5999: Services And Other Operating Expenditures	Discretionary	4000
			Maintenance agreement for copy machines	5000-5999: Services And Other Operating Expenditures	Discretionary	6200
Clerical support for parent conferences, translation, and orientation events	Office manager and administration	August 2016-June 2017	Extra help/overtime	2000-2999: Classified Personnel Salaries	Title III	2496
English learner services and information about reclassification will be provided to parents through parent meetings and ELAC	Administration, counselors, and ORC	August 2016-June 2017	Certificated and classified salaries	1000-1999: Certificated Personnel Salaries	District Funded	0
				2000-2999: Classified Personnel Salaries	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents of English learners will be included in Special Education transition meetings when students move from 5th grade to 6th grade and from 8th grade to 9th grade.	Special education teachers, counselors, and administration	May 2017 - June 2017	Certificated salaries	1000-1999: Certificated Personnel Salaries	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: Mathematics

LEA GOALS:

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

SCHOOL GOAL #3:

- A. The goal for Haydock for 2016-2017 is to make at least a ten percent gain from the baseline scores established in Spring 2016. There is an additional goal of reducing the percentage of students not meeting standards by ten percent. These goals are for all grade levels and all significant subgroups. Student learning will be measured via district and school created formative and summative assessments aligned to the Common Core State Standards. This goal pertains to all students including the following subgroups: English learners, migrant students, special education students, socio-economically disadvantaged students, foster youth, and Hispanic students.
- B. All components of the newly adopted Mathematics curriculum will be implemented in each classroom with OSD-provided professional development support based on evidence gathered through curriculum schedules, assessment plans and results and administrator observations.
- C. Students will be placed in appropriate classes as they enter sixth grade, continue in 7th and 8th, and promote to the high school district.

Data Used to Form this Goal:

CAASPP data - meets or exceeds standards - 6th math (15) - 9% + 0.9% = 9.9% target / 6th math (16) - 11% - target met, 7th math (15) - 14% + 1.4% = 15.4% target / 7th math (16) - 15% - target not met, 8th math (15) - 14% + 1.4% = 15.4% target / 8th math (16) - 18% - target met

Math Honors criteria

7th - teacher recommendation, IFA data, placement test, STAR 360, CAASPP

8th - teacher recommendation, IFA data, placement test, 7th grade math grades, STAR 360, CAASPP

Findings from the Analysis of this Data:

Professional development needs to be provided to teachers to ensure better first teaching
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 and professional learning communities to collaborate around student data and develop strategies to improve achievement.
- MTSS (Multi-Tiered Systems of Support) will identify and support students in need of strategic and intensive intervention.
- Progress Monitoring through Advisory Period in order to develop self advocacy and awareness.
- SMART (Specific Measurable Attainable Realistic Timely) Goals set by ELA teachers to meet the Single Plan goals.
- Site and district created CCSS assessments to monitor progress and prepare students for CAASPP.
- STAR 360 progress monitoring to determine intervention groups and provide differentiated instruction.
- CAASPP results to provide summative data and long term strategic planning for student growth.

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, technology support	Instructional Coach Teachers Counselors	August 2016-June 2017	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 2016-June 2017	Teacher extra help - see goal 1, strategy 2			
Teacher collaboration/data conferences to improve instructional practice and improve student learning	Administration and teachers	August 2016-June 2017	Certificated Salaries - substitutes	1000-1999: Certificated Personnel Salaries	Title III	1174
			Certificated Salaries - substitutes	1000-1999: Certificated Personnel Salaries	Title I	2346
Dues/memberships for student organizations will be paid including AVID and MESA	Office manager and administration	August 2016-June 2017	Dues, memberships	5000-5999: Services And Other Operating Expenditures	Discretionary	2000

Strategy #2

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Orientation Meetings Placement Testing will be held to provide students with the proper placement in classes and programs	January 2017 & March 2017 5th/6th grade team, intermediate school counselors, teachers, and coaches June 2016: Feeder School Articulation Day with 5th/6th grade teachers Academy Recruitment	January-March 2017	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 2017	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 2016-June 2017	Transportation	5700-5799: Transfers Of Direct Costs	Title I	5000

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 2017	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 2017	District funded	None Specified	District Funded	0

Strategy #4

STRATEGY:
The school will provide professional development to support staff.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff will participate in professional development according to OSD LEAP requirements.	All Staff	July 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Co- Teaching Professional Development will be provided	RSP Teachers & Gen Ed Team Teachers	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Teachers, support staff, and administration will attend professional conferences and training	Teachers, support staff, administration, leadership team	August 2016-June 2017	Travel and conference	5000-5999: Services And Other Operating Expenditures	LCFF - 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 2016-June 2017	Classified extra duty	2000-2999: Classified Personnel Salaries	Discretionary	2497
Distribute Parent Compact with input from parents	Support Staff	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Involvement Policy, ask for input	Support Staff	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
Parent workshops will be held to support technology, core curriculum, and access to information (parent connect)	Teachers, administration, and support staff	August 2016-June 2017	Certificated and classified salaries	None Specified	District Funded	0
COST, SST, IEP, 504 meetings and parent conferences will be held to discuss student progress	Teachers, administration, and support staff	August 2016-June 2017	Certificated and classified 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 2016- May 2017	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 2016-May 2017	Certificated Salaries	None Specified	District Funded	0

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Safety

LEA GOALS:

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

SCHOOL GOAL #4:

A. Sustain/reduce school's 2015-2016 suspension and expulsion rates as measured by School Behavior Analysis Report for the same period of time, first day of school to April 30, as reported in the Year End Comprehensive Student Support Report. Haydock will use the CHAMPS and WEB programs to increase student connectivity and safety on campus. This goal pertains to all students including the following subgroups: English learners, migrant students, special education students, socio-economically disadvantaged students, foster youth, and Hispanic students.

B. Sustain/improve school's 2015-2016 Coordination/Integration of Services and Response to Intervention plan as measured by a decrease in the number of COST and SST referrals for the same period of time, first day of school to April 30, as reported in the Year End Comprehensive Student Support Report.

C. Sustain/improve school's 2015-2016 annual percentage of actual in-seat attendance as measured by positive attendance report, and maintain parity with the district attendance for the same period of time, first day of school to April 30, as reported in the Year End Comprehensive Student Support Report.

Data Used to Form this Goal:

2014-2015 suspension rate - 6.78%
2015-2016 suspension rate - 5.66%
2014-2015 attendance rate - 96.7%
2015-2016 attendance rate - 95.9%

Findings from the Analysis of this Data:

Implementation of in-school suspensions for 1 period at a time has had a positive effect in lowering overall suspensions and increasing student attendance.
Alternatives to suspension need to be utilized when appropriate
Processes need to be put in place to return students to class sooner

How the School will Evaluate the Progress of this Goal:

Number of suspensions and expulsions as reported by Pupil Services should decrease compared with the 2015-2016 school year

Number of COST Referrals

Number of referrals to outside agencies

Percentage of classrooms implementing CHAMPs should exceed 90%

Principal will monitor progress through regular meetings with Assistant Principal, ORC, SRO, and outside agencies.

Opportunity Class: Behavior Modification Intervention for tier III behaviors

Data from school counselors on types of issues that are reported to them (bullying, depression, etc.)

Strategy #1

STRATEGY:

The school will ensure that all precautions are taken to create a safe school environment.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Project ALERT for 7th and 8th grade students Implementation of the Minnesota Smoking Prevention Program curriculum for 6th grade students	Science Teachers Instructional Coach	Aug. 2016 - June 2017	Science Pacing Guides	1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education	0
Review and update Comprehensive Safety School Plan	Site Administrator and safety committee	Jan. 2017 - May 2017	Risk Management Review	1000-1999: Certificated Personnel Salaries	District Funded	0
Safety drills will be conducted to ensure that staff and students are prepared for emergencies.	Teachers, administration, and support staff	August 2016-June 2017	Certificated and classified salaries	0001-0999: Unrestricted: Locally Defined 2000-2999: Classified Personnel Salaries	District Funded District Funded	0 0
MTSS behavior pyramid will be implemented to address students with various behavioral challenges	Teachers, administration, and counselors	August 2016-June 2017	Certificated salaries	0001-0999: Unrestricted: Locally Defined	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 should 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 2016 - June 2017	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. 2016 - June 2017	Incentives	4000-4999: Books And Supplies	Discretionary	2000
Implementation of Opportunity Classroom Program and intervention programs within the classroom <ul style="list-style-type: none"> • PDAP • 1:1 MFT counseling two times per week • Ripple Effect software • CSR ratio 4:1 • Positive Behavior Support Implementations (Olweus, CHAMPS) 	Teacher PDAP Counselor MFT Counselor	Aug. 2016 - June 2017	Certificated Salaries	None Specified	District Funded	0
Provide a sufficient level of campus assistant coverage	Administration	August 2016-June 2017	Playground Aides	2000-2999: Classified Personnel Salaries	Discretionary	168084

Strategy #3

STRATEGY:
Parents will be informed of safety procedures and resources.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Orientation Meetings	1st Counselor 2nd Counselor Classified Staff Materials and refreshments	Dec. 2016 - May 2017	Certificated Salaries	None Specified	District Funded	0
Parent workshops will be held to inform parents of disciplinary and safety processes and procedures	Administration and support staff including the outreach coordinator and counselors	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0

Strategy #4

STRATEGY:

The school will support the district implementation of the After School Education and Safety (ASES) grant. Site administration and ASES staff will work together to ensure that the ASP is a safe environment for students.

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 2016-June 2017	ASES funded - cost reflected elsewhere in the plan	None Specified	District Funded	0
ASP staff and site administration will meet monthly.	ASES staff and administration	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	0

Strategy #5

STRATEGY:

The school will provide professional development to support staff.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Principal & ASES Administrator	Sept. 2016 - June 2017	Certificated Salaries	None Specified	District Funded	0
Professional development to support the implementation of the weekly advisory program. Professional development will also be provided to support CHAMPs and disaster preparedness.	Administration and teachers	Oct. 2016 - June 2017	Certificated Salaries	None Specified	District Funded	0
Train all staff in Emergency/Disaster Preparation	All Staff	Aug. 2016 - June 2017	Documentation of completion of FEMA courses Periodic drills	None Specified	District Funded	0

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement and input as it relates to school safety.

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. 2016 - June 2017	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Compact with input from stakeholders	Administrative Team Team w/ input from stakeholders	September 2016	Certificated Salaries	None Specified	District Funded	0
Distribute Parent Involvement Policy, ask for input	Administrative Team Team w/ input from stakeholders	August 2016-June 2017	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. This year Haydock is adding a mariachi class and a dramatic arts class to increase academy offerings during the school day.

Data Used to Form this Goal:

Free and reduced lunch percentage (90% - 2015-2016 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.
Academy classes will increase over time.

Strategy #1

STRATEGY:

The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Electives will be offered during the day in band, chorus, art, and piano. Dance will be offered as a physical education class. Students without electives will be given priority for the dance classes.	Teachers, administration, MSAP staff	Aug. 2016 - June 2017	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 in core classes and ELD	Teachers, administration, MSAP staff	Aug. 2016 - June 2017	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. 2016 - June 2017	Certificated Salaries	None Specified	District Funded	0
Extra duty will be paid to academy teachers to support WEB, band, choir, art, and dance.	Teachers, administration, MSAP staff	Aug. 2016-June 2017	Certificated extra duty	1000-1999: Certificated Personnel Salaries	Title I	11732

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. 2016-June 2017	Certificated Salaries	None Specified	District Funded	0
			Training and conferences	5000-5999: Services And Other Operating Expenditures	Discretionary	5000
Teachers will collaborate to create, monitor, and evaluate common project based learning activities	Teachers, administrators, MSAP staff, instructional coach	Aug. 2016 - June 2017	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 using technology and activities that provide oral language development, vocabulary development, and literacy skill development.	Teachers, administrators, MSAP staff, instructional coach	Aug. 2016 - June 2017	Certificated Salaries	None Specified	District Funded	0

Strategy #3

STRATEGY:
The academy focus areas will be supported after school through the ASES program.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASES staff will coordinate activities with the teacher liaison to ensure ASP students have access to music, art, and dance.	ASES staff, ASP liaison	August 2016 - June 2017	ASP extra duty	None Specified	ASES	0
Monthly meetings will be held between ASES staff and site administration to ensure that programming support the academy focus areas among other things.	ASES staff, ASP liaison, administration	August 2016 - June 2017	ASP extra duty	None Specified	ASES	0
ASP and Haydock will hold performances and events aligned with the academy focus areas throughout the year.	ASES staff, Haydock teachers, administration	August 2016 - June 2017	ASP extra duty Certificated salaries	None Specified None Specified	ASES District Funded	0 0

Centralized Services for Planned Improvements in Student Performance

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance
SCHOOL GOAL #1:
A. 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, 2016– June 30, 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	8,100
Instructional Coach	August 2016 - June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	139,993
Counselors	July 1, 2016 – June 30, 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	227,221
Computer lab tech	August 2016 - June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	100,599
Library tech	August 2016 - June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	59,511
Outreach consultant	August 2016 - June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	District Funded	47,724

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)	3,251.00
None Specified	ASES	0.00
1000-1999: Certificated Personnel Salaries	Discretionary	8,799.00
2000-2999: Classified Personnel Salaries	Discretionary	185,185.00
4000-4999: Books And Supplies	Discretionary	44,761.00
5000-5999: Services And Other Operating	Discretionary	17,200.00
0001-0999: Unrestricted: Locally Defined	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	5,866.00
4000-4999: Books And Supplies	LCFF - Discretionary	4,882.00
5000-5999: Services And Other Operating	LCFF - Discretionary	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	3,519.00
2000-2999: Classified Personnel Salaries	LCFF - EL	19,348.00
4000-4999: Books And Supplies	LCFF - EL	10,935.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,866.00
4000-4999: Books And Supplies	LCFF - Targeted	566.00
5000-5999: Services And Other Operating	LCFF - Targeted	17,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	15,100.00
1000-1999: Certificated Personnel Salaries	Title I	14,078.00
2000-2999: Classified Personnel Salaries	Title I	18,723.00
4000-4999: Books And Supplies	Title I	18,579.00
5000-5999: Services And Other Operating	Title I	5,000.00
5700-5799: Transfers Of Direct Costs	Title I	5,000.00
5800: Professional/Consulting Services And	Title I	15,000.00
1000-1999: Certificated Personnel Salaries	Title III	3,520.00
2000-2999: Classified Personnel Salaries	Title III	2,496.00
4000-4999: Books And Supplies	Title III	459.00
5800: Professional/Consulting Services And	Title III	12,000.00
1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education	0.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	3,251.00
ASES	0.00
Discretionary	255,945.00
District Funded	0.00
LCFF - Discretionary	20,748.00
LCFF - EL	33,802.00
LCFF - Targeted	38,532.00
Title I	76,380.00
Title III	18,475.00
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 by reducing suspensions by 10%.

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

What specific actions related to those strategies were eliminated or modified during the year?

We are hiring two tutors and continuing to recruit more.

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. We are also planning to retain any AVID tutors who are interested and 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?

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 continuing to use a shared leadership model during the 2016-2017 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				
Guadarrama, Lori		X			
Dempsey Suzanne		X			
Garcia, Mariana		X			
Chavez, Luz			X		
Barragan, Soledad				X	
Martinez, Maria				X	
Vargas, Jessica				X	
Ramirez, Maria				X	
Sanchez, Cristina				X	
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy



School Parental Involvement Policy

STATEMENT OF PURPOSE:

Haydock Intermediate School is committed to being a resource for, and reflection of, the community, focusing on the education, well-being and success of our students. The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents have multiple opportunities to be active volunteers during the school day and in extracurricular activities;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- The School Parental Involvement Policy and School-Parent Compact are distributed to parents at the beginning of each school year. Teachers review the School policies, including those in the Student Agenda, with the students at the beginning of the year. Parents are asked to read and discuss the Student Agenda with their students and sign and return an acknowledgment form.
- Parents are notified of the Student/Parent Directory of Information annually (available on the Oxnard School District website (www.oxnardsd.org) under "For Parents," "Directory of Information." The Student/Parent Directory of Information notifies parents about the School Parental Involvement Policy in an understandable and uniform format. To the extent practicable, the Policy is distributed to parents in a language the parents can understand.
- Haydock Intermediate School will make the School Parental Involvement Policy available to the local community; it will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of school.
- Haydock Intermediate School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The Oxnard School District's Parent Rights and Responsibilities and the Student /Parent /Staff Directory of Information are components of Haydock's School Parental Involvement Policy, which is adopted through the school's Leadership Team, School Site Council and English Language Advisory Committee.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Haydock Intermediate School holds annual and regular meetings to inform parents of the following:

- That their child's school participates in Title I,
- The requirements of Title I,
- Their rights to be involved, a copy of the District's District-wide parental involvement policy
- Their options to be involved in School Site Council (SSC), English Learners Advisory Council (ELAC), and Parent Teacher Student Association (PTSA)

Additionally, Haydock Intermediate School conducts an annual survey of parents and community members to further involve parents in the development of its School Parental Involvement Policy.



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-

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.

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.



Póliza de Participación de Padres

DECLARACIÓN DE PROPOSITO:

La escuela Secundaria Haydock está comprometida ser un recurso para, y una reflexión de, la comunidad, enfocando en la educación, bienestar, y éxito de nuestros estudiantes. La participación de padres y miembros de la comunidad es una parte esencial del apoyo a nuestros estudiantes. Hacemos todo lo posible para invitar y considerar contribuciones de padres y miembros de la comunidad para asegurar el éxito de nuestras estudiantes. Un equipo de padres, maestros y administradores desarrolló la siguiente póliza de participación para padres y miembros de la comunidad en la escuela.

“Participación de Padres” significa la participación de padres con comunicación mutua y significativa sobre el aprendizaje de estudiantes y otras actividades de la escuela incluyendo:

- que los padres sean parte integral del aprendizaje de sus niños.
- que los padres se animen a estar activamente involucrados en la educación de sus hijos en la escuela.
- que los padres tengan oportunidades múltiples para ser voluntarios activos durante horas de escuela y en actividades extra-escolares.
- que los padres sean socios completos en la educación de sus hijos. Que se incluyen, como sea apropiado, en decisiones y comités asesores para asistir en la educación de sus hijos.

Información sobre pólizas y oportunidades para participación son comunicadas a través de contacto directo a los padres de las siguientes maneras:

- La Póliza de Participación de Padres y Convenio entre Escuela y Padres de Familia se distribuyen a los padres y estudiantes al principio de cada año escolar. Maestros revisan las pólizas de la escuela, además de las que se encuentren en la Agenda Estudiantil, con los estudiantes al principio del año. Se les pide a los padres y tutores que lean la Agenda de su estudiante y platiquen de las pólizas con ellos antes de firmar y regresar el formulario indicando que lo han recibido.
- El Directorio Informativo Para los Padres, Estudiantes y Personal (que se encuentra en la página del Internet del Distrito (www.oxnardsd.org), debajo de “For Parents”, y después “Directory of Information”) notifica a los padres sobre la Póliza de Participación de Padres de una manera uniforme y comprensible. Hasta donde sea posible, se distribuye la póliza a padres en un idioma que pueden entender.
- La escuela Haydock tendrá la Póliza de Participación de Padres disponible para la comunidad local en la página del Internet de la escuela, en la oficina de la escuela, diseminada en la Noche de Regreso a la Escuela en el otoño, y a los padres que se registren después del comienzo del año escolar.
- 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.



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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," 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).

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

 Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X District/School Liaison Team for schools in Program Improvement

 Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

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

 Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10-12-16.

Attested:

Edd Bond

Typed Name of School Principal



Signature of School Principal

10-18-16

Date

Mariana Garcia

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/18/16

Date

The Single Plan for Student Achievement

School: Kamala School
CDS Code: 567253860539
District: Oxnard School District
Principal: Christine McDaniels
Revision Date: October 05, 2016

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 11-02-2016.

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School Vision and Mission

Kamala School's Vision and Mission Statements

Vision:

Kamala Staff is committed to reaching the needs of all our students; whatever it takes.

Mission:

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 a Kindergarten through 8th grade school with 1201 students. Dual Language Immersion is implemented in Kindergarten through second grade. There are 81% English Learners. To assist these students, Kamala has daily interventions for 30 minutes based on data from STAR 360 ELA assessments which include: SIPPS, Read Naturally and PALS. Kamala School's strand focus is Technology and Art. Middle School students are offered technology or art electives. They may also choose AVID as an elective to prepare for college. Kindergarten and first grade have weekly music classes via the Oxnard Music Advocacy Group. Fourth and fifth grades receive art lessons from the District's Art TOSA. Middle school students may take Leadership with a focus on Friday Night Live as an elective.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	150	130	149	127	149	127	99.3	97.7
Grade 4	140	160	140	159	140	159	100.0	99.4
Grade 5	137	153	136	153	136	153	99.3	100
Grade 6	133	139	131	138	131	138	98.5	99.3
Grade 7	107	125	106	122	106	122	99.1	97.6
Grade 8	91	109	90	109	90	109	98.9	100
All Grades	758	816	752	808	752	808	99.2	99

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2323.5	2346.4	2	4	5	8	17	24	77	65
Grade 4	2369.7	2365.1	1	3	6	7	19	15	74	75
Grade 5	2444.6	2439.5	5	2	21	16	25	35	49	47
Grade 6	2429.4	2451.2	1	4	8	13	27	28	64	55
Grade 7	2495.1	2494.1	3	1	25	22	30	37	42	40
Grade 8	2477.2	2491.4	0	1	11	18	36	29	53	51
All Grades	N/A	N/A	2	3	12	14	25	28	61	56

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	5	24	24	72	72
Grade 4	0	6	29	19	71	75
Grade 5	5	2	42	44	53	54
Grade 6	1	7	24	33	76	61
Grade 7	7	3	40	48	54	49
Grade 8	1	8	46	34	53	58
All Grades	3	5	33	33	64	62

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	6	26	35	74	60
Grade 4	1	3	29	30	69	67
Grade 5	4	5	49	48	46	46
Grade 6	2	5	36	43	63	51
Grade 7	8	4	57	62	36	34
Grade 8	2	6	38	41	59	52
All Grades	3	5	38	43	59	52

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	4	38	52	56	44
Grade 4	2	4	49	53	49	43
Grade 5	6	1	58	63	36	36
Grade 6	1	8	54	61	45	31
Grade 7	7	5	61	72	32	23
Grade 8	1	3	52	58	47	39
All Grades	4	4	51	60	45	36

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	6	27	36	72	58
Grade 4	2	3	39	38	59	59
Grade 5	10	7	55	65	35	27
Grade 6	1	9	49	47	50	43
Grade 7	8	12	54	53	39	34
Grade 8	2	10	51	40	47	50
All Grades	4	8	45	47	51	45

Conclusions based on this data:

1. In order to raise scores on writing, an emphasis on Anchor standard 1 is necessary.
2. The Close Reading strategy will be implemented to increase reading scores.
3. Overall scores show a decrease in below standard scores and an increase in above standard and near standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	150	130	149	127	149	127	99.3	97.7
Grade 4	140	160	140	159	140	159	100.0	99.4
Grade 5	137	153	135	153	135	153	98.5	100
Grade 6	133	140	131	139	131	139	98.5	99.3
Grade 7	107	124	105	122	105	121	98.1	98.4
Grade 8	91	109	90	109	90	109	98.9	100
All Grades	758	816	750	809	750	808	98.9	99.1

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2353.5	2367.6	1	3	9	9	26	27	64	61
Grade 4	2389.9	2390.7	1	3	4	8	30	25	65	65
Grade 5	2449.7	2434.8	3	3	8	5	36	33	53	60
Grade 6	2423.2	2444.1	0	1	5	6	27	32	68	62
Grade 7	2474.5	2473.3	4	0	11	10	24	42	61	48
Grade 8	2433.6	2460.6	0	2	2	7	16	17	82	74
All Grades	N/A	N/A	1	2	7	7	27	29	65	62

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	7	27	28	68	65
Grade 4	1	3	16	18	83	79
Grade 5	4	4	37	21	59	75
Grade 6	2	3	21	22	76	75
Grade 7	6	3	28	27	67	69
Grade 8	1	3	11	22	88	75
All Grades	3	4	24	23	73	74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	6	33	29	64	65
Grade 4	1	3	31	27	68	70
Grade 5	5	3	30	20	64	77
Grade 6	0	1	24	34	76	65
Grade 7	5	0	64	55	31	45
Grade 8	1	5	40	43	59	52
All Grades	3	3	36	34	62	64

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	3	42	54	54	43
Grade 4	1	4	29	33	71	62
Grade 5	1	3	43	43	56	54
Grade 6	1	1	34	55	66	44
Grade 7	4	4	66	58	30	38
Grade 8	0	2	22	44	78	54
All Grades	2	3	39	47	59	50

Conclusions based on this data:

1. Overall scores indicate little movement among levels.
2. 8th grade showed the largest gain in communicating reasoning. At or near standard increased to 44% from 22%.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						9	50	43	45	20	21	27	30	36	18
1		1		8	11	12	31	29	37	29	27	35	32	32	16
2	2	1		9	10	11	41	35	40	38	40	33	11	15	17
3	1	6	2	15	12	10	43	44	42	28	26	37	14	13	9
4	7		1	34	24	15	44	56	56	10	16	20	5	5	8
5	9	18	1	46	51	45	30	23	38	10	6	12	4	2	4
6		3		47	31	8	42	39	55	7	20	28	4	7	10
7		7			53	33		27	55		9	10		4	2
8		9	3		24	58		41	33		13	3		13	3
Total	3	4	1	21	22	19	39	37	44	23	23	25	14	14	11

Conclusions based on this data:

1. Kamala School's goal is to have students reclassified Fluent English Proficient by 6th Grade. 2015-2016 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		
	2013-14	2014-15	2015-16
Number of Annual Testers	620	753	684
Percent with Prior Year Data	100.0%	100%	99.9%
Number in Cohort	620	753	683
Number Met	350	404	323
Percent Met	56.5%	53.7%	47.3%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	657	120	596	240	539	227
Number Met	84	57	79	114	54	79
Percent Met	12.8%	47.5%	13.3%	47.5%	10.0%	34.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. Percentages meeting AMAO Levels 1-3 were not met, however, English Language Development is a daily focus at Kamala. Students receive 45 minutes daily of ELD 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		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

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:

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 grade level in basic literacy skills.
- B. 1st Grade- All students will exit 1st grade at grade level in basic literacy skills..
- C. Grades 3- 8- All students will increase proficiency on CAASPP to 25% Met or Exceeded.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster, Homeless and Hispanic.

Data Used to Form this Goal:

- STAR 360 Reading
- Essential Literacy Skills (Kindergarten and 1st grades)
- Site generated CCSS assessments (Grades K-8)
- CAASPP 2016

Findings from the Analysis of this Data:

- Kindergarten: 28% of students read at grade level at the End of Year on STAR 360 ELA.
- 1st grade: 31% of students read at grade level at the End of Year on STAR 360 ELA.
- 2nd grade:16% of students read at grade level at the End of Year on STAR 360 ELA.

- 3rd grade: 22% of students read at grade level at the End of Year on STAR 360 ELA
- 3rd grade: 12% met or exceeded the standard on CAASPP which is a 5% increase from 2015
- 4th grade: 18% of students read at grade level at the End of Year on STAR 360 ELA
- 4th grade: 10% met or exceeded the standard on CAASPP which is a 3% increase from 2015
- 5th grade: 20% of students read at grade level at the End of Year on STAR 360 ELA
- 5th grade: 18% met or exceeded the standard on CAASPP that is a 7% decrease from 2015
- 6th grade: 17% met or exceeded the standard on CAASPP which is a 8% increase from 2015
- 6th grade: 19% of students read at grade level at the End of Year on STAR 360 ELA
- 7th grade: 23% met or exceeded the standard on CAASPP which is a 5% decrease from 2015
- 7th grade: 24% of students read at grade level at the End of Year on STAR 360 ELA
- 8th grade: 19% met or exceeded the standard on CAASPP which is a 8% increase from 2015

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
- STAR 360 ELA
- CAASPP
- Parents also help in evaluating this plan including School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I Meetings: Coffee with the Principal, and Parent Teacher Association (PTA).

Strategy #1

STRATEGY:
The school will ensure the full implementation of the State approved ELA curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teams will collaborate to analyze assessment data, plan CCSS (Common Core State Standards) instruction, district adopted ELA curriculum implementation and use of AR in the classroom.	Administration, Teachers, Coach	Bi-weekly meetings	Not Applicable			
Instructional Supplies will be purchased to support instruction: Technology- laptops. LCD projectors, projector bulbs, document cameras, Promethean Boards, cords and Apple TV; Classroom supplies- paper, pens, pencils, construction paper, crayons, markers and scissors.	Administration, IT	August 2016-June 2017	Materials and supplies	4000-4999: Books And Supplies	Title I	40723
				4000-4999: Books And Supplies	Discretionary	10000
Accelerated Reader will be used in all ELA classes and the library.	Administration, Teachers, Library Tech	August 2016-June 2017	Leveled reading books	4000-4999: Books And Supplies	LCFF - Targeted	2000
				4000-4999: Books And Supplies	Discretionary	2000
				4000-4999: Books And Supplies	Title I	4000
Students in DLI will learn to read in the targeted language of Spanish in K-1.	Administration, DLI Teachers, Coach	August 2016-June 2017	Not applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)					
			Description	Type	Funding Source	Amount		
Progress Monitoring assessments will be administered (including STAR 360 Reading, IPT and curriculum assessments).	Administration, Coach	August 2016-June 2017	Sub costs	1000-1999: Certificated Personnel Salaries	Discretionary	5000		
				1000-1999: Certificated Personnel Salaries			LCFF - EL	1000
				1000-1999: Certificated Personnel Salaries			LCFF - Discretionary	9938
Maintenance Agreements for copiers are needed for teaching materials.	Administration	August 2016-June 2017	Contract	5000-5999: Services And Other Operating Expenditures	Centralized Services	3500		
Teachers will use State adopted, district adopted ELA curriculum.	Administration, Teachers, Coach	August 2016-June 2017	District funded					

Strategy #2

STRATEGY:

The school will ensure equal opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISP Teachers (4) to work with 1st – 5th Grade students regarding ELA Skills: decoding, phonemic awareness, fluency and comprehension during UA time using Phonics for Reading, Read Naturally and STARS (Comprehension).	Administrators, ISP Teachers, Coach	October 2016- June 2017	21, 500 per ISP Teacher	0001-0999:	LCFF - EL	26500
				Unrestricted: Locally Defined		
				0001-0999:	Title III	35000
Unrestricted: Locally Defined						
				0001-0999:	Discretionary	24500
				Unrestricted: Locally Defined		
AVID Field trips for 7th & 8th grade students.	Administrations, AVID Teachers, Coach	September 2016- June 2017	Transportation See Goal 1 Strategy 2			
Students in 7/8 AVID classes will use AVID strategies to assist with ELA achievement.	Administration, AVID Teachers	August 2016-June 2017				
Incentives to promote Accelerated Reader participation and academic incentives for ELA progress.	Administration, Teachers, Coach	August 2016-June 2017	Cost of incentives	4000-4999: Books And Supplies	LCFF - Targeted	15000
Use of I-Pad apps and software for ELA to develop essential literacy skills.	Administration, Teachers	August 2016-June 2017	Site license fees	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	12000
Kindergarten and 8th grade classes will go on a field trip as a culminating activity.	Administration, Kindergarten and 8th grade teachers	May 2017	Fees	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Transportation	5000-5999: Services And Other Operating Expenditures	Discretionary	2000
8th grade students will attend the Museum of Tolerance field trip as a culminating activity.	Administration, 8th grade Teachers	November 2016	Fees	5800: Professional/Con sulting Services And Operating Expenditures	LCFF - Targeted	1000
			Transportation	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	3000
Materials will be purchased for ISP teachers to use with intervention groups.	Administration, Teachers, Coach	October 2016-June 2017	Materials	4000-4999: Books And Supplies	LCFF - Targeted	10000
				4000-4999: Books And Supplies	Title I	21393
Student Study Team Meetings will be held to address specific needs in ELA.	Administration, Teachers, Coach, Counselor, ORC	August 2016-June 2017				

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent meetings for DLI parents will be held for incoming Kindergarten families.	Administration, Teachers, ORC	November 2016				
Translation services for conferences and meetings will be provided.	Administration	Ongoing	Certificated salaries	0001-0999: Unrestricted: Locally Defined	Discretionary	2600
				0001-0999: Unrestricted: Locally Defined	Title I	1300
Workshops for incoming Kindergarten families will be provided.	Administration, Teachers, Coach	May 2017	Materials and teacher cost	0001-0999: Unrestricted: Locally Defined	Discretionary	26,046
Collaboration will occur between San Miguel Pre-K and Kamala Kindergarten teachers.	Administration and teachers	May 2017				

Strategy #4

STRATEGY:
 The school will implement a transition plan for 5th grade students transitioning to middle school classes and 8th grade students transitioning to high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th and 6th grade teachers will collaborate regarding ELA concepts.	Administration, Teachers	May 2017				
5th grade orientation for transition to middle school classes will be offered.	Administration, Teachers	August 2016				
8th grade student meetings will be held with OUHSD Counselors.	Administration, Teachers, OUHSD Counselors	May 2017				
Collaboration will occur between site and OUHSD administration for 8th grade transition.	Administration, OUHSD Administration	December 2016				

Strategy #5

STRATEGY:
The school will provide professional development to support full implementation of the ELA curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7th and 8th grade teachers will participate in AVID Summer Institute professional development to implement AVID Strategies in the ELA curriculum.	Administration, AVID Center, Teachers	Summer 2017	Travel cost, meals, registration, hotel and hourly rate (\$67)	0001-0999: Unrestricted: Locally Defined	Discretionary	3600
				0001-0999: Unrestricted: Locally Defined		
				0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	5000
Teachers of ELs will participate in Read Naturally professional development to support students in their primary language and the targeted language in the DLI Program.	Administration, ISP Teachers, Extra Support Teachers	Ongoing	\$67 hourly rate See Goal 1 Strategy 1			
Teachers will participate in Accelerated Reader professional development to set goals for student reading.	Administration, Teachers, Coach	August 2016, October 2016 and February 2017	\$67 hourly rate	0001-0999: Unrestricted: Locally Defined	LCFF - EL	4,800
Kindergarten teachers will attend the Kindergarten Conference to support implementation of CCSS in ELA.	Administration, Teachers	October 2016 and February 2017	Travel cost, meals, registration and hotel			
K-5th grade teachers will participate in professional development for the new ELA/ELD adoption.	Administration, Teachers	August - October 2016				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Education teachers will participate in professional development for reading techniques to support students with special needs.	Administration, Teachers	February 2017	\$67 hourly rate See Goal 1 Strategy 1			
K-3 DLI teachers will attend the Dual Language Immersion Conference to support students in ELA instruction in targeted language.	Administration, Teachers, Coach	June 2017	Travel cost, meals, registration, hotel and hourly rate	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary LCFF - Targeted	3000 12000

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: Coffee with the Principal to discuss curriculum, budget and parent concerns.	Administration	Quarterly	Not Applicable			
School Site Council Meetings will be held to monitor the implementation of the SPSA.	Administration, SSC members	Monthly	Not Applicable			
ELAC Meetings will be held to discuss curriculum for English Learners, needs of EL's and provide input for the SPSA.	Administration, ELAC members	Monthly	Not Applicable			
PTA Meetings will be held to plan activities and fundraise for students.	Administration, Teachers, Staff, PTA members	Monthly	Not Applicable			
Child care will be provided for parents for meetings.	Administration, Staff	Monthly	Cost for childcare	0001-0999: Unrestricted: Locally Defined	Discretionary Title I	450 650
Connect Ed phone calls with information will be sent in English and Spanish.	Administration, Teachers, Staff	Weekly				

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher Liaison, admin and ASES	Ongoing	ASES Grant	0001-0999: Unrestricted: Locally Defined	After School and Education Safety (ASES)	3251
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				

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. 2nd Grade- All students will count, read and write whole numbers to 1,000. Students will be able to round to the nearest tens, hundreds or thousands place.
- D. 3rd - 8th Grades - All students will score at "Standard Met" on the CAASPP test.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster, Homeless and Hispanic.

Data Used to Form this Goal:

- Common Core State Standards for Kindergarten to 8th
- Curriculum Tests
- Star 360 Math Placement Test for Kindergarten to 8th
- CAASPP Data Spring 2015

Findings from the Analysis of this Data:

- Kindergarten: 1% of students scored at grade level at the end of the year on the STAR 360 Math Assessment
- 1st grade: 63% of students scored at grade level at the end of the year on the STAR 360 Math Assessment
- 2nd grade: 29% of students scored at grade level at the end of the year on the STAR 360 Math Assessment
- 3rd grade: 10% met or exceeded the standard on CAASPP
- 3rd grade: 41% of students scored at grade level at the end of the year on the STAR 360 Math Assessment
- 4th grade: 5% met or exceeded the standard on CAASPP
- 4th grade: 28% of students scored at grade level at the end of the year on the STAR 360 Math Assessment
- 5th grade: 11% met or exceeded the standard on CAASPP
- 5th grade: 38% of students scored at grade level at the end of the year on the STAR 360 Math Assessment
- 6th grade: 5% met or exceeded the standard on CAASPP
- 6th grade: 40% of students scored at grade level at the end of the year on the STAR 360 Math Assessment
- 7th grade: 15% met or exceeded the standard on CAASPP
- 7th grade: 49% of students scored at grade level at the end of the year on the STAR 360 Math Assessment
- 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
- STAR 360 Math
- CAASPP
- Progress Monitoring
- SMART Goals
- Parents also help in evaluating this plan including School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I Meetings: Coffee with the Principal, and Parent Teacher Association (PTA).

Strategy #1

STRATEGY:

The school will ensure the full implementation of the State approved math curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teams will collaborate to analyze assessment data, plan CCSS (Common Core State Standards) instruction and district adopted math curriculum implementation.	Administration, Teachers, Coach	Bi-weekly meetings				
Instructional Supplies will be purchased to support instruction: Technology- laptops, LCD projectors, projector bulbs, document cameras, Promethean Boards, cords and Apple TV; Classroom supplies- paper, pens, pencils, construction paper, graph paper, crayons, markers and scissors.	Administration, IT	August 2016-June 2017	See Goal 1, Strategy 1, Action 2			
Teachers will use State adopted, district adopted math curriculum.	Administration, Teachers, Coach	August 2016-June 2017	District funded			
Progress Monitoring assessments will be administered (including STAR 360 math and curriculum assessments).			See Goal 1, Strategy 1, Action 5			

Strategy #2

STRATEGY:
 The school will ensure equal 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- 5th grades and combination class teachers to increase proficiency of basic math skills.	Administration, ISP Teachers	September 2016-June 2017	See Goal 1, Strategy 2, Action 1			
Computer Lab Tech will receive extra hours to assist teachers in applying apps on I-Pads for math skills practice.	Administration, Site Technolohy Tech	August 2016-June 2017	Classified Over time	0001-0999: Unrestricted: Locally Defined	Discretionary	2000
EST Teachers to support at-risk students based on STAR 360 math assessment and curriculum assessments.	Administration, EST Teachers	August 2016-June 2017	District funded			
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	August 2016-June 2017				

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent night meetings for DLI parents will be held for incoming Kindergarten families.	Administration, Teachers. ORC	November 2016	See Goal 1 Standard 2			
Translation services for conferences and meetings will be provided.	Administration	August 2016-June 2017	See Goal 1, Strategy 3, Action 2			
Workshops for incoming Kindergarten families will be provided.	Administration, Teachers, Coach	MAy 2017	See Goal 1, Strategy 3, Action 3			
Collaboration between San Miguel Pre-K and Kamla Kindergarten teachers will occur.	Administration, Teachers	May 2017				
Kindergarten Readiness classes for math concepts will be provided.	Administration, Teachers, Coach	May 2017				

Strategy #4

STRATEGY:

The school will implement a transition plan for 5th grade students transitioning to middle school classes and 8th grade students transitioning to high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th and 6th grade teachers will collaborate regarding math concepts.	Administration, Teachers	May 2017				
5th grade orientation for transition to middle school classes will be offered.	Administration, Teachers	August 2016				
8th grade student meetings will be held with OUHSD Counselors.	Administration, Teachers, OUHSD Counselors	May 2017				
Collaboration will occur between site and OUHSD administration for 8th grade transition.	Administration and OUHSD Administration	December 2016				

Strategy #5

STRATEGY:
The school will provide professional development to support full implementation of the Math curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7th and 8th grade teachers will participate in AVID Summer Institute professional development to implement AVID Strategies in the math curriculum.	Administration, Teachers	August 2017	See Goal 1, Strategy 5, Action 1			
All teachers will participate in professional development for the K-5 and 6-8 math curriculums.	Administration, Teachers	Ongoing				
K-3 DLI teachers will attend the Dual Language Immersion Conference to support students in math instruction in targeted language.	Administration, Teachers, Coach	June 2017	See Goal 1, Strategy 5, Action 7			
The RSP Math Teacher and 7th Grade Math teacher will attend the Math Conference to support students in CCSS Math.	Administration, Teachers	November 2016	Travel cost, meals, registration, and hotel	0001-0999: Unrestricted: Locally Defined	Discretionary	4000
Teachers will attend the CUE Conference to support instruction to integrate technology with the math curriculum.	Administration, IT, Teachers	March 2017	Travel cost, meals, registration, and hotel	0001-0999: Unrestricted: Locally Defined	Title I	15,000
Kindergarten teachers will attend the Kindergarten Conference to support implementation of CCSS in math.	Administration, Teachers	October 2016, February 2017	See Goal 1, Strategy 5, Action 4			

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: Coffee with the Principal to discuss curriculum, budget and parent concerns.	Administration	Quarterly				
School Site Council Meetings will be held to monitor the implementation of the SPSA.	Administration, SSC members	Monthly				
ELAC Meetings will be held to discuss curriculum for English Learners, needs of EL's and provide input for the SPSA.	Administration, ELAC members	Monthly				
PTA Meetings will be held to plan activities and fundraise for students.	Administration, Teachers, Staff, PTA members	Monthly	No cost			
Child care will be provided for parents for meetings.	Administration, Staff	Monthly	Classified salary	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	300
Connect Ed phone calls with information will be sent in English and Spanish.	Administration, Teachers, Staff	Weekly				

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Administration, ASES Liaison and ASES Administrator	Monthly	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.	Administration and ASES Administration	Monthly				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
AMAO #1: 100% of all English Learners will advance one level on the CELDT or remain at the Advanced Level for each subtest at the CELDT. AMAO #2: 55% of students who have been in US school system for more than 5 years will reach proficiency on the CELDT. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster, Homeless and Hispanic.
Data Used to Form this Goal:
<ul style="list-style-type: none">• California State Standards for Kindergarten and 1st Grade CELDT Ddata• CELDT data• IPT data
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• 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
- IPT
- CELDT
- CAASPP
- Parents also help in evaluating this plan including School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I Meetings: Coffee with the Principal, and Parent Teacher Association (PTA).

Strategy #1

STRATEGY:
The school will ensure the full implementation of the State approved ELD curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teams will discuss student progress in ELD Groups	Administration, Teachers	Bi-Monthly				
Teachers will implement SIOP strategies for EL students.	Administration, Teachers	August 2016-June 2017				
Administration will monitor ELD curriculum implementation and instruction.	Administration	August 2016-June 2017				
Teachers will instruct 45 minutes of ELD daily in 1st-8th grades and 30 minutes of ELD daily for Kindergarten.	Administration, Teachers	August 2016-June 2017				

Strategy #2

STRATEGY:

The school will ensure equal opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tutoring will be provided for English Learners before and after school in ELA and math.	Administration, Teachers	September 2016-May 2017	Teacher hourly rate	1000-1999: Certificated Personnel Salaries	LCFF - EL	35000
					Title I	20000
			Materials	4000-4999: Books And Supplies	LCFF - Targeted	3000
				Discretionary	1755	
Tutoring will be provided for English Learners before and after school.	Administration, Teachers	September 2016-May 2017	Materials	4000-4999: Books And Supplies	LCFF - EL	2000
			Teacher hourly rate	1000-1999: Certificated Personnel Salaries	LCFF - EL	8343
The ELRT (English Learner Review Team) will monitor EL students in need of extra support.	Administration, Teachers, Counselor, ORC, Coach	September 2016-May 2017	See Goal 1, Strategy 1, Action 6			

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
Translation services for conferences and meetings will be provided.	Administration	August 2016-June 2017	See Goal 1, Strategy 3, Action 2			
Workshops for incoming Kindergarten families will be provided.	Administration, Teachers	May 2017	See Goal 1, Strategy 3, Action 3			
Kindergarten transition meetings for EL students and parents will be held.	Administration, Teachers	May 2017	Materials for the activities at the meeting	0001-0999: Unrestricted: Locally Defined	Title III	297
Collaboration between San Miguel Pre-K and Kamala Kindergarten teachers will occur.	Administration, Teachers	May 2017				

Strategy #4

STRATEGY:
 The school will implement a transition plan for 5th grade students transitioning to middle school classes and 8th grade students transitioning to high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th and 6th grade teachers will collaborate regarding ELD concepts.	Administration, Teachers	May 2017	No cost			
5th grade orientation for transition to middle school classes will be offered.	Administration, Teachers	August 2016	Teacher cost See Goal 1 Strategy 2			
8th grade student meetings will be held with OUHSD Counselors.	Administration, Teachers and OUHSD Counselors	February 2017				
Collaboration will occur between site and OUHSD administration for 8th grade transition.	Administration, OUHSD Administration	December 2016				

Strategy #5

STRATEGY:
The school will provide professional development to support full implementation of the ELD curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will participate in professional development for ELD CCSS.	Administration, Teachers, EL Services Department	Annual	Not Applicable			
All teachers will participate in professional development in SIOP given by the EL TOSA and Site Coach.	Administration, Coach, EL TOSA	November 2015-June 2016	See Goal 1 Strategy 1 Sub costs			
K-5 teachers will participate in professional development for the newly adopted ELD curriculum.	Administration, Teachers, Coach	June 2016-May 2017				

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: Coffee with the Principal to discuss curriculum, budget and parent concerns.	Administration	Quarterly	Not Applicable			
School Site Council Meetings will be held to monitor the implementation of the SPSA.	Administrators, SSC members	Monthly	Not Applicable			
ELAC Meetings will be held to discuss curriculum for English Learners, needs of EL's and provide input for the SPSA.	Administration, ELAC members	Monthly	Not Applicable			
PTA Meetings will be held to plan activities and fundraise for students.	Administration, PTA members and teachers	Monthly	Not Applicable			
Child care will be provided for parents for meetings.	Administration, Staff	Monthly	See Goal 1, Strategy 6, Action 5			
Connect Ed phone calls with information will be sent in English and Spanish.	Administration, Teachers, Staff	Weekly				

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Administration, ASES Administration and ASES Liaison	Monthly	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.	Administration and ASES Administration	Monthly				

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Safety
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
<p>A. Positive Behavior Plan: School will monitor and implement CHAMPS for bullying prevention and classroom management support program.</p> <p>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.</p> <p>C. School goal of 98% daily attendance for grades Kinder to 8th.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster, Homeless and Hispanic.</p>
Data Used to Form this Goal:
<ul style="list-style-type: none">• Suspensions from 2015-2016• Attendance Data from 2015-2016
Findings from the Analysis of this Data:
<p>There was an increase in suspensions for the 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 2015-2016 school year.</p>

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.
- Attendance Data

Strategy #1

STRATEGY:
The school will ensure the full implementation of a Positive Behavior Support System and Safety Plan.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Admin, Outreach Coordinator and Counselor will support teachers dealing with bullying by providing grade level assemblies, Anti-Bullying presentations in the classrooms and CHAMPS implementation support for behavior expectations on campus.	Administration, ORC, Counselor	August 2016-June 2017				
Implementation of Minnesota Smoking Prevention Program for 6th grade classes.	Administration, 6th grade Teachers, ORC	August 2016-June 2017				
6th, 7th and 8th grade teachers will implement Project Alert Curriculum in science classes.	Administration, Positive Behavior Support Team	August 2016-June 2017	No cost			
Safety Committee and Administrative Team will review and update Comprehensive Safe School Plan.	Administration, Safety Committee	August 2016-June 2017				
The school counselor will work with students to make positive choices in adverse situations.	Administratration, Counselor	August 2016-June 2017				
Administrators, Counselor and ORC will visit classrooms and reward students following the 3 B's.	Administration, Counselor, ORC	Bi-Weekly				
Administration and ORC will reward perfect attendance.	Administration, ORC	Monthly	Cost of incentives	4000-4999: Books And Supplies	LCFF - Targeted	19467

Strategy #2

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will provide enrichment activities as incentives for following the 3 R's of behavior.	Administration, Teachers	Monthly	Cost of incentives	0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	10000
All students will participate in Red Ribbon Week.	Administration, Teachers, Counselor	Annually	Cost of materials			

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
CHAMPS will be introduced at the Kindergarten transition workshops.	Administration, Teachers	May 2017	See Goal 1, Strategy 3, Action 3			

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students transitioning to middle school classes and 8th grade students transitioning to high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th and 6th grade teachers will collaborate regarding academic and behavior expectations.	Administrators and ORC	May 2017				
5th grade orientation for transition to middle school classes will be offered.	Administration, Teachers	August 2016				
8th grade student meetings will be held with OUHSD Counselors.	Administration, Teachers, OUHSD Counselors	May 2017				
Collaboration will occur between site and OUHSD administration for 8th grade transition.	Administration, OUHSD Administration	December 2016				

Strategy #5

STRATEGY:
The school will provide professional development to implement the positive behavior support system and emergency preparedness.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
New teachers and classified staff will receive professional development on CHAMPS.	Administration, Teachers, Staff, Counselor, Pupil Services Dept.	October and November 2016	Centralized Services			
Earthquake, lock down and fire drills will be held to prepare for a disaster.	Administration, Safety Committee	Monthly				

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent training on Cyber Safety will be provided regarding Cyber Citizenship.	Administration, Teachers	Annual	Certificated Salary See Goal 2 Strategy 2			
Parents will receive training on how to responsibly use I-Pads with students.	Administration, Teachers	Annual	Certificated Salary See Goal 4 Strategy 6			
At School Site Council meetings, the importance of student attendance and safety will be addressed.	Administration, ORC, SSC members	Annually				
At ELAC Committee meetings, the importance of student attendance and safety will be addressed.	Administration, ORC, ELAC members	Annually				

Strategy #7

STRATEGY:
The school will support the district implementation of the After School Education Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> • Meets monthly with ASES Administrator and other Liaisons. • Meets with school staff as needed 	Administration, Teacher Liason, and ASES Administrator	Ongoing	Goal 1 Strategy 1			
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.	Administration and ASES Administrator	Ongoing	After School and Education Safety (ASES)			

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Academic Strand Focus - Arts and Technology
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
All students will engage in learning opportunities to expand their experience with the school-wide Strand focus of Arts and Technology. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster, Homeless and Hispanic.
Data Used to Form this Goal:
Second year of implementation.
Findings from the Analysis of this Data:
No data available.
How the School will Evaluate the Progress of this Goal:
Integrated Theme Unit Assessments.

Strategy #1

STRATEGY:

Implementation of the CCSS with a focus on art and technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kinder through 8th grade will implement the CCSS using technology and art in various mediums: Foundations of Art, Graphic Arts, Performing Arts, Visual Arts and Digital Arts.	Administration, Teachers	August 2016- June 2017	Books for music, art and plays	4000-4999: Books And Supplies	Discretionary	2000
4th and 5th grade art lessons from OSD Art TOSA	Administration, Teachers, Art TOSA	October 2016-June 2017	District funded			
Kindergarten and 1st grade students will participate in Music in the Classroom taught by OMAG staff.	Administration, OMAG staff	November 2016-June 2017	OMAG MOU	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	4500

Strategy #2

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th-8th grade students may participate in Art Club after school.	Administration, Teachers	October 2016-June 2017	Materials Teahcer hourly rate			
6th-8th Grades may participate in Singing Club, Digital Photography Club and Technology Club.	Administration, Teachers	October 2016-June 2017	Materials Teacher hourly rate			
7th-8th grade students may participate in theTechnology elective.	Administration, Teacher	August 2016-June 2017	See Goal 1, Strategy 1, Action 2			
7th-8th grade students may participate in the Advanced Technology elective,	Administration, Teacher	August 2016-June 2017	See Goal 1, Strategy 1, Action 2			

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
Information regarding the Strand Focus of Arts and Technology will be shared at the worksops for incoming Kindergarten families.	Administration, Teachers, Coach	May 2017	See Goal 1, Strategy 3, Action 3			

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students transitioning to middle school classes and 8th grade students transitioning to high school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th and 6th grade teachers will collaborate regarding the Strand Focus Units.	Administration, Teachers	April 2017-June 2017	No cost.			
5th grade orientation for transition to middle school classes will be offered.	Administration, Teachers	August 2016				
8th grade student meetings will be held with OUHSD Counselors.	Administration, Teachers, OUHSD Counselors	May 2017				
Collaboration will occur between site and OUHSD administration for 8th grade transition.	Administration, OUHSD Administration	December 2016				

Strategy #5

STRATEGY:
The school will provide professional development to support full implementation of the ELA curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kindergarten teachers will attend the Kindergarten Conference to support implementation of Art.	Administration, Teachers	October 2016, February 2017	See Goal 1, Strategy 5, Action 4			
Teachers will attend the CUE Conference to support instruction to integrate technology with the math curriculum.	Administration, Teachers	March 2017	See Goal 2, Strategy 5, Action 5			

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent meetings will be held to show parents how to use the I-Pad to support classroom instruction.	Administration, Teachers	November 2016-June 2017	See Goal 1 Strategy 6			
Parent evenings will be held to showcase music club performance.	Administration, Teachers	May 2017				
Parent evenings will be held to showcase artwork from the After School Program's art club.	Administration, Teachers	May 2017				

Strategy #7

STRATEGY:

The school will support the district implementation of the After School Education Grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Administration, ASES Coordinator	October 2016-June 2017	ASES Grant		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, ASES Coordinator	October 2016-June 2017	ASES Grant		ASES	
6th-8th Grade students may participate in Art Trek after school via the ASES Program.	Administration, ASES Coordinator	August 2016-June 2017	ASES Grant		ASES	
1st-5th Grade students may participate in the Science Program after school via the ASES Program.	Administration, ASES Coordinator	August 2016-June 2017	ASES Grant		ASES	

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

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 grade level in basic literacy skills.
- B. 1st Grade- All students will exit 1st grade at grade level in basic literacy skills..
- C. Grades 3- 8- All students will increase proficiency on CAASPP to 25% Met or Exceeded.

Goal 2: Mathemematics

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. 2nd Grade- All students will count, read and write whole numbers to 1,000. Students will be able to round to the nearest tens, hundreds or thousands place.

D. 3rd - 8th Grades - All students will score at "Standard Met" on the CAASPP test.

Goal 3: ENglish Learners

AMAO #1: 100% of all English Learners will advance one level on the CELDT or remain at the Advanced Level for each subtest at the CELDT.

AMAO #2: 55% of students who have been in US school system for more than 5 years will reach proficiency on the CELDT.

Goal 4: Safety

A. Positive Behavior Plan: School will monitor and implement CHAMPS for bullying prevention and classroom management support program.

B. Emergency Preparedness: School will continue with implementation of school safety plan which includes disaster preparedness readiness, tobacco use prevention, anti-bullying, drug abuse prevention, and Migrant Health Services.

C. School goal of 98% daily attendance for grades Kinder to 8th.

Goal 5: Strand Focus-Arts and Technolgy

All students will engage in learning opportunities to expand their experience with the school-wide Strand focus of Arts and Technology.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	August 2016-June 2017	Coach Centralized Services	1000-1999: Certificated Personnel Salaries	Centralized Services	106,563
Library Technician	August 2016-June 2017	Library Tech	2000-2999: Classified Personnel Salaries	Centralized Services	55,718
Computer Lab Tech	August 2016-June 2017	Site Lab Tech	2000-2999: Classified Personnel Salaries	Centralized Services	60,303
Maintenance Agreement for Copy Machine(s)	August 2016-June 2017	Copy Machines	5000-5999: Services And Other Operating Expenditures	Centralized Services	12,701
Counselor	August 16-June 2017	Counselor	1000-1999: Certificated Personnel Salaries	Centralized Services	105,968
Outreach	July 2016-June 2017	Outreach	2000-2999: Classified Personnel Salaries	Centralized Services	48,454

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	After School and Education Safety (ASES)	3,251.00
5000-5999: Services And Other Operating	Centralized Services	3,500.00
	Discretionary	1,755.00
0001-0999: Unrestricted: Locally Defined	Discretionary	63,196.00
1000-1999: Certificated Personnel Salaries	Discretionary	5,000.00
4000-4999: Books And Supplies	Discretionary	14,000.00
5000-5999: Services And Other Operating	Discretionary	2,000.00
5800: Professional/Consulting Services And	Discretionary	13,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Discretionary	18,300.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	9,938.00
0001-0999: Unrestricted: Locally Defined	LCFF - EL	31,300.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	44,343.00
4000-4999: Books And Supplies	LCFF - EL	2,000.00
	LCFF - Targeted	12,000.00
4000-4999: Books And Supplies	LCFF - Targeted	49,467.00
5000-5999: Services And Other Operating	LCFF - Targeted	3,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	5,500.00
	Title I	20,650.00
0001-0999: Unrestricted: Locally Defined	Title I	19,900.00
4000-4999: Books And Supplies	Title I	66,116.00
0001-0999: Unrestricted: Locally Defined	Title III	35,297.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	3,251.00
Centralized Services	3,500.00
Discretionary	98,951.00
LCFF - Discretionary	28,238.00
LCFF - EL	77,643.00
LCFF - Targeted	69,967.00
Title I	106,666.00
Title III	35,297.00

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. Ensure teachers are teaching Common Core State Standards with a focus on complex text.

Identify the major expenditures supporting these priorities.

Intervention Service Providers, tutoring, and teacher release time for collaboration 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 equipment and software, collaboration among grade levels and tutoring students performing below grade level.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

N/A

What specific actions related to those strategies were eliminated or modified during the year?

N/A

Identify barriers to full or timely implementation of the strategies identified above.

N/A

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

N/A

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

N/A

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

After/ Before School Tutoring led to 71 students being reclassified as Fluent English Proficient.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

One Intervention teacher quit in December. As a result, fewer students were able to receive intervention services.

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, STAR 360 ELA and Math, as well as curriculum assessments 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 Progressive Discipline and parent communication.

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			
Nidia Mejia		X			
Joan Louth		X			
Minerva Lopez				X	
Patricia Vargas				X	
Maria Melgoza				X	
Corine Pinon				X	
Black Bear				X	
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy



Kamala Academy of Art & Technology

634 West Kamala Street, Oxnard, CA 93033 • tel (805) 385-1548 • fax (805) 486-2893

Principal: Christine McDaniels

Assistant Principal: Greta Culty

Assistant Principal: Rosario Villalpando

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 CAASPP 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 and soccer games
- Parent-Teacher-Student Conferences
- PTA
- Back-to-School Night

Training for Parents:

- State Academic Standards
- CAASPP
- CELDT
- Kindergarten Preparation
- 1st Grade Preparation
- Promotion Ceremony Readiness
- Homework Assistance



Christine McDaniels
Kamala Elementary School
([Change Account](#))



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2016-17 Single Plan For Student Achievement ES	2016-10-18		View	View	55

Previous Section	Current Section	Next Section
School Site Council Membership	Recommendations and Assurances	Parent Involvement Policy

Recommendations and Assurances

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

- 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
Christine McDaniels 10-19-16

 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

Attested:

 Typed Name of School Principal

Christine McDaniels _____ 10-19-16
 Signature of School Principal Date

 Typed Name of SSC Chairperson

Joan Louth _____ 10-19-16
 Signature of SSC Chairperson Date

Previous Section	Current Section	Next Section
School Site Council Membership	Recommendations and Assurances	Parent Involvement Policy

HOW TO USE - DOCUMENT TRACKING SERVICES

- Click on the # under 'Edit By Sections' for the document you want to work with
- Click each Section Name (e.g. "Section 1,") to edit your document data
- To **update** your data make changes in the appropriate fields and click 'Save Data'.
- To **view** the updated document, click 'View Current Document'.
- To **print** the document, click on the 'Print' icon on your internet browser.

The Single Plan for Student Achievement

School: Lemonwood K-8 School
CDS Code: 56725386100333
District: Oxnard School District
Principal: Sally Wennes
Revision Date: November 2, 2016

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: 805-385-1551
Address: 2200 Carnegie Court
Oxnard, California 93033
E-mail Address: swennes@oxnardsd.org

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

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School Vision and Mission

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 TK-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 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 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.

At Lemonwood, 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 California Assessment of Student Performance and Progress (CAASPP), 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 Lemonwood is constantly at work ensuring that our instructional program benefits the students and meets their needs. Teachers meet in grade level teams 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 site administration and TOSA. The TOSA is critical in supporting teachers with new information, strategies, assessment and data analysis.

We have instituted a Academic Strand Focus of Communication, Art and Technology (CAT). 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.

Lemonwood offers a Dual Language Program in Kindergarten, First, and Second grades in order to promote bilingualism and biliteracy. We follow a 90:10 model (Spanish/English) which is evident in the kindergarten and first grades, and follow an 80:20 model in the 2nd grade. Lemonwood also has a Transitional Bilingual Program in third grade 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. Our Math Facts in A Flash program provides additional opportunities for students to constantly revisit critical math skills. All students are using Core 5 to support their own individual needs for language arts from grades TK to 8th grade. 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 throughout the year.

We have instituted an instructional and intervention program, using the MTSS model, which revolves around ensuring that students are readers. We use our district extra support teachers to reduce class size ratios at grades 2-5, allowing for the teacher or the extra support teacher to work with students. Paraprofessionals have been hired to support in our TK and 1st grade classes to support small group instruction as well. 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 support our general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. In our middle school, students needing additional resources are seen through our MTSS model through smaller class sizes and a co-teaching model with additional special education staff in the classroom as well.

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, assistant principals, the instructional TOSA, 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 Lemonwood, our positive behavior program is CHAMPS. All staff has been trained in and implements this program which focuses on teaching students specific expectations regarding conversation levels, how to get help, activity, movement, and participation. 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.

At Lemonwood, 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	147	111	145	110	142	110	98.6	99.1
Grade 4	127	140	126	140	92	140	99.2	100
Grade 5	118	122	113	119	113	119	95.8	97.5
Grade 6	95	102	95	102	90	102	100.0	100
Grade 7	81	80	80	79	78	79	98.8	98.8
Grade 8		75		74		74		98.7
All Grades	568	630	559	624	515	624	98.4	99

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2356.5	2352.9	3	3	9	14	32	26	54	57
Grade 4	2394.9	2415.3	6	9	10	14	15	28	42	50
Grade 5	2460.9	2447.6	11	11	22	17	27	23	41	50
Grade 6	2465.1	2476.7	1	4	16	20	41	40	37	36
Grade 7	2444.3	2469.7	0	0	6	18	28	33	64	49
Grade 8		2460.4		0		9		28		62
All Grades	N/A	N/A	4	5	13	15	28	29	47	50

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	7	33	32	62	61
Grade 4	9	10	34	46	58	44
Grade 5	12	13	48	34	41	52
Grade 6	7	7	42	46	51	47
Grade 7	1	5	31	42	68	53
Grade 8		1		28		70
All Grades	7	8	38	39	56	53

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	2	42	45	56	54
Grade 4	2	6	41	51	57	44
Grade 5	13	10	47	39	40	50
Grade 6	4	4	39	51	57	45
Grade 7	0	3	41	47	59	51
Grade 8		0		35		65
All Grades	4	4	42	45	53	50

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	5	59	52	35	44
Grade 4	8	7	61	61	32	31
Grade 5	10	10	60	56	30	34
Grade 6	3	7	73	69	23	25
Grade 7	0	4	44	58	56	38
Grade 8		0		59		41
All Grades	6	6	60	59	35	35

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	2	48	45	50	53
Grade 4	9	5	45	54	47	41
Grade 5	19	18	54	56	27	25
Grade 6	9	10	64	72	27	19
Grade 7	1	3	46	58	53	39
Grade 8		5		41		54
All Grades	8	8	51	55	41	38

Conclusions based on this data:

1. Overall, more students met or achieved standards in English Language Arts, going from 17% to 20%.
2. Writing is an area needing further study. Our Extra Support Teachers were trained in Summer, 2016 on Step Up to Writing and are utilizing these skills with our 4th and 5th grade students daily. Additional training will be given to our middle school Language Arts teachers.
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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	147	111	144	110	138	110	98.0	99.1
Grade 4	127	140	126	140	121	140	99.2	100
Grade 5	118	122	113	119	107	119	95.8	97.5
Grade 6	95	102	95	102	91	102	100.0	100
Grade 7	81	80	80	79	76	79	98.8	98.8
Grade 8		75		74		74		98.7
All Grades	568	630	558	624	533	624	98.2	99

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2375.5	2378.5	1	3	13	23	31	25	52	50
Grade 4	2399.4	2410.8	2	0	7	10	32	43	56	47
Grade 5	2447.6	2419.4	4	1	10	5	27	24	54	71
Grade 6	2441.0	2444.6	0	1	7	9	31	31	58	59
Grade 7	2402.5	2442.6	0	0	3	6	19	32	74	62
Grade 8		2437.3		0		3		18		80
All Grades	N/A	N/A	1	1	8	10	28	30	57	60

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	8	35	37	59	55
Grade 4	4	4	24	25	72	71
Grade 5	7	2	22	16	71	82
Grade 6	3	5	26	21	70	75
Grade 7	1	1	16	30	83	68
Grade 8		0		22		78
All Grades	5	4	26	25	70	71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	9	34	41	62	50
Grade 4	5	2	25	46	70	52
Grade 5	5	3	39	22	56	76
Grade 6	0	2	36	29	64	69
Grade 7	0	1	21	35	79	63
Grade 8		0		43		57
All Grades	3	3	32	36	65	61

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	5	57	50	40	45
Grade 4	3	3	38	45	59	52
Grade 5	9	2	48	36	43	62
Grade 6	1	5	43	56	56	39
Grade 7	0	0	67	38	33	62
Grade 8		1		35		64
All Grades	4	3	50	44	47	53

Conclusions based on this data:

1. Mathematical Concepts and Procedures was the weakest subtest for Lemonwood students, with 71% falling below the standards. This will be an area of focus in 2016-2017.
2. Overall achievement went up by 2% for standards met and exceeded.
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	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K			6		7	11	38	43	39	13	29	33	50	21	11
1				11	3	24	24	26	47	22	31	14	43	40	15
2		2		16	16	9	42	33	31	29	32	45	13	17	14
3	1	4		11	21	17	40	46	43	32	18	22	15	10	18
4	1	3	6	34	31	31	44	37	42	10	20	10	10	9	10
5	8	12	2	35	47	44	35	27	36	21	8	12	2	7	6
6	10	7	4	34	30	47	43	32	31	10	23	13	3	9	4
7		2			27	24		56	50		15	15			12
8						8			70			16			5
Total	2	4	2	20	22	25	37	36	42	23	23	20	17	16	11

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		
	2013-14	2014-15	2015-16
Number of Annual Testers	541	590	583
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	541	590	583
Number Met	282	304	308
Percent Met	52.1%	51.5%	52.8%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	550	113	526	147	455	208
Number Met	72	48	74	63	77	76
Percent Met	13.1%	42.5%	14.1%	42.9%	16.9%	36.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. More students met the target in 2015-16 than in the previous years. The percentage of students was also higher (52.8%) than in previous years.
2. AMAO 2 students that have been in the US for less than 5 years exceeded the target of 1.0% increase within the year by having a growth of 2.8%. 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 had a decreased percentage met, going from 42.9% in 2014-15 to 36.5% in 2015-16.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

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 2016-2017.
- B. All Kindergarten and 1st grade students will meet the STAR Early Literacy benchmark by the end of 2016-2017.
- C. All 2nd-8th Grade students will meet the STAR 360 Reading benchmarks.

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:

- Transitional Kindergarten district benchmarks
- STAR 360 Reading
- STAR 360 Early Literacy
- Accelerated Reader
- Annual CELDT
- CAASPP ELA
- Lexia

Findings from the Analysis of this Data:

Fall benchmark data shows the following:

Kindergarten - 14% at benchmark

1st Grade - 18% at benchmark
2nd Grade - 29% at benchmark
3rd Grade - 18% at benchmark
4th Grade - 23% at benchmark
5th Grade - 18% at benchmark
6th Grade - 23% at benchmark
7th Grade - 16% at benchmark
8th Grade - 11% at benchmark

How the School will Evaluate the Progress of this Goal:

- Transitional Kindergarten district benchmarks
- STAR 360 (Reading and Early Literacy)
- Accelerated Reader
- Annual CELDT
- Teachers will meet in grade level meetings after assessment period to analyze data
- Progress Monitoring
- Student Monitoring Conferences
- Assessment-driven classroom instruction and RtI interventions with Instructional Coach and teachers

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	
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 2016-June 2017	Teacher Substitutes - 3x/year	1000-1999: Certificated Personnel Salaries	Title III	1842.75	
				1000-1999: Certificated Personnel Salaries		LCFF - EL	1,600.00
				1000-1999: Certificated Personnel Salaries		Title I	1,000.00
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 2016-June 2017	Certificated Salaries: TOSA salary	1000-1999: Certificated Personnel Salaries	Centralized Services	119,576.00	
Teachers will provide rigorous CCSS based systematic instruction of Language Arts using district adopted curriculum and materials.	Instructional Coach, Teachers TK-8	August 2016-June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded		
	Instructional Coach, Teachers TK-8	August 2016-June 2017	Certificated Salaries/Extra Hours for Professional Development	1000-1999: Certificated Personnel Salaries	Title I	1,315.56	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	3,045.00
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3,000.00
				1000-1999: Certificated Personnel Salaries	LCFF - EL	5,000.00
			Teacher Substitutes for Professional Development	1000-1999: Certificated Personnel Salaries	Title III	2,000.00
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1,430.20
				1000-1999: Certificated Personnel Salaries	LCFF - EL	4,899.20
6-8 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 2016-June 2017 The 6-8 Resource teacher 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	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of district adopted Language Arts curriculum will be used to guide instruction and assessment.	Instructional Coach, Teachers TK-8	August 2016-June 2017	District Funded	None Specified	District Funded	
Implementation of Dual Language Program for grades K-2 following the Districts' EL Master Plan.	DL Teachers K-2, ELD TOSA, Instructional Coach, Administration	August 2016-June 2017	District Funded	None Specified	District Funded	
			Travel and Conference for DLI professional development	5000-5999: Services And Other Operating Expenditures	Title III	700.00
				5000-5999: Services And Other Operating Expenditures	LCFF - EL	2,000.00
Monitor and Implement AR STAR 360 Reading and Early Literacy. Assessment will be administered at least 4 times a year for students in grades K-8.	Teachers K-8, Instructional Coach	August 2016-June 2017	Certificated Salaries: Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Site Technology Technician will maintain equipment and software to support students learning through technology (i.e. Accelerated Reader, MyON, Lexia, Brainpop, Starfall, Mobimax) software and Internet access.	Site Computer Tech, Teachers TK-8, Instructional Coach,	August 2016-June 2017	District Funded	2000-2999: Classified Personnel Salaries	Centralized Services	67,923.00
			Certificated Salaries:			
			Software Licenses (Lexia, BrainPop, MobyMax, Starfall, ESGI, etc)	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,010.00
				5000-5999: Services And Other Operating Expenditures	Discretionary	1,000.00
Materials and supplies will be purchased to support the core instructional program (Classroom Materials)	Principal, Administration, TK-8 Teachers, Instructional Coach	August 2016-June 2017	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	25,994.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				4000-4999: Books And Supplies	Title I	19,689.50
				4000-4999: Books And Supplies	Title III	533.91
				4000-4999: Books And Supplies	LCFF - Targeted	750.00
				4000-4999: Books And Supplies	LCFF - EL	4,803.55
			Materials and Supplies - Teacher Accounts	4000-4999: Books And Supplies	Title I	8,000.00
			Computer Supplies	4000-4999: Books And Supplies	Title I	8,800.00
				4000-4999: Books And Supplies	Discretionary	2,000.00
				4000-4999: Books And Supplies	LCFF - Discretionary	1,500.00
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, Extra Support Teachers for 2-5	August 2016-June 2017	District Funded	None Specified	District Funded	
Teachers will have the Duplo, copy machines, Xerox machines, and district publications to make necessary copies of instructional materials	Principal, TK-8 Teachers	August 2016-June 2017	Maintenance Agreements	5000-5999: Services And Other Operating Expenditures	Discretionary	3,305.00
				5000-5999: Services And Other Operating Expenditures	Centralized Services	12,701.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Publication costs	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	5,000.00
				5000-5999: Services And Other Operating Expenditures	LCFF - EL	3,000.00
				5000-5999: Services And Other Operating Expenditures	Discretionary	7,500.00
Teachers will collaborate in grade level meetings to evaluate, analyze results and use information to inform instructional decisions.	Teachers TK-8, Instructional Coach, Principal	August 2016-June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	
			Substitute Costs - See Goal #1, Strategy #1 for budget allocation			
Academic Incentives to support Accelerated Reader Program, Honor Roll program, and Awards	Principal, Administration, Instructional Coach	August 2016-June 2017	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	5,000.00
				4000-4999: Books And Supplies	LCFF - Targeted	1,500.00
				4000-4999: Books And Supplies	LCFF - EL	1,000.00
			Spelling Bee Registration to challenge students	5800: Professional/Con sulting Services And Operating Expenditures	LCFF - Targeted	150.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplies to support language arts school wide and in the classroom	Principal, Classified and Certificated Staff	August 2016-June 2017	Warehouse Charges to support all instructional programs and parent communication	4000-4999: Books And Supplies	Discretionary	22,217.77
				4000-4999: Books And Supplies	Title I	4,065.00
				4000-4999: Books And Supplies	LCFF - Discretionary	3,000.00

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
Paraprofessionals will be used to support students in Grades TK-1 in the area of Language Arts	Paraprofessionals, TK-1 Teachers, Instructional Coach, Principal	August 2016-June 2017	Paraprofessional Salaries	2000-2999: Classified Personnel Salaries	Title III	19,172.44
				2000-2999: Classified Personnel Salaries	LCFF - EL	28,759.22
Students will utilize their iPad to access the Lexia Program as intervention/to improve reading for students in grades TK-8.	Teachers TK-8, Instructional Coach, Administration	August 2016-June 2017	Lexia License Purchase - See Goal #1, Strategy #1 for budget allocation			
Students progress will be monitored using formative and summative assessments including the STAR 360 (Reading and Early Literacy). Intervention strategies will be based on results.	Principal, Instructional Coach, Teachers TK-8	August 2016-June 2017	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	
Intervention and enrichment materials will be utilized during intervention and tutoring time.	Instructional Coach, Teachers K-8, Extra Support Teachers (ESTs)	August 2016-June 2017	Materials and Supplies for clubs and tutoring	4000-4999: Books And Supplies	Discretionary	4,000.00
				4000-4999: Books And Supplies	LCFF - Discretionary	1,497.48
				4000-4999: Books And Supplies	LCFF - Targeted	5,000.00
				4000-4999: Books And Supplies	LCFF - EL	3,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Materials and supplies for classroom instruction - see Goal #1, Strategy #1 for budget allocation			
Implementation of before or after school Homework club or Language Arts tutoring for academic targeted students (Foster Youth Homeless, subgroups) in grades 1-8.	Principal, Teachers 1-8, Instructional Coach	August 2016-June 2017	Teacher Extra Help Salaries	1000-1999: Certificated Personnel Salaries	Title III	7011.90
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	4,000.00
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4,000.00
				1000-1999: Certificated Personnel Salaries	LCFF - EL	2,000.00
All students will participate in field trips, enrichment assemblies as an extension of classroom experiences and activities to development language cross curricular (field trips, enrichment activities).	Principal, Outreach Resource Consultant (ORC), Teachers TK-8, Administration	August 2016-June 2017	Field trips - Transportation	5700-5799: Transfers Of Direct Costs	Title I	10,000.00
				5700-5799: Transfers Of Direct Costs	LCFF - EL	3,000.00
			Field trips - entrance fees (\$12/student)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	10,350.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Coordinated Services Team (COST), Student Success Team (SST) meetings, and IEP meetings to address the needs of at risk students.	All Support Staff as pertaining to the committee and the grade level of the student. Parents participation for SST meetings.	August 2016-June 2017	Substitute Costs	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2,500.00
				1000-1999: Certificated Personnel Salaries	Title III	1,250.00
				1000-1999: Certificated Personnel Salaries	LCFF - EL	1,250.00
			Computer Supplies for notetaking, presentations, and documentation purposes for meetings	4000-4999: Books And Supplies	LCFF - Discretionary	5,400.00
TK-8 students will have opportunities to access technology for intervention or enrichment utilizing software applications for iPads and classroom computers	Principal, Computer Site Tech, Teachers TK-8, Instructional Coach	August 2016-June 2017	Licenses - See Goal #1, Strategy #1 for software licenses			
All students will have access to MyOn, books offline downloaded to the students iPad.	District IT department, Site Computer Technician, Principal, Teachers	August 2016-June 2017	Subscriptions and application	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Library Technician will provide access and guidance to all students to check out library books based on reading levels.	Library Technician, Teachers TK-8	August 2016-June 2017	District Funded	2000-2999: Classified Personnel Salaries	Centralized Services	60,496.00
			Additional for the library for all levels, in English and Spanish.	4000-4999: Books And Supplies	LCFF - Targeted	3,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4000-4999: Books And Supplies	4000-4999: Books And Supplies	LCFF - EL LCFF - Discretionary	3,000.00 1,000.00
Extra Support Teachers (ESTs) will provide support to targeted students to reinforce standards-based instruction in grades 2-5 .	Extra Support Teachers (ESTs) and grades 2-5 Teachers, Administration	August 2016-June 2017	Certificated Salaries: 2 Full time teachers	1000-1999: Certificated Personnel Salaries	District Funded	

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
Parent meetings/workshops for in-coming Transitional Kindergarten and Kindergarten students will be provided.	Principal, Instructional Coach, TK-K Teachers,	May 2017	Teacher extra pay for parent meetings	1000-1999: Certificated Personnel Salaries	Title I	500.00
			Clerical extra help/overtime for parent meetings & translations	2000-2999: Classified Personnel Salaries	Discretionary	8,113.50
				2000-2999: Classified Personnel Salaries	Title I	149.44
				2000-2999: Classified Personnel Salaries	LCFF - EL	124.82
			Materials and Supplies for parent meetings	4000-4999: Books And Supplies	Discretionary	500.00
			4000-4999: Books And Supplies	Title III	750.00	
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)	July 2016-August 2016	District Funded: Neighborhood for Learning (NfL)	None Specified	NfL	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support for TK and Kindergarten teachers for professional development to prepare students for Kindergarten and 1st grade.	TK Teacher, Principal, Instructional Coach	August 2016-June 2017	Travel and Conference - Kindergarten Conference	5000-5999: Services And Other Operating Expenditures	Title I	1,000
	Additional Paraprofessional support in the TK classroom	August 2016-June 2017	Additional 3 hrs/daily of paraprofessional support in TK, additional 1 hr/daily in K - see Goal #1, Strategy #2 for budget allocation			

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	May 2017-June 2017	District Funded	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, Teachers 8 grade, Special Education teachers, Psychologist, Counselors, High school teachers	February 2017- May 2017	Certificated Salary for Substitute Teachers - See Goal #1, Strategy #2 for professional development time.			
5th-8th 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 5-8	August 2016-June 2017	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	
5th-7th grade students will take elective Inventory survey	Administration, Teachers 5-7	March, 2017	School site elective survey	None Specified		

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 2016-June 2017	District Funded: Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	
			Materials and Supplies - See Goal #1, Strategy #1 for classroom supplies			
			Agendas purchased to support AVID strategies	4000-4999: Books And Supplies	Title I	4,500.00
			AVID Summer Institute Cost for 1 staff member for professional development	5000-5999: Services And Other Operating Expenditures	Title I	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	October 2016-June 2017	Site Funded for Tutors	2000-2999: Classified Personnel Salaries	Title I	6,241.50

Strategy #5

STRATEGY:
 All teachers will have the opportunity to attend professional development to support 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
Teachers will participate in Common Core State Standards grade level specific professional development and collaboration of ELA Units implementation.	Instructional Coach, Teachers TK-8	August 2016-June 2017	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	August 2016, October, 2016	Certificated Salary: Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Instructional Coach will provide professional development to teachers to improve instructional practice in Language Arts.	Instructional Coach, Teachers TK-8	August 2016-June 2017	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, DLI, AVID)	Principal, Teachers TK-8	August 2016-June 2017	Travel and Conference for CUE, NGSS, and other VCOE conferences as approved	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	2,000.00
				5000-5999: Services And Other Operating Expenditures	Title I	2,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Travel and Conference for DLI and Kindergarten Conference - See Goal #1, Strategies #1, #3, and #5 for budget allocation Substitute Costs in teacher absence for conference - See Teacher Substitute for PD - Goal #1, Strategy #1 for budget allocation	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	2,000.00
On-site Technology Professional Development opportunities for TK-8th grade Teachers (after school sessions)	Teachers TK-8, Instructional Coach, Administration	August 2016-June 2017	Site Funded: Certificated Salary Teacher Extra time - See Goal #1, Strategy #1 for budget allocation			
Teachers will meet in grade level teams 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 2016-June 2017	District Funded Substitute Costs - See Goal #1, Strategy #1 for budget allocation	1000-1999: Certificated Personnel Salaries	District Funded	

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 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	August 2016-June 2017	Leadership Team Meetings 1x/year outside of the calendar - see Goal #1, Strategy #1 for professional development			
			Leadership Team Meetings with release days for members - 4x/year	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,500.00
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	August 2016-June 2017	Certificated Salaries - during staff meeting times	1000-1999: Certificated Personnel Salaries	District Funded	
All Staff 3-8 will participate in Renaissance Learning and Lexia training.	Teachers TK-8 Instructional Coach, Administration	August 2016-June 2017	Professional Development - See Goal #1, Strategy #1 for substitute costs for release time, or for teacher extra hours			

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 2016-June 2017	Classified extra support for translation/extra hours - See Goal #1, Strategy #3 for budget allocations			
Parents have the opportunity to participate in monthly School Site Council meetings after school	Principal, Parents, Teachers	August 2016-June 2017	Materials and Supplies for paper and copying - see Materials and Supplies in Goal #1, Strategy #1 for budget			
The Parent Compact will be developed / revised at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2016-June 2017	Materials and Supplies for paper and copying - see Materials and Supplies in Goal #1, Strategy #1 for budget allocation			
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 2016-June 2017	Classified Salaries: Campus Supervisor for child care	2000-2999: Classified Personnel Salaries	LCFF - EL	1,123.41

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Parent Involvement Policy will be developed / revised at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2016-June 2017	Materials and Supplies for paper and copying - see Materials and Supplies in Goal #1, Strategy #1 for budget allocation			
Parents will be able to participate in grade level focused workshops in Language Arts and Technology to support the learning process at home for all subgroups.	Principal, Teachers TK-8, Parents, Instructional Coach	August 2016-June 2017	Materials and Supplies - all others, see Goal #1, Strategy #1			
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	August 2016-June 2017	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	August 2016-June 2017	See Goal #1, Strategy #2 for substitute costs for IEP/SST meetings			
Parent conferences will be held formally twice a year or as needed by either the teacher or the parent.	Teachers TK-8, Parents, Other support staff as needed, Mixteco Translators	August 2016-June 2017	Classified extra support for translation/extra hours - See Goal #1, Strategy #3 for budget allocations	Mixteco Translators - Classified salaries	2000-2999: Classified Personnel Salaries	District Funded

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator, and other liaisons. Meets with school staff as needed. 	Teacher Liaison, ASP Coordinator, Teachers 1-8	August 2016-June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	ASES	3,251.00
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, Teacher Liaison, ASP Site Coordinator	August 2016-June 2017	District Funded			

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
<p>Every child will be at grade level or reduce the distance between their math level and grade level by 1.5 years growth.</p> <p>A. Transitional Kindergarten students will count, recognize, represent, name, and order a number of objects (up to 10)</p> <p>B. 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).</p> <p>C. All 1st - 8th Grade students will meet the STAR 360 Math benchmarks.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, and Foster Youth.</p>
Data Used to Form this Goal:
<ul style="list-style-type: none">• Transitional Kindergarten district benchmarks• STAR 360 Math• Publisher Assessments• CAASPP Math

Findings from the Analysis of this Data:

Fall benchmark data shows the following:

Grade 1 - 67% at benchmark
Grade 2 - 36% at benchmark
Grade 3 - 46% at benchmark
Grade 4 - 50% at benchmark
Grade 5 - 42% at benchmark
Grade 6 - 34% at benchmark
Grade 7 - 35% at benchmark
Grade 8 - 35% at benchmark

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
- STAR 360 Reading/Math
- Teachers will meet in grade level meetings after assessment periods to analyze data
- Progress Monitoring

Strategy #1

STRATEGY:
The school will ensure the full implementation of the State approved Mathematics curriculum and support the Common Core State Standards for Mathematics.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2016-June 2017	See Goal #1, Strategy #1 for budget allocations			
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	August 2016-June 2017	Substitute Costs - See Goal #1, Strategy #1 for budget allocations			
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 2016-June 2017	Professional Development extra teacher hours, substitute costs - See Goal #1, Strategy #1 for budget allocations			
RSP teachers and para educators will support general education classroom teachers as push-in, co-teachers and provide support to special education students in Mathematics	Middle School RSP Teacher, para educator, General Education Math Teachers 6-8	August 2016-June 2017	See Goal #1, Strategy #1 for budget allocations			
District adopted Mathematics Curriculum will be used to guide instruction and assessment	Teachers, Instructional Coach, Administration	August 2016-June 2017	See Goal #1, Strategy #1 for budget allocations			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Dual Language Program for grades K-2 following the District's EL Master Plan.	DL Teachers K-2, ELD TOSA, Instructional Coach, Administration	August 2016-June 2017	See Goal #1, Strategy #1 for budget allocations			
Monitor STAR 360 Math. Assessment will be administered at least 4 times a year for students in grades 1-8.	Teachers 1-8, Instructional Coach, Administration	August 2016-June 2017	See Goal #1, Strategy #1 for budget allocations			
McGraw-Hill My Math chapter and benchmark assessments will be administer K-5.	Teachers K-5	August 2016-June 2017	Publication costs - see Goal #1, Strategy #1 for publication budget allocation			
Site technology technician will maintain equipment and software to support student learning through technology (MobyMax, Brainpop, Math Facts in a Flash, Math adopted curriculum internet software and internet access).	Technology Technician, Teachers K-8, Instructional Coach	August 2016-June 2017	Technology licenses - See Goal #1, Strategy #1 for budget allocation			
The Instructional Coach will support teachers the adopted curriculum (My Math for K-5, and CMP3 for 6-8), model lessons, provide training and support to all teachers.	Instructional Coach, Teachers TK-8	August 2016-June 2017	See Goal #1, Strategy #1 for budget allocation			
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 2016-June 2017	Publication amounts and maintenance agreements - See Goal #1, Strategy #1 for budget allocation			
Hold a Math Festival Day/Night for students and families to strengthen critical thinking and problem solving.	Administration, Teachers TK-8, Instructional Coach, Parents	October, 2016	California Math Council Agreement for Math Festival	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	3,000.00

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
Paraprofessional will be used to support students in Grades Tk-1 in the area of Mathematics	Paraprofessionals, TK-1 Teachers, Instructional Coach, Principal	August 2016 - June 2017	Paraprofessional salaries - See Goal #1, Strategy #2 for budget allocation			
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 2016 - June 2017	See Goal #1, Strategies #1-2 for budget allocation			
Implementation of before or after school tutoring and/or homework help 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 2016 - June 2017	Extra Teacher Hours for tutoring or homework club - See Goal #1, Strategies #1-2 for budget allocation			
Teachers will monitor students' academic progress in Math using formative and summative assessments, including STAR 360 Math. Intervention plan will be developed according to the results of the assessments.	Teachers TK-8, Instructional Coach, Principal	August 2016 - June 2017	See Goal #1, Strategies #1-2 for budget allocation`			
Intervention and enrichment materials will be utilized during intervention, homework club, and tutoring time.	Instructional Coach, Teachers K-8	August 2016-June 2017	Materials and Supplies - See Goal #1, Strategies #1-2 for budget allocation			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Coordinated Services Team (COST), Student Success Team (SST) and IEP meetings to address the needs of at-risk students.	All Support Team staff as pertaining to the committee and the grade level of the student, parent participation for SST and IEP meetings	August 2016-June 2017	See Goal #1, Strategy #2 for budget allocation for substitute costs for meetings			
Extra Support Teachers (ESTs) will provide support to targeted students to reinforce standards-based instruction in grades 2-5	Extra Support Teachers and Grade 2-5 teachers, Administration	August 2016-June 2017	See Goal #1, Strategy #2 for budget allocation			

Strategy #3

STRATEGY:
The school will implement a transitional plan for students entering Transitional Kindergarten and Kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent meetings/workshop for incoming Transitional Kindergarten and Kindergarten students will be provided.	Principal, Instructional Coach, TK-K Teachers	May 2017	Teacher and Classified Extra Hours - See Goal #1, Strategy #3 for budget allocation			
Kindergarten readiness will be provided for students without preschool experience via the Ready Set Go Program.	Principal, Teachers	July 2016-August 2016	See Goal #1, Strategy #3 for budget allocation			
Support for TK and K teachers for professional development to prepare students for Kindergarten and 1st Grade	TK/K Teachers, Principal, Instructional Coach	August 2016-June 2017	Conferences and Para support - See Goal #1, Strategy #3 for budget allocation.			

Strategy #4

STRATEGY:
5th Grade teachers will collaborate with 6th grade teachers and 8th grade teachers will collaborate with the high school to implement a transition plan for students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will collaborate and articulate during grade level meetings the academic levels and needs for 6th grade students placement in middle school program.	Teachers in grades 5-6, Instructional Coach, Middle School RSP teacher, Principal	August 2016-June 2017	See Goal #1, Strategy #4 for budget allocation			
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	August 2016-June 2017	Substitute costs - See Goal #1, Strategy #4 for budget allocation			
5th-8th 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, 5th-8th grade Teachers	August 2016-June 2017	See Goal #1, Strategy #4 for budget allocation			
5th-7th grade students take elective inventory survey	Administration, 5th, 6th and 7th grade Teachers	March, 2017	See Goal #1, Strategy #4 for budget allocation			
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 2016-June 2017	See Goal #1, Strategy #4 for budget allocation for materials, agenda, and professional development			

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	August 2016-June 2017	Tutor costs - See Goal #1, Strategy #4 for budget allocation			

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
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 2016-June 2017	See Goal #1, Strategy #5 for budget allocation			
P.D. for staff as needed and required in CCSS Math to support student achievement.	Principal, Teachers K-8	August 2016-June 2017	See Goal #1, Strategy #5 for budget allocation			
Teachers participate in professional development conferences, workshops to improve the integration of technology and core Mathematics (VCOE, CUE)	Principal, Teachers K-8, Instructional Coach	August 2016-June 2017	See Goal #1, Strategy #5 for budget allocation			
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 August 2016-June 2017	See Goal #1, Strategy #5 for budget allocation	1000-1999: Certificated Personnel Salaries	District Funded	
Teachers will meet in grade level teams after school 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 2016-June 2017	See Goal #1, Strategy #5 for budget allocation			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers TK-8 will participate in vertical teaming at least 4 times a year to discuss grade level student expectations, curriculum, data to guide instruction and grade level needs.	Teachers, Administration, Instructional Coach	August 2016-June 2017	See Goal #1, Strategy #5 for budget allocation			

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 2016-June 2017	Classified extra support for translation/extra hours - See Goal #1, Strategy #3 for budget allocation			
Parents have the opportunity to participate in monthly School Site Council meetings after school.	Principal, Parents, Teachers	August 2016-June 2017	Materials and Supplies - See Goal #1, Strategy #6 for budget allocation			
The Parent Compact will be developed / revised at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2016-June 2017	Materials and supplies for paper and copying - see Materials and Supplies in Goal #1, Strategy #1 for budget allocation			
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 2016-June 2017	Classified Salaries for Babysitting - See Goal #1, Strategy #6 for budget allocation			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Parent Involvement Policy will be developed / revised at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2016-June 2017	Materials and Supplies for copying - See Goal #1, Strategy #1 for budget allocation			
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	August 2016-June 2017	Materials and Supplies - see Goal #1, Strategy #1 for budget allocation Math Festival Night - See Goal #2, Strategy #1 for budget allocation			
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	August 2016-June 2017	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, TK-8 Teachers, Instructional Coach, RSP Teachers, Parents	August 2016-June 2017	See Goal #1, Strategy #2 for substitute costs for IEP/SST meetings			
Parent conferences will be held formally twice a year or as parent or teacher requests.	Teachers TK-8, Parents, Support staff as requested, Mixteco Translators	August 2016-June 2017	Classified extra support for translation/extra hours - See Goal #1, Strategy #3 for budget allocations Mixteco Translators - See Goal #1, Strategy #6 for budget allocation.			

Strategy #7

STRATEGY:

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator, and other liaisons. Meets with school staff as needed. 	Teacher Liaison, ASP Coordinator, Teachers 1-8	August 2016-June 2017	See Goal #1; Strategy #7 for budget allocation			
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 2016-June 2017	See Goal #1; Strategy #7 for budget allocation			

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.

Data Used to Form this Goal:

- CELDT AMAOs
- AMAOs Data
- IPT Assessments K-8
- STAR 360 (Early Literacy for K/1, Reading for 2-8)

Findings from the Analysis of this Data:

CELDT Data

- AMAOs 1 Data - 52.8% of students went up one level on the CELDT (goal was 62%)
- AMAOs 2 Data
 - a. less than 5 years U. S. A. - 16.9% of students went up a level (goal was 25.4%)
 - b. more that 5 years in the U. S. A. - 36.5% of students went up a level (goal was 52.8%)

How the School will Evaluate the Progress of this Goal:

- STAR Reading Early Literacy (K-1)
- STAR Reading 360 (grades 2-8) and Math 360 (grades 1-8)
- Teachers will meet in grade level meetings after assessment periods to analyze data.
- Progress monitoring
- IPT assessment results

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
Teachers will implement the district adopted ELD curriculum during daily instruction (minimum 30 minutes for Kinder, 45 minutes for 1-3, full class period for 6-8).	Teachers K-8, ELD TOSA, Administration, Instructional Coach	August 2016- June 2017	Certificated Salary	1000-1999: Certificated Personnel Salaries	District Funded	
3rd grade Transitional Bilingual Education (TBE) classes will follow the District Board policy regarding (Bilingual) daily instructional time and English Language development time requirements.	TBE Teachers for grade 3, Instructional Coach, ELD TOSA, Administration	August 2016- June 2017	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, EL TOSA	August 2016- June 2017	District Funded: Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	
Teachers will participate in student monitoring conferences, data meetings, and grade level meetings to analyze ELs language proficiency progress.	Teachers TK-8, Instructional Coach, Administration	August 2016- June 2017	Substitute Costs for student monitoring - See Goal #1, Strategy #1 for budget allocations.			
			Substitute Costs for ELRT Meetings	1000-1999: Certificated Personnel Salaries	Title III	800.00
				1000-1999: Certificated Personnel Salaries	LCFF - EL	1,600.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be assessed to determine their language proficiency levels with CELDT, IPT, Accelerated Reader, and STAR 360 assessments. The data will be used to group students. Instructions will be provided and designed ELD time.	Teachers K-8, Instructional Coach, EL TOSA, Administration	August 2016- June 2017	Teacher Substitutes for Student Monitoring - See Goal #1, Strategy #1 for budget allocation			
Dual Language (DL) Teachers K-2 will implement Maravillas curriculum.	DL Teachers grades K-2, Instructional Coach, ELD TOSA, Administration	August 2016- June 2017	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	
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, ESTs, Instructional Coach,	August 2016- June 2017	Materials and Supplies - See Goal #1, Strategy #1 for budget allocation			
ELA/ELD teachers will utilize the Academic Tool Kit for students in grades 6-8.	Middle school ELA/ELD teachers, Instructional Coach, ELD TOSA	August 2016- June 2017	District Funded	4000-4999: Books And Supplies	District Funded	
Teachers will implement the district EL Master Plan	Teachers TK-8, Instructional Coach, Administration	August 2016- June 2017	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	
The Instructional Coach will support teachers in instructing the ELD standards.	Instructional Coach, EL TOSA, Teachers TK-8, Administration	August 2016- June 2017	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>Site Technology Technician will maintain equipment and software to support students learning through technology (i.e. Accelerated Reader, MyON, Lexia, Brainpop, Starfall, Mobimax, English In a Flash) software and Internet access.</p> <p>Technician will also maintain apps for English Language Development.</p>	<p>Teachers TK-8, Site Computer Tech, Administration, Instructional Coach</p>	<p>August 2016-June 2017</p>	<p>Software and Licensing - See Goal #1, Strategy #1 for budget allocation</p>			

Strategy #2

STRATEGY:
The school will ensure opportunity and educational access for all English Learning students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intermediate or below proficiency CELDT level ELLs in grade 3-8 will participate in before or after school tutoring.	Teachers grades 3-8, Instructional Coach, Principal	August 2016-June 2017	Extra Hours - See Goal #1, Strategy #2 for Tutoring			
ELD Academy offered to ELD students, with a focus on Long Term English Learners in grades 3-8	Teachers K-8, Administration, Instructional Coach, EL TOSA	February - April 2017	Extra Hours for Teachers, Classified Staff - See Goal #1, Strategy #2 for budget allocation Extra Administration Hours Materials and Supplies - See Goal #1, Strategy #1	1000-1999: Certificated Personnel Salaries	LCFF - EL	2,337.30
All teachers will have completed district ELD CCSS and SIOP training to support ELs in class.	ELD TOSA, Teachers TK-8, Instructional Coach	August 2016-June 2017	District Funded: Professional Development, ELD TOSA Services for P.D. support	1000-1999: Certificated Personnel Salaries	District Funded	
Paraprofessionals will be used to support students in grades TK-1, including DL classes.	Paraprofessionals, TK-1 Teachers, Instructional coach, Administration	August 2016-June 2017	Paraprofessional salaries - See Goal #1, Strategy #2 for budget allocation			
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	August 2016-June 2017	Certificated Salaries - see Goal #1, Strategy #2 for tutoring/homework help extra hours			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers provide intervention and monitor English learners through the English Learner Review Team (ELRT) to ensure Long Term English Learners (LTEL) make adequate academic progress.	Teachers grades 3-8	August 2016-June 2017 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	Substitute Costs for ELRT Meetings - See Goal #3, Strategy #1 for budget allocation			

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
Parent meetings/workshops for in-coming Kindergarten students will be provided.	Principal, Instructional Coach, TK-K Teachers	May 2017	Extra teacher and clerical hours - See Goal #1, Strategy #3 for budget allocations			
Kindergarten readiness will be provided for students without pre-school experience via the Ready Set Go Program.	RSG Teachers, NfL Director, Principal	July-August 2016	See Goal #1, Strategy #3 for budget allocations			
Support for TK and K teachers for professional development to prepare students for Kindergarten and Grade 1	TK and Kinder teachers, Administration, Instructional Coach, EL TOSA	August 2016-June 2017	Conferences - See Goal #1, Strategy #3 for budget allocation			

Strategy #4

STRATEGY:
 5th Grade teachers will collaborate with 6th grade teachers and 8th grade teachers will collaborate with the high school to implement a transition plan for students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will collaborate and articulate during grade level meetings the academic levels and needs for 6th grade students placement in the middle school program.	Teachers in grades 5-6, Instructional Coach, Middle School RSP teacher, Principal	August 2016-June 2017	See Goal #1, Strategy #4 for budget allocation			
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 2017	See Goal #1, Strategy #2 for substitute costs			
5th-8th 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, 5th-8th grade Teachers	August 2016-June 2017	See Goal #1, Strategy #4 for budget allocation.			
5th-7th grade students take elective inventory survey.	Administration, 5th-7th grade Teachers	March, 2017	School Site Elective Survey	None Specified		
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 2016-June 2017	See Goal #1, Strategy #4 for AVID materials, agendas, and professional development budget allocations			

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.	AVID Coordinator, AVID Teachers, Tutors	August 2016-June 2017	See Goal #1, Strategy #4 for budget allocations for AVID tutors			

Strategy #5

STRATEGY:
 All teachers will have the opportunity to attend professional development to support English Language Development.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will participate in professional development as needed (EL PD, SIOP, DL).	Teachers K-8, Instructional Coach, Administration	August 2016-June 2017	Teacher professional development - See Goal #1, Strategy #1 for budget allocation			
ELD TOSA will provide instructional support to teachers and grade level teams.	Teachers K-8, EL TOSA	August 2016-June 2017	See Goal #1, Strategy #1 for certificated salary			
Teachers will meet in grade level teams 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 2016 - June 2017	See Goal #1, Strategy #5 for budget allocation			
Professional Development Conferences will be available for teachers to attend for DLI, CUBE, CUE, and CCSS	Principal, Teachers TK-8	August 2016-June 2017	See Goal #1, Strategy #5 for conference costs See Goal #1, Strategy #1 for substitute costs			

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	September 2016-June 2017	Materials and Supplies Classified Salaries: Campus Supervisors for child care - see Goal #1, Strategy #3 for budget allocations	4000-4999: Books And Supplies	Title III	750.00
Parent options meetings will be held to inform ELL parents of instructional programs.	Principal, ELS Director, Teachers	August 2016-June 2017	Classified extra hours/translation - See Goal #1, Strategy #3 for budget allocations			
Reclassified meetings will be held with parents.	Principal	August 2016 - June 2017	Materials and Supplies for CELDT preparation and reclassification	4000-4999: Books And Supplies	Title III	750.00
Parent workshops will be provided regarding subjects specific to EL students.	Principal, Teachers TK-8, Instructional Coach	August 2016-June 2017	Certificated Hours - salaries and extra hours - See Goal #1, Strategy #3 for budget allocation Certificated Hours for babysitting - see Goal #1, Strategy #3 for budget allocation			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Materials and Supplies - See Goal #1, Strategy #3 for budget allocation			
Adult ESL Classes	Principal, ELS Teachers, ELS Director	August 2016-June 2017	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	
AVID Teachers will host parent informational meetings.	Administration, AVID Coordinator, AVID Teachers	September 2016 - June 2017 Three times a Year	Classified Extra Hours for translation - See Goal #1, Strategy #3 for budget allocation Certificated Extra Hours - See Goal #1, Strategy #3 for budget allocation			
Mixteco Translators will be available to assist English Learning families.	Mixteco Translators, Teachers TK-8, Support Staff	August 2016-June 2017	Mixteco Translators - See Goal #1, Strategy #6 for budget allocation.			

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator, and other liaisons. Meets with school staff as needed. 	Teacher Liaison, ASP Coordinator, Teachers 1-8	August 2016-June 2017	See Goal #1; Strategy #7 for budget allocation			
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 2016-June 2017	See Goal #1; Strategy #7 for budget allocation			

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 97.29%

Suspension Rate for 15-16 was 4.18% (38 students)

Expulsion Rate for 15-16 was 0.55% (5 students)

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
<p>A school wide progressive discipline plan utilizing CHAMPS will be revised for Middle School students.</p> <p>A school wide progressive discipline plan utilizing CHAMPS will be revised for students in grades TK-5</p>	<p>Teachers 6-8, ORC, Counselor, Administration</p>	<p>August 2016 - June 2017</p> <p>Collaboration between teachers and administration to develop an effective comprehensive school wide student Progressive Discipline Plan. The team will gather and analyze behavior data.</p>	Substitute Costs - See Goal #1, Strategy #1 for budget allocation.			
			Materials and Supplies for discipline professional development and follow up documentation, data analysis, and support documentation	4000-4999: Books And Supplies	Discretionary	1,506.00
				4000-4999: Books And Supplies	LCFF - Discretionary	1,183.02
				4000-4999: Books And Supplies	LCFF - Targeted	2,000.00
			4000-4999: Books And Supplies	LCFF - EL	800.00	
<p>Staff will participate in CHAMPS training and implement the district adopted program for Positive Behavior Support.</p>	<p>All Staff</p>	<p>August 2016 - June 2017</p>	<p>District Funded</p> <p>Substitute Costs - See Goal #1, Strategy #1 for budget allocation.</p>			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Extra Hours for Certificated Staff or trainings - See Goal #1, Strategy #1 for budget allocation Extra Hours for Classified Staff - See Goal #1, Strategy #3 for budget allocation Materials and Supplies - See Goal #4, Strategy #1 for budget allocation			
Staff will fully implement the 3Bs school wide expectations in all grade levels using all components for Positive Behavior Support	All Staff	August 2016 - June 2017	Materials and Supplies - See Goal #4, Strategy #1 for budget allocation			
Staff will implement and comply with the Comprehensive Safety School Plan (Fire, Lockdown, Earthquake and Evacuation Drills).	Administration, Safety Committee Team, All Staff	August 2016 - June 2017	Materials and Supplies - See Goal #1, Strategy #1 for budget allocation			
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 2016 - June 2017	See Goal #1, Strategy #1 for budget allocation for salaries			
The staff will work on developing a MTSS model of leveled interventions for students' behavior and social-development concerns.	Administration, Support Team, Teachers	August 2016 - June 2017	See Goal #1, Strategy #1 for budget allocation for salaries			
Staff and students will participate in monthly fire drill and bi-monthly earthquake drills	All Staff	August 2016 - June 2017	District Funded	None Specified	District Funded	
All staff and students will participate in lockdown drills at	All Staff	August 2016 - June 2017	District Funded	None Specified	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
least 3 times a year.						
A schoolwide evacuation drill will be conducted annually.	All Staff	August 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	Materials and Supplies: Attendance Incentives	4000-4999: Books And Supplies	LCFF - Targeted	1,500.00
Campus Supervisors will monitor students before and after school, at lunch, recess, nutrition and passing periods	Campus Supervisors, Administration	August 2016 - June 2017	Classified Salaries: 12 Campus Supervisors	2000-2999: Classified Personnel Salaries	Discretionary	187,421.73
Sixth grade teachers will implement the Minnesota Smoking Prevention Program to all sixth grade students	Teachers grade 6, Outreach Consultant, Principal	August 2016 - June 2017	TUPE Grant District Funded	None Specified	TUPE	
Students are referred through the MTSS 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 2016 - June 2017	Counselor Certificated Salary	1000-1999: Certificated Personnel Salaries	Centralized Services	120,550.00

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
Triple P Parenting classes provided 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 - See Goal #1, Strategy #3 for budget allocation			
Outreach Consultant makes contact with families and provides resources for services provided by district and or community agencies (VCBH, New Dawn, Oxnard Police Department, etc.)	Principal, Outreach Consultant, Counselor	August 2016-June 2017	District Funded: Outreach Consultant	2000-2999: Classified Personnel Salaries	Centralized Services	38,573.00
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
Fresh Fruit and Vegetables Nutrition Program	CNS Director, Kitchen Lead, Principal	August 2016-June 2017	CNS/District Funded	None Specified	District Funded	
Salad Bar and healthy eating choices instruction Farm to School Program.	CNS Director, Kitchen Lead, Principal	August 2016-June 2017	CNS/District Funded	None Specified	District Funded	
Students will utilize playground equipment during organized recess play.	Teachers grades 1-8, Campus Supervisors	August 2016-June 2017	Warehouse Charges to include balls and playground equipment - See Goal #1, Strategy #1 for warehouse and materials budget allocations.			
Positive Behavior School-wide Plan Caught You Being Great tickets for positive behavior	All Staff, Administration, ORC, Leadership Team	August 2016-June 2017	Materials and Supplies rewards and certificates - See Goal #1, Strategy #1 for budget allocation			
Big Smiles provides free dental screenings and treatment to students TK-8	ORC, Big Smiles Staff	August 2016-June 2017	Big Smiles Services	None Specified	District Funded	
Mixteco families have access to MICOP services, translation, and parenting workshops	Administration, ELS Department	August 2016-June 2017	District Funded	None Specified	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Red Ribbon Week Anti Drug Awareness Week	ORC, All Staff	October 2016	Materials and Supplies- See Goal #1, Strategy #1 for budget allocation			
Student Council: Advisor 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 2016-June 2017	Materials and Supplies/Warehouse - See Goal #1, Strategy #1 for budget allocation			
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 2016-June 2017	See Goal #4, Strategy #1 for budget allocation for Counselor			
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 2016-June 2017	See Goal #1, Strategy #1 for academic incentives			
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 2016-June 2017	See Goal #4, Strategy #1 for attendance incentives			

Strategy #3

STRATEGY:
The school will implement a transition plan for incoming Transitional Kindergarten and 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 2016-June 2017	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.	Administration, TK and K Teachers	May 2017	See Goal #1, Strategy #3 for budget allocations			

Strategy #4

STRATEGY:
The school will implement a transition plan for middle school students to follow safety rules and adhere to expectations during class, while on campus and during passing periods.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff from the middle school grades will provide an orientation to 5th grade students of academic and behavior expectations, rules and social expectations.	Administration, Instructional Coach, Middle School Teachers	April - June 2017	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 2016-June 2017	District Funded	None Specified	District Funded	

Strategy #5

STRATEGY:
The school will provide professional development to support the school's Positive Behavior Support Plan, General Safety Plan, and Attendance Program.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff will participate in CHAMPS training for Positive Behavior Support.	All Staff	August 2016-June 2017	See Goal #4, Strategy #1 for professional development and substitute budget allocation			
All staff will participate in 3Bs Positive Behavior Plan	All Staff	August 2016-June 2017	See Goal #4, Strategy #1 for budget allocations			
All staff will participate in training for Disaster Preparedness, evacuation of the school grounds.	All Staff	August 2016-June 2017	District Funded	None Specified	District Funded	

Strategy #6

STRATEGY:

The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will be informed of the CHAMPS goals and objectives at ELAC, SSC, PTA, Coffee w/Principal meetings and special presentations.	Principal, Teachers TK-8, Parents	August 2016-June 2017	See Goal #1, Strategy #6 for meetings budget allocations			
Parent workshops will be offered regarding social skills, behavior and dicipline	Principal, Parents, ORC, Counselor, Triple P Personnel	August 2016-June 2017	See Goal #4, Strategy #2 for Triple P classes			
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 2016-June 2017	District Funded	None Specified	District Funded	

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"> • Meets monthly with ASES Administrator, and other liaisons. • Meets with school staff as needed. 	Teacher Liaison, ASP Coordinator, Teachers 1-8	August 2016-June 2017	See Goal #1; Strategy #7 for budget allocation			
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 2016-June 2017	See Goal #1; Strategy #7 for budget allocation			

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Academic Strand Focus
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
All students will engage in learning opportunities to expand their experience and ability to communicate effectively through the arts and technology.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CAASPP
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• 49% of grade 3-8 students are at/near standard or above standard in producing clear and purposeful writing on the 2016 CAASPP• 65% of grade 3-8 students are at/near standard or above standard in demonstrating effective communication skills in listening on the 2016 CAASPP
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Speech competitions• Performing Arts presentations• Visual Arts Demonstrations• Newsletters• Music performances• Video Productions• Yearbook• CAASPP (Writing and Listening)

Strategy #1

STRATEGY:
TEACHING and LEARNING: The school will ensure implementation of the Academic Focus Strand of Communication through the Arts and Technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate the three district ELA CCSS units into three integrated units with the focus on Communication through the Arts and Technology.	Teachers TK-8, Administration	August 2016-June 2017	Substitute Costs for professional development - See Goal #1, Strategy #1 for budget allocation Materials and Supplies targeted for Communication through Arts and Technology	4000-4999: Books And Supplies	LCFF - Targeted	8,361.30
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 2016-June 2017	District Funded: Math Curriculum Materials and Supplies for supplies needed for units - See Goal #5, Strategy #1 for budget allocation	None Specified	District Funded	
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 2016-June 2017	Materials and Supplies for supplies needed for units - See Goal #5, Strategy #1 for budget allocation			
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, Site Computer Tech	August 2016-June 2017	Materials and Supplies - Computer Supplies - See Goal #1, Strategy #1 for budget allocation			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will use their iPad to research special subjects to prepare for oral presentations.	Teachers TK-8, Administration	August 2016-June 2017	Computer Supplies - See Goal #1, Strategy #1 for budget allocation			
Students will have the opportunity to participate in an art/music program	District Art/Music TOSA, TK-5th Teachers	August 2016-June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	
Students will have the opportunity to participate in the production of a Theatrical Play.	District Art/Music TOSA, TK-5th Teachers	August 2016-June 2017	See Goal #5, Strategy #1 for budget allocation Materials and Supplies - See Goal #5, Strategy #1 for budget allocation			
Middle school students will have the opportunity to develop the yearbook pages with the guidance of the yearbook advisors during their leadership elective.	Leadership Advisor, Administration	August 2016-June 2017	Certificated Salaries: Teacher	1000-1999: Certificated Personnel Salaries	District Funded	
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 2016-June 2017	Materials and Supplies - See Goal #5, Strategy #1 for budget allocation			
Create clubs after school that support the Focus Strand	Teachers TK-8, Administration	August 2016-June 2017	Certificated Salaries - Extra Hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4,686.50
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	4,686.50

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries	LCFF - EL	4,776.50
Site Technology Technician will maintain equipment and software and Internet usage to support students learning through technology.	Site Computer Tech	July 2016-June 2017	See Goal #1, Strategy #1 for site computer tech budget allocation.			

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.	Teachers, Administration	August 2016-June 2017	Materials and Supplies - See Goal #5, Strategy #1 for Strand budget allocation			
Provide 3-8 students the opportunity outside of the regular school day to participate in Academic Strand Focus activities (Arts Trek, Mad Science, NASA and sports).	Teachers, After School Program, Administratioin	August 2016-June 2017	Contracts for Arts Trek, Mad Science, NASA and sports personnel for students in grades 3-8	None Specified	ASES	

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 2016-June 2017	Materials and Supplies - See Goal #5, Strategy #1 for budget allocation			
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, Art/Music TOSAs in the classroom).	Teacher in grades TK-K, ORC, Principal	August 2016-June 2017	See Goal #1, Strategy #2 for field trips and enrichment activities See Goal #5, Strategy #1 for Certificated Salaries			

Strategy #4

STRATEGY:
 Elementary teachers will collaborate with middle school teachers and middle school teachers with high school teachers to plan a transition plan for students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will have the opportunity to participate in elective course of study in art or leadership	Teachers grades 6-8, Principal	August 2016-June 2017	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 2016-June 2017	See Goal #1, Strategy #2 for field trips and enrichment activity budget allocation			

Strategy #5

STRATEGY:
All teachers will have the opportunity to attend professional development to support 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
TK-8 teachers will participate in grade level 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 2016-June 2017	Certificated Salaries: Teachers Substitutes for Teacher collaboration - See Goal #1, Strategy #1 for budget allocations			
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 subbed out to attend professional development opportunities - See Goal #1, Standard #1 for substitutes See Goal #1, Standard #5 for conference costs			

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 2016-June 2017	See Goal #1, Strategy #6 for budget allocation			
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 2016-June 2017	Certificated and Classified Salaries	None Specified	District Funded	
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 2016-2017	Certificated Salaries - See Goal #1, Strategy #3 for extra hours budget allocation Classified Salaries - See Goal #1, Strategy #3 for extra hours budget allocation Materials and Supplies - See Goal #5, Strategy #1 for budget allocation			

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 2017	Certificated Salaries - See Goal #1, Strategy #3 for extra hours budget allocation Materials and Supplies - See Goal #5, Strategy #1 for budget allocation			

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"> Meets monthly with ASES Administrator, and other liaisons. Meets with school staff as needed. 	Teacher Liaison, ASP Coordinator, Teachers in grades 1-8	August 2016-June 2017	See Goal #1; Strategy #7 for budget allocation			
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 2016-June 2017	See Goal #1; Strategy #7 for budget allocation			

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

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 2016-2017.
- B. All Kindergarten and 1st grade students will meet the STAR Early Literacy benchmark by the end of 2016-2017.
- C. All 2nd-8th Grade students will meet the STAR 360 Reading benchmarks.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, and Foster Youth.

Goal 2 Mathematics

Every child will be at grade level or reduce the distance between their math level and grade level by 1.5 years growth.

- A. Transitional Kindergarten students will count, recognize, represent, name, and order a number of objects (up to 10)
- B. 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).
- C. All 1st - 8th Grade students will meet the STAR 360 Math benchmarks.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, and Foster Youth.

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.

Goal 4 Safety

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.

Goal 5 Strand Focus

All students will engage in learning opportunities to expand their experience and ability to communicate effectively through the arts and technology.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	August 2016-June 2017	Instructional Coach	1000-1999: Certificated Personnel Salaries	Centralized Services	119,576.00
Library Technician (Full Time)	August 2016-June 2017	Library Technician	2000-2999: Classified Personnel Salaries	Centralized Services	60,496.00
Computer Lab Tech (Full time)	July 2016-June 2017	Computer Technician	2000-2999: Classified Personnel Salaries	Centralized Services	67,923.00
Outreach Consultant (Full time)	August 2016-June 2017	Outreach	2000-2999: Classified Personnel Salaries	Centralized Services	38,573.00
Maintenance Agreement for Copy Machine(s)	August 2016-June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Centralized Services	12,701.00
Counselor (Full Time)	August 2016-June 2017	Counselor	1000-1999: Certificated Personnel Salaries	Centralized Services	120,550.00

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	3,251.00
1000-1999: Certificated Personnel Salaries	Centralized Services	240,126.00
2000-2999: Classified Personnel Salaries	Centralized Services	166,992.00
5000-5999: Services And Other Operating	Centralized Services	12,701.00
2000-2999: Classified Personnel Salaries	Discretionary	195,535.23
4000-4999: Books And Supplies	Discretionary	61,217.77
5000-5999: Services And Other Operating	Discretionary	11,805.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	11,731.50
4000-4999: Books And Supplies	LCFF - Discretionary	13,580.50
5000-5999: Services And Other Operating	LCFF - Discretionary	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	23,463.00
2000-2999: Classified Personnel Salaries	LCFF - EL	30,007.45
4000-4999: Books And Supplies	LCFF - EL	12,603.55
5000-5999: Services And Other Operating	LCFF - EL	5,000.00
5700-5799: Transfers Of Direct Costs	LCFF - EL	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	21,116.70
4000-4999: Books And Supplies	LCFF - Targeted	22,111.30
5000-5999: Services And Other Operating	LCFF - Targeted	7,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	13,500.00
1000-1999: Certificated Personnel Salaries	Title I	2,815.56
2000-2999: Classified Personnel Salaries	Title I	6,390.94
4000-4999: Books And Supplies	Title I	45,054.50
5000-5999: Services And Other Operating	Title I	5,000.00
5700-5799: Transfers Of Direct Costs	Title I	10,000.00
5800: Professional/Consulting Services And	Title I	15,010.00
1000-1999: Certificated Personnel Salaries	Title III	12,904.65
2000-2999: Classified Personnel Salaries	Title III	19,172.44
4000-4999: Books And Supplies	Title III	2,783.91
5000-5999: Services And Other Operating	Title III	700.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,251.00
Centralized Services	419,819.00
Discretionary	268,558.00
LCFF - Discretionary	27,312.00
LCFF - EL	74,074.00
LCFF - Targeted	63,728.00
Title I	84,271.00
Title III	35,561.00

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 Program at the K-8 schools
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 Title I, Title III, LCFF)
2. Dual Language 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 and replacement costs 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, ELD Standards, 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.

Goal #5 - Strategy 1 - The school will implement the Academic Focus Strand of Communication through Arts and Technology

Goal #5 - Strategy 6 - Parents will have the opportunity to be part of the implementation of the Academic Focus Strand of Communication through the Arts and Technology

What specific actions related to those strategies were eliminated or modified during the year?

Teachers didn't have release time to work on unit development

Students did not present in the spring on culminating units

Identify barriers to full or timely implementation of the strategies identified above.

Time for teacher release involved substitutes, which were not possible on many days. There was also a change of leadership partway through the year along with substitute administration, causing difficulty in the fluidity of the plan at hand.

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 create and implement units made this task difficult. The conclusion was reached through an informal poll of teachers about unit development to check progress of the 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?

Paraprofessional support in the kindergarten class was quite valuable, based on the input from the kindergarten teachers, and the students' work in a small group setting.

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 2015-2016, 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

- X Continuing it with the following modifications:
 - Provide limited professional development that is tied to a district focus with follow-up opportunities for collaboration.
 - Replacing ISPs with more hours devoted to paraprofessionals in the early primary grades.

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 had input on the actions. Teachers prioritized the 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, Administration, 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.

Students were engaged in art and technology in 2016-2017 (Goal #5). We also met Goal #4 with supporting students with attendance, and having all staff be aware of safety preparedness.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Goals #1-3 were not met as we did not meet the benchmarks for ELA, Math, or English Learners.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective. While many of the strategies were implemented, it was not enough to raise scores to the level of proficiency needed.

Based on this information, what might be some recommendations for future steps to meet this goal?

Recommendations involve a more systematic use of MTSS, with appropriate tracking of interventions. In addition, closer monitoring of long term English Learners and support for the teachers in order to further their acquisition of English is needed.

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				
Jesus Cahue		X			
Michelle Robledo-Canchola		X			
Yolanda Hopkins		X			
Catalina Perez			X		
Maria Aspera				X	
Angela Ipatzi				X	
Jazmin Rocha				X	
Maria Rodriguez				X	
Ana Vicente				X	
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy

Recommendations and Assurances

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

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

- State Compensatory Education Advisory Committee _____
Signature
- English Learner Advisory Committee Fivia Zamora
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 October 20, 2016.

Attested:

Sally Wennes
Typed Name of School Principal

Sally Wennes 10/20/16
Signature of School Principal Date

Jesus Cahue
Typed Name of SSC Chairperson

[Signature] 10/20/16
Signature of SSC Chairperson Date



Lemonwood K-8 School Home of the Lions

2200 Carnegie Street, Oxnard, California 93033 • (805)385-1551 • FAX (805) 487-7293

Principal: Ms. Sally Wennes

Assistant Principal: Ms. Allison Cordes

Assistant Principal: Mrs. Bethany Moore



La Póliza de Participación Paternal Escolar

NOTE: en Apoyo del rendimiento académico de estudiante fortificante, cada escuela que recibe el Título I y/o, Parte A (Título I) fondos debe desarrollarse conjuntamente con, convenir con, y distribuir a, padres de niños participantes una Póliza de Participación Paternal Escolar que contiene la información requerida por la sección 1118 (b) del Acto de Educación Elemental y Secundario (ESEA). La poliza establece las expectativas de la escuela para la participación paternal y describe como la escuela pondrá en práctica varias actividades de participación paternas específicas. El compacto escolar entre padres y de la escuela es incorporado en la Póliza de Participación Paternal Escolar.

Las escuelas, en la consulta con padres, son animadas a incluir otras relevante y convinieron en actividades y acciones también que apoyarán la participación paternal eficaz y reforzarán el rendimiento académico de estudiante.

* * * * *

DECLARACIÓN DE OBJETIVO:

La participación de padres y miembros de comunidad es un componente esencial de nutrir a estudiantes. Cada esfuerzo para invitar y considerar a padre y entrada de comunidad fue hecho para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrolló la póliza de participación de escuela/padre/comunidad siguiente. La participación paternal significa la participación de padres en la comunicación regular, de doble sentido, y significativa que implica al estudiante aprendizaje académico y otras actividades escolares, incluso asegurando —

- ✓ a que los padres desempeñan un papel integral en la asistencia del aprendizaje de su niño;
- ✓ 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 Lemonwood, que es distribuida anualmente a principios del año escolar. Los maestros examinan la Forma de Participación Paternal Escolar de Lemonwood y pólizas con los estudiantes a principios del año. A padres les piden leer y hablar de la Forma de Participación Paternal Escolar de Lemonwood con sus estudiantes y firmar y regresar una forma de reconocimiento. (Muestra en Folletos)
- ✓ La Escuela Lemonwood 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 Lemonwood hará disponible la Póliza de Participación Paternal Escolar a la comunidad local. La Forma de Participación Paternal de la Escuela Lemonwood estará disponible

en el sitio Web escolar, en la oficina escolar, y a padres que se registran después del principio del año escolar.

- ✓ La Escuela de Lemonwood 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 Lemonwood 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 Lemonwood 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 Lemonwood conduce un foro abierto para padres y miembros de comunidad para implicar más a padres en el desarrollo conjunto y el acuerdo conjunto de su Póliza de Participación Paternal Escolar.

Los padres son proveídos con una descripción y la explicación del plan de estudios que se usan en la escuela, las formas de la evaluación académica que se usa para medir el progreso de estudiantes, y se espera que los estudiantes de niveles de habilidad se encuentren será proporcionada.

- Póliza de Participación Paternal Escolar
- Calendared de Secular/Junta
- Guía de Padre/Estudiante
- Aplicaciones/Informacion de Voluntarios
- Información de Evaluación
- Descripciones de Plan de estudios para Lengua en ingles, Matemáticas, y otras áreas
- ✓ El Sitio Web de la Escuela proporciona la información sobre el personal, actividades de clases y recursos paternales – está en el progreso.PTA
- ✓ Día de Campo
- ✓ Asambleas de logros de estudiante
- ✓ Equipo de Estudio de estudiante (SST)
- ✓ Talleres Paternales

De ser solicitado por padres, oportunidades de reuniones regulares para formular sugerencias y participar, como apropiado, en decisiones acerca de la educación de sus niños, y responder a cualquier tal sugerencia tan pronto como practicablemente posible será hablado. Darán a miembros de padres/comunidad respuestas oportunas a cualquier preocupación y sugerencias.

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.



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School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child's learning;

- ✓ that parents are encouraged to be actively involved in their child's education at school;
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the Lemonwood School Parent Involvement Form, which is distributed annually at the beginning of the school year. Teachers review the Lemonwood TK-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 TK-8 School Parent Involvement Form with their students and sign and return an acknowledgment form.
- ✓ Lemonwood TK-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 TK-8 School will make the School Parental Involvement Policy available to the local community.
- ✓ Lemonwood TK-8 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.
- ✓ Lemonwood TK-8 School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.

- ✓ Lemonwood TK-8 School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Lemonwood TK-8 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, Lemonwood TK-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 ELA, Math, and other content areas.
- ✓ The School's Website provides information about the staff, classroom activities and parent resources
- ✓ PTA
- ✓ 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. Lemonwood K-8 School will communicate with parents via ConnectEd telephone call, marquis, information display case, and flyers.

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: Thurgood Marshall Elementary School
CDS Code: 5672380100362
District: Oxnard School District
Principal: Marlene Breitenbach
Revision Date: October 19, 2016

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 November 2, 2016.

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School Vision and Mission

Thurgood Marshall Elementary School's Vision and Mission Statements

Thurgood Marshall School's Mission is a partnership of families, community, and educators that celebrates our cultural diversity, and guarantees that all students will be academically competitive, successful life-long learners who are preparing for University, College and Career Training paths after high school. Our school bases our Vision Pathways on the Oxnard School District Mission Statement:

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

We the students, staff, and community of Thurgood Marshall will fulfill the Oxnard School District Mission with our collaboratively developed vision:

Pathway 1:

Integrate innovative culturally diverse opportunities

Actions

- Sustain and expand community relationships that foster cultural proficiency for all stakeholders
- Support culture that embraces all diverse populations through school-wide celebrations and learning opportunities
- Integrate world perspectives in the curriculum through art, music, and literature in the classroom
- Move forward with professional development for teachers and all staff

Pathway 2:

Ensure a safe, healthy and supportive environment

Actions

- Enhance community partnerships to provide referrals and onsite services to families
- Communicate school-wide expectations on behavior, safety, and health & wellness
- Provide positive behavior support through community building in the classrooms
- Strengthen health and safety practices by providing in-service training and opportunities for implementation strategies

Pathway 3:

Inspire students to create their own pathway to success

Actions

- Partnership with local high school, colleges, vocational schools and community members that expose students to various career pathways
- Facilitate student leadership opportunities
- Provide differentiated learning opportunities that encourage critical thinking and creativity, global perspectives, pursuit of individual passions, and real-life applications of learning
- Embrace a growth mindset for staff and students utilizing Common Core and the integration of the arts

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 203,000 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, less than 1% Native American/Alaskan, not Hispanic, 2% Filipino, 8% White non-Hispanic, 2% African American, 3% Asian, less than 1% Pacific Islander and about 2% other ethnicities.. In the 2015-2016 school year, Marshall School serves approximately 576 TK, K – 5th grade students on a traditional schedule. There are the Deaf and Hard of Hearing

classes (DHH) ranging from preschool through fifth grade. There is one SDC moderate to severe classroom with students from second through fifth grade. Added on in the 2016-17 school year is one Visually Impaired class for students from TK to 5th grade.

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 McGraw Hill Wonders/Maravillas 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. 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 administrators monitor instruction through classroom visitations and student monitoring conferences with individual teachers and grade level teams on an ongoing basis with the support of our TOSA.

Thurgood Marshall School staff is proficient at using data to guide their teaching and student learning with ongoing progress monitoring data of individual students. 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 the district and school-based assessments. Summative and formative data analysis allows teachers, parents, and students to monitor progress toward academic goals, determine which strategies and interventions are working, identify when students need intervention, and target specific needs of individual students.

Intervention is a high priority for students that have not attained benchmark proficiency or higher in mathematics and/or reading comprehension. Our initial interventions include: Intervention Support Providers (K –5), after school tutoring, and educational technology. For targeted students before in class and other interventions are offered. This includes some of these targeted students receiving before and after school tutoring. The COST/SST Team 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. Designated and integrated ELD instruction follows curriculum included in McGraw Hill Wonders/Maravillas.

The acquisition of academic English Language skills continues to be an important goal for Thurgood Marshall School students, especially for our English Language Learners (EL). 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 a strong academic base, we begin My Math Mathematics instruction in English K with Spanish support. We continue to build upon this fundamental instruction through the 5th grade. Students coming from the Wonders/Maravillas 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 ensure 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 online myON program and Battle of the Books supports Reading progress for students. The Excel Math Program provides additional opportunities for students to constantly revisit critical math skills for upper grade students. Technology is accessed by all classes for research, use of software programs, to allow students additional time to practice and develop their skills in Reading and Mathematics.

Thurgood Marshall School's highly qualified Teachers meet the district and state guidelines. 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 (TOSA) to support TK-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. Throughout the year parents are offered a list of opportunities to receive training and be involved in the school program through PTA, ELAC and Coffee with the Principal.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	95	78	94	77	93	77	98.9	98.7
Grade 4	99	98	97	94	97	94	98.0	95.9
Grade 5	98	104	96	102	96	102	98.0	98.1
All Grades	292	280	287	273	286	273	98.3	97.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2359.8	2358.0	4	6	17	12	20	18	57	64
Grade 4	2411.9	2420.6	11	4	12	18	24	32	53	46
Grade 5	2467.3	2490.2	6	15	29	28	26	26	39	30
All Grades	N/A	N/A	7	9	20	20	23	26	49	45

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	12	33	29	58	60
Grade 4	8	6	37	52	55	41
Grade 5	11	17	45	48	44	35
All Grades	9	12	38	44	52	44

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	8	28	29	63	64
Grade 4	8	5	43	47	48	48
Grade 5	17	20	44	50	40	30
All Grades	11	11	38	43	50	46

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	6	61	66	37	27
Grade 4	8	7	65	76	27	17
Grade 5	6	10	67	72	27	19
All Grades	6	8	64	71	30	21

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	5	48	42	47	53
Grade 4	7	4	36	63	36	33
Grade 5	16	28	63	57	22	15
All Grades	9	14	49	55	35	32

Conclusions based on this data:

1. By closely monitoring individual student progress data and identifying students not making adequate progress, students who need extra support will receive reteaching, small group instruction and other interventions as appropriate. Formative and evaluative evaluations will contribute to clear understanding of individual student progress.
2. All students will demonstrate one year growth in Reading as measured by STAR360 Grade Equivalent.
3. A general upward trend is noted from grades 3-5 CAASPP data. The upward trend in student progress will increase through exemplary instructional practices along with formative and evaluative benchmarks. Wonders Reading Program will be used school wide. All students will have access to Accelerated Reader, myOn and Lexia as supplementary supports to give students more practice in Reading and Comprehension.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	95	78	94	77	93	76	98.9	98.7
Grade 4	99	98	97	94	97	94	98.0	95.9
Grade 5	98	104	96	102	96	102	98.0	98.1
All Grades	292	280	287	273	286	272	98.3	97.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2375.2	2388.0	4	7	15	21	29	25	51	47
Grade 4	2421.6	2447.7	5	6	13	22	31	43	51	29
Grade 5	2472.1	2476.6	4	9	17	18	35	35	44	38
All Grades	N/A	N/A	5	7	15	20	32	35	48	38

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	10	17	30	33	60	50	
Grade 4	6	11	26	47	68	43	
Grade 5	7	17	44	33	49	50	
All Grades	8	15	33	38	59	47	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	11	38	43	56	46
Grade 4	6	4	43	60	51	36
Grade 5	9	10	38	37	53	53
All Grades	7	8	40	47	53	45

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	5	45	58	47	37
Grade 4	6	12	40	61	54	28
Grade 5	4	9	51	48	45	43
All Grades	6	9	45	55	49	36

Conclusions based on this data:

1. Through close progress monitoring of individual student progress in Mathematics, students not making adequate progress will be given reteaching of concepts and skills. Small group instruction will give extra support to students with their outcomes closely monitored by teachers.
2. By continuing to implement My Math all students will demonstrate one year growth or higher in STAR 360 Math Grade Equivalent.
3. The positive trend of improvement shown by the data will continue to progress at a higher rate with close monitoring of student progress. There will be regular opportunities for formative and evaluative benchmarks.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K			7				13	14	13	50	29	20	38	57	60
1	5			17	15	18	34	32	26	27	24	23	17	29	33
2		3		15	12	13	42	24	35	33	41	29	10	21	23
3			3	20	16	11	40	45	42	24	24	31	16	16	14
4			3	24	15	32	57	53	43	10	10	14	10	23	8
5	5	5		67	29	44	19	48	44		14	7	10	5	4
6	21			42			37								
Total	3	1	2	25	16	21	37	39	36	22	23	21	13	21	21

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. By consistently using Wonders ELD for EL instruction, our goal is that higher numbers of students will reach Advanced and Early Advanced levels.
2. The focus is to move all of our students at least one level a year. Our goal is that increase of ELD time from 30 minutes to 45 minutes a day will help students to do better on AMAO # 1 and # 2. Wonders/Maravillas will assist students so they will meet this expectation of every EL student moving up a level in their ELD level each school year. The data shows 50.8 % of EL met AMAO 1 because they moved up one level as measured by CELDT.
3. It can be inferred from the data that when students reach higher levels in Reading, their progress in the CELDT will also improve. With implementation of Wonders Reading Program we anticipate students will demonstrate increased academic progress in Reading. Our goal is that students who have been in our school for five years will be at high enough levels as measured by STAR 360 to qualify to be reclassified. The data shows that 17.3% met AMAO Goal 2 which was for students with less than 5 years of Instruction. The data shows that 25.5% with more than 5 years of instruction met the second of AMAO 2.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	203	174	185
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	203	174	185
Number Met	111	58	93
Percent Met	54.7%	33.3%	50.3%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	228	35	211	22	193	34
Number Met	34	20	17	7	27	13
Percent Met	14.9%	57.1%	8.1%	31.8%	14.0%	38.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	No	N/A	N/A

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

Conclusions based on this data:

1. This data demonstrates that AMAOs have not been consistently 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 are planned to meet the needs of English Learners and to prepare them to attain English proficiency.
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 in targeted interventions.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The District shows that student acquisition of English for AMAO 1 and AMAO 2 needs to be increased so that students will achieve adequate progress towards being fully proficient in English.
2. There was a slight increase between 2012-13 and 2013-14 in students who met AMAO 1 and AMAO 2. AMAO 3 was met for Mathematics in these years, but was not met for Language Arts.
3. The District's Master Plan for English Learners focuses our schools on the importance of English Proficiency with our students. Daily instruction in classrooms throughout the District supports EL students in understanding of subject matter and eventual achievement of Fully English Proficient levels of learning. Multiple measures and supplemental instruction support English Learners to increase their achievement as measured by CELDT and other measures.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Reading and 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:

By June 2017

- A. Kindergarten- 60% of students will exit kindergarten at the STAR Early Literacy Assessment benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency and 60% of the students will pass the Essential Literacy Skills Assessment.
- B. 1st Grade- 70% of students will exit 1st grade at Composite Benchmark for STAR Early Literacy Assessment and Essential Literacy Skills Assessment. and 70% of the students will pass the Essential Literacy Skills.
- C. 2nd - 5th grade: All student will be at grade level or reduce the distance between their reading level and grade level by making at least one year's academic 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 STAR 360 Benchmark data from last year to set goals for this 2016-17 year.
During 2015-16 school year, K through 5 students were tested in all testing windows for STAR 360..
Grade cohort over the past two years is compared for grades 4 and 5 using CAASP progress data.
Kindergarten and 1st grade classes used the Essential Literacy Skills in addition to Early Literacy STAR Assessment to set goals for the upcoming year.
Language Arts Unit assessments will to be implemented using Wonders/Maravillas materials.
ESGI will continue to be used to monitor progress of K and Grade 1 students as appropriate.

Findings from the Analysis of this Data:

See previous pages for analysis of CAASSPP data and CELDT data.

To receive more accurate data of how students progress, STAR 360 will continue to be given to students throughout the school year.

Considering these factors, during the 2016-17 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
- Wonders/Maravillas Unit Assessments
- STAR360
- Waterford reports for K students as planned
- 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 use of 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 ELA/ELD adopted curriculum. The support will focus on how to meet the individual needs of all students. Demo lessons will model best practices. Coach will lead progress monitoring meetings with grade levels.	Instructional Coach, Classroom Teachers	August 2016-June 2017	Coach (TOSA)	None Specified	Centralized Services	59,231
Three day training on new McGraw Hill materials for all teachers and administrators will focus on ELA Common Core Standards and ELD materials. Follow up training is offered to teachers who do not attend the three day training.	Principal, Assistant Principal, Classroom Teachers, and Coach Principal and Assistant Principal will do regular walk throughs to ensure implementation of ELA Common Core Standards in lessons.	June 2016-June 2017	Not applicable			0
District adopted Language Arts pacing guides will be used to guide instruction and assessment.	Teachers K-5	August 2016 - June 20167	Not applicable	None Specified		0
K through 2nd Grade Transitional Bilingual Education classes will follow District Board policy.	Teachers K-2	August 2016 - June 2017	Not applicable	None Specified		0
Differentiated ELA/ELD instruction will be provided to students by classroom teachers. ISP Teachers will provide support and intervention to address the needs of students who need extra help.	All Teachers, Literacy Coach, Resource Teacher and 2 ISP Teachers	September 2016-June 2017	ISP Teachers (2)	1000-1999: Certificated Personnel Salaries None Specified	LCFF - Discretionary LCFF - Targeted	10800 14456

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Their focus is all students, including English Learners.				1000-1999: Certificated Personnel Salaries	LCFF - EL	9610
					Discretionary	6500
					Title I	3120
					Title III	3600
Conduct Coordinated Services Team (COST) and Student Success Team (SST) meetings to address the ELA instructional needs of at risk students	Principal, ORC, COST and SST teams, RSP, Gen Ed teachers, Substitutes	September 2016-June 2017	Teacher substitutes	1000-1999: Certificated Personnel Salaries	Title I	1948.15
			ORC		Centralized Services	37543.
					LCFF - Discretionary	1604.
Staff will input all formative assessment results into OARS, evaluate and analyze results and use information to inform ELA instructional decisions.	All Teachers and Instructional Coach	August 2016-June 2017	Not applicable	None Specified		0
STAR360 Reading and Early Literacy assessments will screen all students three times a year and results will be analyzed in PLC meetings.	All Teachers, Instructional Coach, Substitutes, Principal	August 2016-June 2017	(Teachers and Coach)		District Funded	0
			Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	3287.
ELA assessment data will be used by teachers to progress monitor targeted students and to plan for interventions.	Teachers K-5, Instructional Coach	August 2016- June 2017	District Funded	None Specified		0
Instructional Coach and Principal will conduct ELA data meetings with teachers to discuss assessment results.	Teachers K-5, Principal, Instructional Coach Teacher Substitutes	Aug. 2016- June 2017	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	0
Accelerated Reader, Star360,	Teachers K-5, Instructional	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
myON and Lexia will used to support student literacy across all grades.	Coach, Library Technician, Principal and Assistant Principal					
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 2016-June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Discretionary	5860.
					Centralized Services	8100
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 and Assistant Principal	August 2016-June 2017	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 in ELA.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ISP Teacher(s) to work with K- 5th grade students who are not meeting Language Arts benchmarks..</p> <p>ISP Teacher(s) to give additional instructional support during the school day to small groups of students.</p> <p>MyOn Reading Program will support student progress in reading.</p> <p>AR360 will support student progress in reading.</p> <p>Wonders program will be used to teach Reading to students K-5.</p>	<p>Instructional Coach, Principal, Teachers and Intervention Service Provider(s)</p>	<p>August 2016 - June 2017</p>	<p>Intervention Service provider(s) See Goal 1, Strategy 1</p>			<p>0</p>

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 Grades 1-5.	Classroom Teachers	August 2016-June 2017	Certificated hourly	1000-1999: Certificated Personnel Salaries	Title I	2000.
				1000-1999: Certificated Personnel Salaries	Title III	500
					LCFF - Targeted	864
					LCFF - Discretionary	1500
					LCFF - EL	2000
Conduct Coordinated Service Team (COST), RTI, IEP, and SST meetings to address the needs of students –need substitutes to cover classrooms for Teachers who are released to be part of SST and IEP meetings. COST is done with Principal, ORC, Psychologist, Coach and Counselor. RTI is part of our management system.	Principal, ORC, Literacy Coach, and COST and SST teams	September 2016-June 2017	Not Applicable See Goal 1, Strategy 1		District Funded	0
Reading Intervention programs for eligible students in RSP and	Resource Teacher, SDC Teacher	August 2016-June 2017			District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
General Education classes are available through Universal Access model.						
STAR 360 Reading and Early Literacy Testing given 4X yearly and as determined by need for students K-5.	Teachers, Instructional Coach and Administrators	August 2016-June 2017	District Funded			0
PLC/Common Core Meetings will monitor student progress by examining ELA progress data of at risk students and EL students, as well as all students. Meet 5X during school year as grade level. Teachers meet with Administrator and Coach. individually to review data 1 to 2 X year.	Grade Level Teams, Teachers, Administrators, Coach Teacher Substitutes to release teachers for grade level meetings	August 2016 - June 2017	See Strategy 1 Teacher Substitutes		LCFF - Discretionary Discretionary	0 500 5000
Purchase books and instructional materials to be used to support all students in literacy mastery.	AR/Library Committee, Library Technician, Site Computer Tech, Instructional Coach, Principal	September 2016 - June 2017	Materials/Supplies Library Tech Site Computer Tech	4000-4999: Books And Supplies	Title I Discretionary LCFF - Targeted Centralized Services Centralized Services	9134.85 3844.00 2000.00 28,781 65,451
Intervention and enrichment materials will be utilized during Universal Access, in small group instruction and tutoring.	Principal, Coach, and Classroom Teachers	September 2016 - June 2017	Cost of Materials	4000-4999: Books And Supplies	Title I	700
Staff will monitor at-risk students in ELA through the Rtl process, grade level meetings and analysis of data.	Teachers K-5, Instructional Coach	August 2016-June 2017	Centralized Services			0
Student Response Systems and Active Whiteboards will be utilized	All Teachers	August 2016-June 2017	Centralized Services	None Specified		0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
to improve student engagement and achievement.						
Teachers in classes where DHH students are mainstreamed in ELA will wear microphones to project sound. Leaders (Principal/Others) at assemblies will wear microphone.	Teachers, Staff	August 2016 - June 2017	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 2016-June 2017	Purchase materials as needed to address needs of EL students	4000-4999: Books And Supplies	LCFF - EL	3000
Conduct Coordinated Services Team (COST) and Student Success Team (SST) meetings to address the ELA needs of at risk students.	Principal, ORC, RSP COST, General Ed Teacher Reps and SST Teams	September 2016-June 2017	Teacher Substitutes Also see goal 3	1000-1999: Certificated Personnel Salaries	Title I LCFF - EL	1000 800

Strategy #3

STRATEGY:

IN-COMING KINDERGARTEN TRANSITIONS: The school will implement a transition plan for students entering Transitional Kindergarten and Kindergarten. (Elementary Schools)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Night Meetings Parents are given orientation to K Program by K Teachers, Coach and Principal.	Principal, Instructional Coach, K Teachers	August 2016- June 2017	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 -January 2016-17	District Funded			0
Kindergarten readiness will be provided for TK and K students without pre-school experience via varied methods.	Kindergarten Teachers	August 2016-June 2017	Not applicable			0

Strategy #4

STRATEGY:

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, ORC, Counselor 5th Grade Teachers, RSP Teacher and Middle School Personnel	January 2017 - June 2017	Not applicable			0
Middle School placement assessments will be administered to 5th grade students.	Middle School Staff	Spring, 2017	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 2016-Spring, 2017	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 2017-June 2017	Not Applicable			0

Strategy #5

STRATEGY:
Provide Professional Development for Teachers in the English Language Arts curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development in Language Arts/ELD instruction, Technology, Common Core, GATE strategies, Writing, Assessment and Differentiation.	Teachers, Instructional Coach, Principal, Consultants	August 2016 -June 2017	Conferences and Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - EL	3551
					LCFF - Discretionary	2500
					Discretionary	2500
Leadership will meet once a month to work on best practices in ELA, make decisions about programs, and review school wide plans.	Teacher Representatives, Coach and Administrators	August 2016 - June 2017	Not applicable			0
Provide Grade Level Planning time last Staff Meeting of every month with an emphasis on integrating ELA Common Core Standards and student progress monitoring.	Teachers, Instructional Coach, Principal	August 2016- June 2017	Not applicable			0
Instructional Coach will support teachers (in the classroom) in implementing ELA curriculum, analyzing data and instructing in best practices.	Instructional Coach, Teachers K-5	August 2016-June 2017	District funded			0
Instructional Coach will present professional development to teachers to improve practices in Language Arts and related topics including assessment, data analysis and progress monitoring.	Instructional Coach, Principal and Teachers K-5	August 2016-June 2017	District funded			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development will include best practices for English Learners and Writing across the Curriculum.	Consultant(s), Instructional Coach, Teachers	August 2016-June 2017	Consultants	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	600

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 2016 - May 2017	Not applicable			0.
Teachers will review student ELA assessment data at parent conferences held for all students in November, 2016. As needed conferences will be held in February and at other scheduled times.	Teachers and Instructional Coach	August 2016 to June 2017	Not applicable			0.
Parents are invited to be part of Back to School Night, Language Arts Curriculum Night, Math Night, Science Project sharing, Coffee with the Principal, other Family Nights, PTA, Title I meetings, parent trainings and student performances	Principal, Teachers, TOSA, Parents	September 2016 - June 2017	Supplies	4000-4999: Books And Supplies	Title I	500
					Discretionary	400
Parent workshops which focus on parenting skills will be conducted. Interested parents will have the opportunity to attend trainings like PPP, Latino Literacy, Mental Health First Aid and others which increase parent understanding of	Principal, TOSA, ORC, Parents, Community Agencies	November 2016-June 2017	Not applicable			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
how to support their students in Literacy at school and at home.						
SST/IEP Meetings will be held to support parent involvement in their student's ELA progress.	Principal, Instructional Coach, Teachers K-5, Resource Teacher, School Psychologist and Parents	August 2016 - June 2017	Teacher Substitutes		Discretionary	2300
			Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	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 Oxnard Scholars staff. Information on the after school program will be shared with teachers. Information about the school program with Oxnard Scholars after school program by the Teacher Liaison.	Teacher Liaison for Oxnard Scholars, Principal, Assistant Principal and Oxnard Scholars Leadership	August 2016- June 2017	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 2016 – June 2017	Not applicable			0
Coaching is provided for student athletic teams that practice and play games after school hours.	After School Liaison Teacher, Parent Volunteers, Teachers, Campus Assistants	August 2016-June 2017				

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 benchmark or above.

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 – 65% at benchmark or above on My Math assessments..
- 1st grade –5th Grade 70% at benchmark or above on My Math End of Year assessment.

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

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of State Approved Math Curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PLC Team Meetings and grade level meetings to plan instruction for Mathematics using My Math to prepare students to master CCSS standards and and pass assessments.	Principal and Coach, Classroom Teachers	September 2016-June 2017	Teacher Substitutes See Goal # 1 also	1000-1999: Certificated Personnel Salaries	Title I	3000
Math 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 2016-June 2017	Not applicable			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 2016-June 2017	Not applicable			0
STAR360 will be used to monitor student progress in Math.	Teachers and Coach, Principal and Assistant Principal	September 2016 - June 2017	Not applicable			0
Recognize students' growth and/or Proficient/Advanced on formative assessments in Math, through AR, STAR360 and Unit Assessments. Distribute incentives to students making considerable growth.	Coach, Teachers, Principal and Assistant Principal	January 2016 - June 2017	Purchase student incentives	4000-4999: Books And Supplies	Title I LCFF - Targeted	600 500
Integrate technology as a tool for teachers when implementing	Media Tech, All Teachers, Technology Committee,	September 2016 - June 2016	See Goal #1			0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Common Core Standards. The Computer Lab Technician will maintain equipment and software to support student learning through technology.	Coach, and Principal					
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, Principal	August 2016-June 2017	Not applicable			0
K through Grade 2 Transitional Bilingual Education classes follow District board policy.	Teachers K-2, Instructional Coach, Principal and Assistant Principal	August 2016 - June 2017	Not applicable			0
Staff will put Math formative assessment results into OARS, evaluate and analyze results and use information to inform instructional decisions.	Teachers K-5, Instructional Coach	August 2016 - June 2015	Not applicable			0
Principal will conduct Math 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	Title I	1000
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			0

Strategy #2

STRATEGY:
Provide interventions and enrichment to support student progress in Math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Service Provider(s) will provide necessary interventions for targeted Math services for students K-5	ISP Teacher(s), Instructional Coach, Principal	August 2016 – June 2017	See Goal #1 Strategy 1			
Teachers will monitor student progress through Benchmark assessments in My Math and STAR360.	Teachers K-5 and Instructional Coach	August 2016-June 2017	Not applicable			0
Teachers will provide after school tutoring in small groups in Math for targeted students.	Teachers K-5	August 2016-June 2017	Hourly Teacher Rate	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2000
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	Intervention Materials	4000-4999: Books And Supplies	LCFF - Targeted	1910
					Title III	632
					Discretionary	600
Staff will monitor Math 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 2016-June 2017	Centralized Services	None Specified		0
Student progress will be monitored using formative and summative Math assessments; intervention strategies will be based upon results.	Teachers K-5, Instructional Coach	August 2016-June 2017	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 in Math.	Teachers and Instructional Coach	August 2016-June 2017	Centralized Services	None Specified		0

Strategy #3

STRATEGY:
PRE-SCHOOL TRANSITION (Elementary Schools)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kindergarten Math 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 2017	Not applicable			0
Parent night meetings will be held for parents of incoming K students	K Teachers, Principal	April to June 2017	Not applicable			0

Strategy #4

STRATEGY:
Professional Development and Implementation of the use of Technology in the Mathematics instruction program

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meetings in Grade Levels will support planning for Mathematics and Technology instruction to be planned following Common Core standards. Professional Learning Teams will meet to review common assessments to focus on student progress towards attainment of benchmarks in Mathematics and Technology.	Coach, Principal, Assistant Principal and PLC teams	August 2016 - May 2017	See Goal #1, Strategy 2 Teacher Substitutes			0
Leadership will meet once a month to work on best practices implementing the Math 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			0
Purchase Apps and computer equipment/supplies will be purchased or Math instruction.	Principal, Instructional Coach, Media Tech, EST Grades 2-5 and Classroom Teachers	September 2015-June 2016	Computer Equipment	4000-4999: Books And Supplies	Title III	1279

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Focus will be the needs of English Learners supported through Technology.						
Math 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			0
Purchase computers and accompanying cables for classrooms without computers, for the Library and for any additional classes added this year to assist in Math instruction.	Teachers, Instructional Coach, Media Tech, Principal	August 2015-June 2016	Computers	4000-4999: Books And Supplies	LCFF - Targeted	1000

Strategy #5

STRATEGY:
PARENT INVOLVEMENT OPPORTUNITIES ARE PART OF SCHOOL PLAN

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 2016 - June 2017	Not Applicable			0
Review Math 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, STEM 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 input provided on 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
For 2016-17 Parent Nights include Literacy Night, STEM Night and Math Night			Teacher Extra Help	1000-1999: Certificated Personnel Salaries	Title I LCFF - EL	1500 1000

Strategy #6

STRATEGY:
AFTER SCHOOL PROGRAM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison acts as a bridge to facilitate communication and coordination between the after school program and regular school program.	Teacher Liaison, After School Director	September 2015 - May 2016	Not applicable			0
ASES Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services	After School Teacher Liaison and Principal	September 2015 – May 2016	Not applicable			0

Strategy #7

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners

LEA GOALS:

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

SCHOOL GOAL #3:

School Goal #3 - English Learners

A. AMAO #1: 100% of all English Learners will advance one level on the CELDT.

B. AMAO #2 The percentage of English Learners who transition to Fully English Proficient with less than 5 years will increase to 57% and the percentage of English Learners who transition to English with more than 5 years instruction in English acquisition will increase to 65%.

Data Used to Form this Goal:

- CELDT data
- IPT
- Essential Literacy Skills Checklist (K & 1)
- School generated Common Core Pre and Post assessment
- Interim Formative Assessments

Findings from the Analysis of this Data:

Findings show that more students need to move up one level in their English Language Acquisition every year. Another conclusion is that higher percentages of students need to reclassify, especially after 5 years of instruction in ELD.

How the School will Evaluate the Progress of this Goal:

- CELDT assessment preliminary data
- IPT assessment two times a year: Fall and Spring
- ELD continuum
- Progress Monitoring
- AR360 Reading level
- Essential Literacy Skills Checklist (K&1)
- Teachers meet in Grade Levels to review EL students' progress after assessment periods
- Progress Monitoring using DIBELS
- Progress on meeting AMAO goals

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of State Approved ELD Curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the District Master Plan for English Learners. Teachers will daily implement ELD instruction for 45 minutes of designated EL instruction at EL students' levels.	Instructional Coach, TOSA for EL, Principal, Assistant Principal and Teachers	August 2016 - June 2017	Not applicable			0
ELD instruction in K - 5th grades using Wonders/Maravillas ELD materials for instruction. Student are placed in proficiency levels	Instructional Coach, Principal, Assistant Principal and Teachers	August 2016 - June 2017	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. Teachers will plan how to support academic needs of EL students.	Principal, Coach, and Classroom Teachers	September 2016- June 2017	Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I Discretionary	400 2200
Students will be assessed to determine their proficiency levels (CELDT and IPT) and receive instruction according to their proficiency levels	Teachers, District Assessment Team, TOSA	August 2016 - June 2017	Not applicable			0
Continue to refine implementation of ELD through PD for teachers. Ensure that appropriate time in ELD instruction is done on a daily basis through teacher schedules and	Principal, Assistant Principal, Instructional Coach, and Teachers	September 2016 - June 2017	Not applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
observations.						
Team as grade levels to differentiate instruction by student need and EL levels.	Principal, Assistant Principal, Instructional Coach, Extra Support Teacher (EST) Grades 2-5 and all Teachers	August 2016 - June 2017	Not applicable			0
EL students will participate in the Accelerated Reader program which is managed by the Instructional Coach, AR/Library Committee and Library Technician.	Teachers K-5, Library Technician, EST Grades 2-5 and Assistant Principal and Principal	August 2016-June 2017	Not applicable			0
Recognize student growth on CELDT via annual assembly/dinner	Principal, Instructional Coach, Parents and Teachers	Spring 2016	Food	4000-4999: Books And Supplies	Discretionary	700.
			Supplies	4000-4999: Books And Supplies	Discretionary	500
EL student progress will be monitored in student monitoring conferences, data meetings and grade level meetings reviewing data from multiple measures to include Wonders and My Math, STAR360, CELDT, and IPT.	Teachers K-5, Instructional Coach, Principal and Assistant Principal	August 2016-June 2017	Not Applicable			0
EL students not making benchmark progress in Mathematics and Language Arts are eligible for intervention during the school day and through before and after school intervention..	Teachers, ISP, Instructional Coach, Principal, Assistant Principal	September 2016-June 2017	Not Applicable		Centralized Services	0
			Teacher Hourly Rate for Teacher Tutors		Title III	2075.
					Discretionary	5500.
			Materials		Discretionary	1900.
EL students will receive instruction during the school day in English acquisition and core subjects from their teacher and with team support.	Teachers, ISP, Coach, Principal, Assistant Principal	August 2016-June 2017	ISP Teacher	1000-1999: Certificated Personnel Salaries	Discretionary	6976.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
					Title III	1732.
Supplementary materials and books will provide EL students with additional practice to foster English language acquisition.	Teachers, Coach, Principal, Assistant Principal	August 2016-June 2017	Instructional materials and books	4000-4999: Books And Supplies	Title I	1200.
				4000-4999: Books And Supplies	Title III	1000.
				4000-4999: Books And Supplies	Discretionary	2500.
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 2016-June 2017	See Goal 1, Strategy 1, Action Step 12			
STAR360 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, EL TOSA, Assistant Principal and Principal		Not applicable		Centralized Services	0

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS and ENRICHMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ISP teacher(s) will work with EL students and students who are not meeting Grade Level benchmarks in classrooms and in small groups.	Principal, Assistant Principal, ISPs, Instructional Coach, and Teachers	December 2016 - June 2017	See Goal #1			
Use data from multiple sources such as IPT, CELT, and STAR360 to target specific educational needs and provide appropriate support and/or intervention for EL students during the school day..	Principal, Assistant Principal, Instructional Coach, ISP and Teachers	September 2016 – June 2017	See Goal #1			0
Implement after school tutoring lead by classroom teachers for targeted EL students.	Principal, Assistant Principal, Coach, and Teachers	September 2016-June 2017	Hourly Certificated rate	1000-1999: Certificated Personnel Salaries	Title III LCFF - EL	1000 300
Conduct Coordinated Service Team (COST), RTI, and SST meetings to address the needs of EL students - 3 subs	Outreach Coordinator (ORC), Psychologist, Principal, Assistant Principal, Instructional Coach, Resource teacher, and Teachers	August 2016 - June 2017	See Goal #1			0
Intervention materials from Wonders and other programs will be utilized to support EL students during ELD instruction and/or tutoring.	Teachers, Instructional Coach, ISP, Principal	August 2016-June 2017				
Purchase and use appropriate apps for instruction to support English acquisition for EL students K-5. Use Lexia for intervention.	Teachers, Instructional Coach, Site Technical Support, Assistant Principal and Principal.	August 2016--June 2017	Purchase of computer supplies and software.	4000-4999: Books And Supplies	LCFF - EL	400

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 2016-June 2017	Purchase enrichment materials	4000-4999: Books And Supplies	Discretionary	1000

Strategy #3

STRATEGY:
TRANSITIONS WILL BE PROVIDED BETWEEN PRE-SCHOOL, TRANSITIONAL KINDERGARTEN AND KINDERGARTEN

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Meetings lead by K Teachers will explain K program and expectations to K parents.	Kindergarten Teachers, Principal, Coach, K Parents	August 2016	Not applicable			0
TK Transitional Meeting will offer TK parents information on program options for K.	Principal, Coach and TOSA	January 2017	Not applicable			0
Collaboration and articulation between Preschool Teachers and Kindergarten Teachers will support smooth student transitions.	Preschool and K Teachers	January 2017-June 2017	Not applicable	None Specified		0
Welcome meeting for Kindergarten parents will given them orientation to expectations and schedules for their kindergarten children.	Principal, Assistant Principal and ORC	August 2016	Not applicable	None Specified		0

Strategy #4

STRATEGY:
TRANSITION to Middle School will be supported for our 5th grade students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold vertical meetings for 5th grade and 6th grade teachers to facilitate collaboration with Middle School teachers	Upper grade teachers, Coach, Principal & Assistant Principal	January 2016 - June 2017	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, Assistant Principal, 5th Grade Teachers, Principals and Representatives from Middle Schools and K-8 Schools	December 2016-June 2017	Not applicable			0

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD for Wonders, STEAM and ELD will be planned and offered to Teachers K-5.	Principal, Assistant Principal, Instructional Coach, TOSA and Teachers	August 2016-June 2017	Not applicable			0
Principal and Assistant Principal will continue to monitor the implementation of the best practices for instruction for EL, including SIOP model.	Principal, Assistant Principal & Instructional Staff	August 2016- June 2017	Not applicable			0
Leadership will meet once a month to work on EL best practices for the classroom to increase all students' learning. Leadership will receive additional release time to receive training for RtI, to receive training for Cultural Relevancy, and to do school wide planning.	Principal, Assistant Principal, Instructional Coach, and Leadership Team	August 2016-June 2017				
Teachers K-5 will receive Professional Development focused on how to best support EL students throughout the curriculum.	Principal, Assistant Principal, Instructional Coach, EL TOSA, Teachers	December 2016-June 2017	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - EL	1500.
Teachers K-5 will receive Professional Development in the Common Core in Staff Meetings, PLC and through professional conferences, as scheduled..	K-5 Teachers, Instructional Coach, Principal, VCOE	August 2016-June 2017	Conference expenses	5000-5999: Services And Other Operating Expenditures	Title I	2200.
Selected Teachers will attend conferences such as CUE and GATE with a focus on the needs of English Learners.	Principal, Assistant Principapl, Instructional Coach, Teachers	August 2016-June 2017	Conference expenses	5000-5999: Services And Other Operating Expenditures	Discretionary	3000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for Teachers and Staff on SIOP Strategies.	Principal, Assistant Principal, Counselor, Coach, Teachers, Staff	August 2016-June 2017				
Materials to support implementation of strategies covered in Professional Development will include Wonders/Marravillas, Companion books in English and Spanish, My Math, AR, myON and other instructional materials as appropriate.	Principal, Assistant Principal, Coach, Teachers	August 2016-June 2017	Materials, manuals and books	4000-4999: Books And Supplies	Discretionary	1000.

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
Parents are involved in school organizations and give input on decisions Title I meetings ELAC meetings Parent Compact Parent Involvement Policy Coffee with the Principal PTA	Committee members, Principal, Assistant Principal, Parents, and Teachers	August 2016 - June 2017	Not applicable			0
Review EL assessment data at parent conferences	Classroom Teachers, Instructional Coach and Parents	September 2016 - June 2017	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 2016-June 2017	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 2016–June 2017	Not applicable			0
Plan to honor Parent Volunteers through end of year brunch.	Principal, Assistant Principal, Instructional Coach, Teachers, Parents	August 2016-June 2017	Purchase food.	4000-4999: Books And Supplies	Discretionary	1200.
			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, Teacher Liaison, School Staff and Oxnard Scholars Director	August 2016 - June 2017	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 Oxnard Scholars Director	August 2016 – June 2017	Not applicable			0
Facilitate after school clubs such as Writing Club, Mouse Squad and Music Club.	Principal, After School Liaison, Oxnard Scholars Director, Coach, Teachers, Support Staff	September 2016-June 2017	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	1000.
			Hourly certificated rate	1000-1999: Certificated Personnel Salaries	Discretionary	1500

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, Student Behavior and School Environment

LEA GOALS:

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

SCHOOL GOAL #4:

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 Plan using CHAMPS will be used by Student Behavior Committee, Principal, Assistant Principal, Counselor and all Staff

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%

Positive student behavior school wide will be supported by CHAMPS behavior guidelines

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
- Review of CHAMPS implementation to support positive student behavior

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
- Update disaster plan and emergency preparedness
- Continue to monitor implementation of CHAMPS

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
- Continue to refer to CHAMPS with students and staff
- Continue to develop shared guidelines using CHAMPS to address student needs

Strategy #1

STRATEGY:
SUPPORT TO STUDENTS TO FULLY ACCESS THE CORE CURRICULUM: SCHOOL ENVIRONMENT, STUDENT HEALTH, SELF ESTEEM, BEHAVIOR INTERVENTION, ENRICHMENT, STUDENT MOTIVATION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supervision will be provided before and after school, during recesses and lunch time. CHAMPS guidelines for school areas will support positive student outcomes.	Campus Assistants, Principal, Assistant Principal	August 2016 - June 2017	Playground Aides	2000-2999: Classified Personnel Salaries	Discretionary	86,475
			Playground Aides Extra Help	2000-2999: Classified Personnel Salaries	Discretionary	1,700
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, Principal and Assistant Principal	August 2016-June 2017	Supplies, Certificates, and other Incentives	4000-4999: Books And Supplies	LCFF - Targeted	1200
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, Assistant Principal, Coach, Office Support Staff and Teachers	November 2016 February 2017 June 2017	Purchase certificates and awards		LCFF - Targeted	1200
Provide positive behavior support to students with behavior challenges. Using COST, SST, teacher and parent referral, identified students will benefit from PBIS and behavior plans.	Teachers, Principal, Assistant Principal, Outreach Coordinator, Counselor and ALL Staff	August 2016- June 2017	Not applicable			0

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, imbedded in health instruction)	All staff (Certificated and classified)	September 2016 - May 2017	Health and Drug Prevention	None Specified	LCFF - Targeted	1000
Implement small group supports for students on topics such as Divorce, Anger Management and Friendship.	Counselor	September 2016 - June 2017	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, Assistant Principal, Teachers, ORC, Counselor, Staff, Front Office	August 2016 - June 20	Not applicable			0.
The Safety Committee will monitor the Safety Plan and make necessary revisions and updates.	Safety Committee and Principal, Teachers, All Staff	August 2016 - June 2017	Not applicable			0.
All staff and students will participate in lock down drills at least twice a year.	All staff (certificated and classified)	August 2016-June 2017				
All staff and students will participate in monthly emergency drills alternating between fire and earthquake drills. In October school is registered for Great California Shakeout for October 20.	All staff (certificated and classified)	August 2016-June 2017	N/A	None Specified		0
School positive student behavior program will be supported by implementation and use of CHAMPS. Restorative justice process is implemented to support students in conflict resolution. Incentives will be given to students to promote	Teachers, Principal, Assistant Principal Counselor, ORC	August 2016-June 2017	Incentives and Materials	4000-4999: Books And Supplies	LCFF - Targeted	800.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
positive student.						
Enrichment activities like field trips, or school presentations will support student understanding and attainment of CCSS.	Coach, Teachers, Principal, Assistant Principal	August 2016-June 2017	Field Trips and School Presentations-Assemblies	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	2473.
			Field Trips and School Presentations		Discretionary	3000
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 2016-June 2017	Certificates, ribbons, books, awards	4000-4999: Books And Supplies	LCFF - Targeted	1400.
CHAMPS is used for all common areas of school to provide positive behavior support for students. Assemblies at the beginning of the year explain guidelines to students.	Principal, Assistant Principal, Counselor, ORC, Teachers, All Staff	August 2016-June 2017				
Students requiring additional assistance with behavior will be referred to COST and/or SST.	ORC, Principal, Assistant Principal, Coach, Teachers and SST Team	August 2016-June 2017	Substitutes for SST Meetings		Title I	2400
					LCFF - EL	300
					Discretionary	1000

Strategy #2

STRATEGY:

SPECIFIC INTERVENTIONS to ENABLE STUDENTS TO ACCESS CORE CURRICULUM

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Big Smiles provides free dental screenings and treatment.	Outreach Coordinator, Principal, Assistant Principal and Teachers	August 2016-June 2017	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 2016-June 2017				
Families will be connected with community resources as necessary.	School staff, ORC, Principal, Assistant Principal, Counselor	August 2016-June 2017				
Identified students will receive individual and small group counseling to broaden their skills in managing behaviors that interfere with their learning.	Counselor, Teachers, SST, Administrators	August 2016-June 2017	Counselor		Centralized Services	120,550
Counselor will use Second Step Curriculum to deliver weekly classroom lessons to TK and K classes throughout the year.	Counselor, TK and K Teachers	August 2016-June 2017				

Strategy #3

STRATEGY:
SUPPORT FOR STUDENT TRANSITIONS from 5th to 6th GRADE, TK-K

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In-Coming Parent Meetings in Classrooms for TK, K parents will inform parents of rules and expectations for social and academic development	Principal, Outreach, Coach, Kindergarten Teachers	August 2016-June 2017	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 2017	Not applicable			0
Parents of incoming TK and K students are given orientation to school wide expectations on attendance, CHAMPS, Strand Focus and other orientation information on the first day of school.	Principal, Assistant Principal & Coach	August 2016-June 2017	Not applicable			0
As part of a universal prevention strategy, the Counselor will incorporate 1 minute counseling check-ins with each student in the upper grades. Counselor will utilize visits and surveys and provide data reports to staff.	Counselor, Upper Grade Teachers, Administrators	January 2017-June 2017				

Strategy #4

STRATEGY:
5TH TO 6TH TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold vertical meetings between 5th and 6th teachers to facilitate transition.	Upper grade teachers, Coach, Assistant Principal and Principal	December 2016- June 2017	See Goal #1			
Facilitate smooth transitions to Middle School for students with IEPs and 504 Plans	RSP Teacher, Teachers, Coach, Assistant Principals and Principals	December 2016-June 2017	See Goal #1			

Strategy #5

STRATEGY:
PROFESSIONAL DEVELOPMENT

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff is provided opportunities for professional development on classroom management. Staff will be trained in CHAMPS to support school wide student behavior management.	Principal, Coach, and Teachers	August 2016 to June 2017	County Trainings		LCFF - Targeted	500
Plan 2X to 4X month training for playground supervisors in effective ways to support positive student behavior using CHAMPS.	Principal, Assistant Principal, ORC and Counselor support	August 2016 - June 2017	Not applicable		District Funded	0
Staff will receive training for disaster preparedness.	All staff	August 2016-June 2017	Not applicable		District Funded	0
Staff will receive training for RTI, Student Behavior Programs, and ways to support positive student behavior.	All Staff, Principal, Assistant Principal, Counselor, Student Behavior Committee	August 2016-June 2017	Not applicable			0
Teachers and Administrators will receive in-service training on Trauma Resiliency Skills from trained Counselor	Teachers, Administrators, Counselor	August 2016-June 2017				

Strategy #6

STRATEGY:
PARENT INVOLVEMENT WILL BE ENCOURAGED THROUGH MULTIPLE OPPORTUNITIES FOR PARENTS TO BE INVOLVED.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents are updated on school activities monthly during ELAC, PTA, and School Site Council, along with the SCHOOL website.	Principal, Coach, and Media Tech	August 2016 - June 2017	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 2016-June 2017	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 2016-June 2017	Not applicable		District Funded	0
Counseling will be offered for students and families based upon referrals by teachers and support staff.	Principal, Assistant Principal, ORC, Parents	August 2016-June 2017	Not applicable		District Funded	0
Parent Trainings will be offered on topics which help parents to support their student's learning.	Principal, Assistant Principal, Teachers, ORC, Community Partners and Parents	September 2016-June 2017	Purchase materials and cover other costs	4000-4999: Books And Supplies	Title III Discretionary	800. 1500

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM WILL PROVIDE EXTENDED DAY LEARNING FOR STUDENTS.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison will meet regularly with Oxnard Scholars Program Lead. Teacher Liaison will report back to school staff on topics covered in after school program. Teacher Liaison will give input on appropriate activities and studies to be carried out in the Oxnard Scholar's Program.	Principal, Assistant Principal, Teacher Liaison and After School Director	August 2016-June 2017	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, Assistant Principal, Teacher Liaison and After School Director	September 2016 – June 2017	See Goal #1			
Teacher Liaison will support communication between the Oxnard Scholar's program and the regular day school program.	Teacher Liaison, Principal, Assistant Principal and Staff	August 2016 - June 2017				

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: VISUAL AND PERFORMING ARTS
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
All students will receive instruction and will participate in activities focused on the Visual and Performing Arts
Data Used to Form this Goal:
Visual art creation Participation rates in lessons, presentations, assemblies, concerts and other avenues which access learning in the Visual and Performing Art Student understanding of Art principals demonstrated through Visual and Performing Arts learning outcomes Student understanding of cultural and historical influences and elements of art as shown through formative assessments
Findings from the Analysis of this Data:
This is the first year of Visual and Performing Arts strand focus. Data will be analyzed periodically to determine implementation of the Visual and Performing Arts throughout the grades K-5.

How the School will Evaluate the Progress of this Goal:

Learning opportunities by grade level for Visual and Performing Arts components

Monitor program requirement of student participation in at least one presentation per year where parents are invited

All students create visual products in Art.

All students have opportunities to learn about Art History.

All students receive classroom in Music.

All students have opportunities to view and participate in Performing Arts.

All students develop cultural awareness through increasing their understanding of art forms from various cultural backgrounds.

Strategy #1

STRATEGY:
Teachers instruct lessons 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 art lessons and plan activities to engage their students in the Visual and Performing Arts.	Teachers and Instructional Coach, Principal and Assistant Principal	August 2016-June 2017	Not applicable			0
All students will participate in Assemblies and Performances. Planned for this school year are Oxnard High School Choir, Museum visits and possible excursions for musical and theatrical performances.	Visual and Performing Arts Committee, Principal, Coach and Teachers	August 2016-June 2017	Assembly costs	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1000
All students will expand knowledge in Visual and Performing Arts through planned lessons and field trips.	Teachers K-5, Principal and Coach	September 2016-June 2017	Field Trips	5800: Professional/Consulting Services And Operating Expenditures	Title I	4000
			Field Trip Transportation		Title I	3000
					LCFF - Targeted	2473
					LCFF - EL	886
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 2016-June 2017	Purchase of materials and classroom items such as easels, specialized paints, chalks, paper, and other items.	4000-4999: Books And Supplies	LCFF - Targeted	1000
			Purchase materials	4000-4999: Books And Supplies	Discretionary	3000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Individual classes and grade levels will study and present plays and musicals.	K-5 Teachers, Instructional Coach	August 2016-June 2017	Purchase of scripts or books	4000-4999: Books And Supplies	LCFF - Targeted	500
Music Teacher will give class lessons to all students K-5. Students will receive lessons that expand upon word knowledge, understanding of themes and concepts and musical traditions. Music Teacher will collaborate with Teachers to instruct songs that extend Common Core concepts through music.	K-5 Teachers, Music Teacher. Coach, Principal and Assistant Principal	August 2016-June 2017	Music Teacher	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	1600
					LCFF - Targeted	5300
					LCFF - EL	5100
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 2016-June 2017	Musical Instruments	4000-4999: Books And Supplies	LCFF - Targeted	1000
Students K-5 will learn how art relates to culture, time periods and history, country of origin and geography.	K-5 Teachers, Coach, Consultants, Principal and Assistant Principal	August 2016-June 2017	Books or Materials		LCFF - Targeted	1600
Students will have opportunities to participate in after school enrichment in the arts. For example, Oxnard Scholars will provide learning opportunities through movement, music, and other arts related planned activities aimed at deepening student understanding of Visual and Performing Arts.	Teachers, Support Staff, Principal, Oxnard Scholars Staff	August 2016-June 2017	Not Applicable			0
Individual classes and grade levels will practice and present their learning about dance, theater, creative movement, music and visual art.	Teachers, Coach, Principal and Assistant Principal	September 2016-June 2016	Not Applicable			0

Strategy #2

STRATEGY:
Professional Development will be given to Teachers K-5 in the Visual and Performing Arts

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K-5 Teachers will collaborate in PLCs to develop professional development in Visual Arts and Performing Arts	Teachers K-5, Visual and Performing Arts Committee, Principal, Assistant Principal and Coach	August 2016-June 2017	See Goal #1			0
K-5 Teachers will do planning to implement our Integrated Art Unit that was developed further last year. Projects and additional rigor will be added to the grade level lessons	Teachers K-5, Instructional Coach, Principal and Assistant Principal	August 2016-June 2017	Not applicable			0
Teachers and Instructional Coach will collaborate on how the Strand Focus can provide enrichment and extension to instructional program.	Teachers, Instructional Coach, Principal and Assistant Principapl	August 2016-June 2018	Not Applicable			0

Strategy #3

STRATEGY:
Teachers will monitor and evaluate student progress in Visual and Performing Arts.

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. This will be done through observation and evaluation of student outcomes.	K-5 Teachers, Instructional Coach, Principal and Assistant Principal	August 2016-June 2017	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 and Assistant Principal	August 2016-June 2017	Not applicable			0
Student progress in Music understanding will be monitored by observation, formative data collection and presentation outcomes.	K-5 Teachers, Music Teacher, Instructional Coach, Principal and Assistant Principal	August 2016-June 2017	Not applicable			0

Centralized Services for Planned Improvements in Student Performance

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA) and Principal periodically present elements of English Learner Master Plan to parents at ELAC meetings.	September 2016 - June 2017	Coach-TOSA,	2000-2999: Classified Personnel Salaries	Centralized Services	59,231
		Outreach Coordinator-ORC	2000-2999: Classified Personnel Salaries	Centralized Services	37,543
Library Tech will maintain the Library for students to check out books to read.	Aug. 2016 - June 2017	Library Tech	2000-2999: Classified Personnel Salaries	Centralized Services	29,781
Computer Lab Tech will support one to one iPad student use to enable all students to better access online learning opportunities.	Aug. 2016 - June 2017	Site Lab Tech	2000-2999: Classified Personnel Salaries	Centralized Services	65,451
Maintenance Agreement for Copy Machine(s)	August 2016-June 2017	Maintenance agreement	None Specified	Centralized Services	8100
Full time Counselor will support positive behavior outcomes with individual students, small student groups and with classroom visits.	August 2016-June 2017	Counselor	2000-2999: Classified Personnel Salaries	Centralized Services	120,550

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	194,101.00
	Centralized Services	66,324.00
None Specified	Centralized Services	59,231.00
	Discretionary	27,400.00
	Discretionary	8,844.00
1000-1999: Certificated Personnel Salaries	Discretionary	8,476.00
2000-2999: Classified Personnel Salaries	Discretionary	88,175.00
4000-4999: Books And Supplies	Discretionary	11,300.00
5000-5999: Services And Other Operating	Discretionary	8,860.00
5800: Professional/Consulting Services And	Discretionary	1,600.00
	District Funded	0.00
	District Funded	0.00
	LCFF - Discretionary	6,104.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	10,800.00
5800: Professional/Consulting Services And	LCFF - Discretionary	1,600.00
	LCFF - EL	8,386.00
	LCFF - EL	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	9,610.00
4000-4999: Books And Supplies	LCFF - EL	3,400.00
5800: Professional/Consulting Services And	LCFF - EL	5,051.00
	LCFF - Targeted	9,473.00
	LCFF - Targeted	4,964.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2,000.00
4000-4999: Books And Supplies	LCFF - Targeted	8,810.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	2,473.00
None Specified	LCFF - Targeted	15,456.00
	Title I	8,520.00
1000-1999: Certificated Personnel Salaries	Title I	15,635.15
4000-4999: Books And Supplies	Title I	12,134.85
5000-5999: Services And Other Operating	Title I	2,200.00
5800: Professional/Consulting Services And	Title I	4,000.00
	Title III	8,039.00
1000-1999: Certificated Personnel Salaries	Title III	1,500.00
4000-4999: Books And Supplies	Title III	3,079.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Centralized Services	319,656.00
Discretionary	154,655.00
District Funded	0.00
LCFF - Discretionary	18,504.00
LCFF - EL	28,447.00
LCFF - Targeted	43,176.00
Title I	42,490.00
Title III	12,618.00

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 who are at benchmark or above in Reading on STAR360

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 2016-17, as compared to the percentages reclassified in 2015-16.

Identify the major expenditures supporting these priorities.

The major expenditures are for funds for two Intervention Service Providers (ISP) extra help during the instructional day and the expenses for Campus Assistants who provide supervision before and after school, at recesses and lunch time. Additional significant expenses are for Professional Development, Tutoring, the Music Teacher and Field Trips. The Instructional Coach focuses the plan priorities above as major goals in her work of instructional support. She organizes data for Teachers and Teams to analyze. Ongoing monitoring of all students and EL students is significant towards moving students to higher levels of achievement.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Teachers are given release time during the school day to progress monitoring of their students in Reading and Mathematics.

Teachers will use assessments from My Math, from Wonders and from STAR360 to do progress monitoring of students.

The Music Teacher is delivering Music lessons to classrooms with a focus on building not only music skills, but also understanding of concepts and themes.

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 Universal Access model has been challenged by personnel constraints. Some groups have been too big, which has necessitated a change in the groupings. Some grade levels determined that the needs of their students were better met with differentiation within their classroom, rather than the Universal Access Model.

What specific actions related to those strategies were eliminated or modified during the year?

The roll of the Instructional Coach has expanded to include preparation of student data for teachers to analyze. The Coach will continue to model and support best instructional practices and will lead teachers in use of AR, myON and Lexia to support students in reaching higher levels of proficiency in Reading.

Intervention efforts include interventions during the regular school day and intervention opportunities beyond the regular school day.

Identify barriers to full or timely implementation of the strategies identified above.

One barrier to intervention efforts after school is availability of qualified ISP Teachers and availability of certificated teachers for after school tutoring limits how students are served in the extended day and throughout the regular school day.

Another barrier to after school intervention is how students rely on bus transportation. Some students cannot attend intervention beyond the regular school day because of transportation. Need for ISP Teachers to assist during dedicated ELD limits their availability for academic intervention.

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 provide targeted instruction.

Teachers work with small groups of students during the regular day to give students extra help.

Teachers review concepts with students in small groups and individually as needed to give extra support to students who are struggling academically.

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 originally planned. Classroom intervention groups had less personnel support until ISP began. With ISP help struggling students received increased intervention during the school day.

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 curriculum from Wonders/Maravillas 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 2015-2016 SPSA, the impact of steps in Plan Priorities cannot be determined by

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. Continue to monitor and evaluate achievement of English Learner subgroup progress towards proficiency in English and proficiency in English Language Arts. Create focus groups of students not making benchmark progress expected. Monitor Reading, Math and ELD progress of students. Plan in class interventions and out of class supports for at risk students.

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. SSC was given an overview of the SPSA and was given the opportunity to analyze CAASPP and CELDT data and contribute to conclusions based on data.

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. Leadership contributed to the analysis of the CAASSPP and English Learner data by collaborating on conclusions.

How was the plan monitored during the school year?

School Site Council approved modifications to the plan during the past school year. When items that are not on the SPSA have come up as proposed actions, the SSC has discussed and voted upon any changes to the SPSA.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

While stakeholders are given adequate time to give their input into the development of the plan, in order for them to be active in monitoring the plan, they need to have an understanding of what is written. This year a finalized version, once approved, will replace the SPSA draft(s) on our school website. The SPSA will be available in final form in English and Spanish. Coffee with the Principal provides parents with one avenue for their input on the school program. The opportunity for review of program outcomes in the SPSA is also given through ELAC and SSC.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

All students had exposure to the Visual and Performing Arts through art lessons built around accomplished artists.

English Learners last school year received 30 minutes of dedicated ELD daily. This year they are receiving 45 minutes a day of ELD for grades 1-5 and 30 minutes a day for K.

Through analysis of CAASP data for the last two years for grades 3-5, a general upward trend is seen in Reading and Mathematics.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

To meet AMAO goals, more EL students need to move up one band each year. In addition, higher percentages of students with less than 5 years and more than 5 years in school need to improve to meet the criteria for reclassification.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

While overall trends show improvement in Reading, there are still students who are not near grade level in Grades 3-5.

SST and COST are effective at screening students, but there are students who are not progressing at expected rates even after they go through the COST/SST process.

Based on this information, what might be some recommendations for future steps to meet this goal?

More in classroom supports, through small groups, differentiated instruction and through in class 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 is planned. STAR 360 will be used to determine student progress.

Regular monthly monitoring of English Learner progress towards benchmarks is planned.

Accelerated Reader and myOn will continue to be implemented to support students in Reading and Comprehension.

There will be steps to streamline the COST and SST process. Staff will be given review of the process and the importance of documentation of efforts to address learning and behavioral challenges.

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			
Amy Palmer		X			
Alejandra Valencia			X		
Anabel Contreras				X	
Bertha Zaragoza				X	
Ana Lopez				X	
Eugenia Palomino				X	
Esmeralda Fernandez				X	
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy



Thurgood Marshall School

2900 Thurgood Marshall Drive, Oxnard, CA 93036 (805) 385-1557 Fax (805) 983-7215
Principal: Dr. Marlene Breitenbach

School Parental Involvement Policy 2016-17

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.
 - Parents are invited to attend English Learner Advisory meeting and School Site Council meetings.
- ✓ 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 Thurgood Marshall School Compact with their students and sign and return an acknowledgment form.
- ✓ Thurgood Marshall School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Thurgood Marshall School will make the School Parental Involvement Policy available to the local community. The Compact and Involvement Policy will be available on the school website, in the school office, handed out at Back to School Night in the fall, and to parents who register after the start of the school year.
- ✓ Thurgood Marshall School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Thurgood Marshall School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Thurgood Marshall School convenes an annual and regular meeting to inform parents of the following:

- ✓ That their child's school participates in Title I
- ✓ About the requirements of Title I
- ✓ Of their rights to be involved, (a copy of the district's district-wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Thurgood Marshall School conducts an open forum for parents and Community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts and Math and other content areas.

- ✓ The School's Web Site provides information about the staff, classroom activities and parent resources.

- ✓ Monthly Principal Newsletters provide information on school activities and events.

If requested by parents, opportunities at regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- ✓ School Site Council

- ✓ English Learner Advisory Committee

- ✓ Coffee with Principal

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Elections for School Site Council and ELAC members.

- ✓ Requests for PTA Volunteers at parent meetings and through the monthly newsletter.
 - Appointments of PTA Board Members at PTA meetings.

- ✓ Participation of a parent on the Superintendent's Parent Advisory Council.
 - This parent reports back during Coffee with Principal meetings.

- ✓ Notifications of all parent meetings, special events and activities through home notifications, newsletter and through Connect Ed phone messages.
- ✓ Holding Family Literacy and Math Nights to provide parents with information on grade level standards, curriculum and ways to help their children at home.
- ✓ Providing appropriate opportunities for parent education through various agencies and programs including the Parent Project and Triple P. All classes are available in English and Spanish.



Thurgood Marshall School

2900 Thurgood Marshall Drive, Oxnard, CA 93036 (805) 385-1557 Fax (805) 983-7215

Principal: Dr. Marlene Breitenbach

Política de Involucramiento de Padres 2016-17

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 políticas 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 políticas 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 políticas escolares y oportunidades de involucramiento se comunican a través de contacto directo de padres de las siguientes maneras:

- ✓ Las Políticas 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 políticas con los estudiantes de la Escuela Thurgood Marshall 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 Política de Involucramiento de Padres en un formato compresible y uniforme y, de medida

posible, distribuye las políticas a los padres en un idioma que los padres puedan entender.

- ✓ La escuela Thurgood Marshall hará las Políticas de Involucramiento de Padres a la disposición de la comunidad local. Las Políticas de Acuerdo e Involucramiento estarán disponibles en la página web de la escuela, en la oficina de la escuela, se entregará 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 Política 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 Política de Involucramiento de Padres.

POLITICAS 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 Política 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 Política 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:
 - Política 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 cualquiera sugerencia 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 Política 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 Política 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 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: Christa McAuliffe, The STEAM Education School
CDS Code: 5672380100362
District: Oxnard School District
Principal: Dr. Andres Duran
Revision Date: October 10, 2016

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

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

Contact Person: Dr. Andres Duran
Position: Principal
Phone Number: 805-385-1560
Address: 3300 Via Marina Avenue,
Oxnard, CA 93035
E-mail Address: aduran@oxnardsd.org

The District Governing Board approved this revision of the SPSA on November 2nd, 2016.

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School Vision and Mission

Christa McAuliffe, The STEAM Education School's Vision and Mission Statements

Our vision for Christa McAuliffe, the STEAM Education School, is to be a school that partners with families and the community to celebrate our cultural diversity and guarantee that all students will become productive and ethical citizens who can contribute to our society. Our STEAM focus on science, technology, engineering, art, and mathematics fosters a culture of success and brings 21st century inquiry based learning into the classroom for all our students. It is our goal to provide a safe, nurturing, positive learning environment, which implements an engaging and rigorous common core curriculum while fostering self-esteem, leadership development and mutual respect for all students and staff. Students will expand their creative potential through enriching STEAM activities that support this understanding at every grade level, Transitional Kindergarten through 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
- o Attend training which supports Project-Based Learning and focuses on developing STEAM-based learning.

School Profile

During the 2016-2017 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 based on focused classroom curriculum.

The McAuliffe facility is comprised of 33 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 gain knowledge, complete projects and critically disseminate the vast amount of information available. In addition, it is constantly used as a tool to communicate the latest events and present their different projects.

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 activities, running multiple fundraisers and community projects, parent nights.

Our Certificated staff includes:

- A Principal
- Teacher On Special Assignment (TOSA) Instructional Coach
- 33 Certificated Classroom Teachers
- Two Credentialed Extra Support Teachers (EST), grades 2nd - 5th.
- Four Credentialed Intervention Service Providers (ISP)
- Full-time School Counselor
- Full-time Credentialed Speech Specialist
- Full-time Credentialed Resource Teacher
- Part-time Psychologist (3/5 per week at McAuliffe)

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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	133	121	130	120	129	120	97.7	99.2
Grade 4	103	132	99	129	99	129	96.1	97.7
Grade 5	142	101	138	101	138	100	97.2	100
All Grades	378	354	367	350	366	349	97.1	98.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2383.1	2375.3	16	11	13	13	22	27	48	49
Grade 4	2445.0	2434.3	19	16	17	16	20	28	43	40
Grade 5	2475.8	2480.6	9	15	30	25	26	32	36	28
All Grades	N/A	N/A	14	14	20	18	23	29	42	40

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	13	37	36	50	52
Grade 4	17	13	46	47	36	40
Grade 5	12	18	47	39	41	43
All Grades	14	14	43	41	43	45

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	9	36	44	47	47
Grade 4	16	16	49	44	34	40
Grade 5	18	21	49	47	33	32
All Grades	17	15	45	45	38	40

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	10	57	60	33	30
Grade 4	17	12	64	64	19	25
Grade 5	10	11	64	63	26	26
All Grades	12	11	61	62	27	27

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	15	10	43	41	43	49
Grade 4	14	12	51	54	35	34
Grade 5	15	26	63	56	22	18
All Grades	15	15	52	50	33	35

Conclusions based on this data:

1. 99.2% of students enrolled in grades 3rd - 5th, were tested and more than 60% of students nearly met, met or exceeded ELA standards
2. 55 % of students were at, near or above standard in reading, as compared to 60% in writing, 63% in listening, and 65% in research/inquiry
3. As grades increased, more students met ELA standards

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	133	121	130	119	129	117	97.7	98.3
Grade 4	103	132	101	130	100	130	98.1	98.5
Grade 5	142	101	138	101	138	99	97.2	100
All Grades	378	354	369	350	367	346	97.6	98.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2403.8	2376.8	9	8	21	15	32	25	37	52
Grade 4	2445.9	2438.3	14	10	13	18	40	35	33	37
Grade 5	2482.7	2466.0	12	9	16	14	38	30	33	46
All Grades	N/A	N/A	12	9	17	16	37	30	34	45

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	20	14	33	21	47	66	
Grade 4	19	18	29	25	52	58	
Grade 5	19	9	33	28	49	63	
All Grades	19	14	32	24	49	62	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	19	14	36	33	44	53
Grade 4	16	15	47	38	37	47
Grade 5	12	16	49	29	39	55
All Grades	16	15	44	34	40	51

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	10	51	53	35	37
Grade 4	16	15	36	40	48	45
Grade 5	11	10	53	37	36	53
All Grades	13	12	48	44	39	45

Conclusions based on this data:

1. 98.9% of students enrolled in grades 3rd - 5th, were tested and more than 55% of students nearly met, met or exceeded Math standards
2. 55% of students were at, near or above standard in Concepts and Procedures, as compared to 38% in Problem Solving and Modeling/Data Analysis and 49% in Communicating Reasoning

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						11	80	14	44		57	44	20	29	
1			3	19	23	20	27	40	40	35	14	15	19	23	23
2	5	6	2	23	19	27	43	29	39	14	26	22	16	19	10
3		13	4	23	18	11	41	43	54	14	10	11	23	18	21
4	10	29	14	41	18	28	38	35	34	10	6	7		12	17
5	5	14		33	52	47	38	24	27	10	10	20	14		7
6				53			21			16			11		
Total	4	10	4	30	23	23	37	34	40	16	16	17	14	17	15

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 23% to 7%.
2. 74% of the students taking the CELDT test are scoring at the intermediate and Early Advanced levels.
3. In kinder thru 5th grade the number of students scoring Intermediate, Early Intermediate or Advance, positively increase and the number of students scoring beginning or Early Intermediate decrease.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	166	151	162
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	166	151	162
Number Met	90	77	94
Percent Met	54.2%	51.0%	58.0%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	177	34	176	29	193	24
Number Met	38	17	32	15	36	8
Percent Met	21.5%	50.0%	18.2%	51.7%	18.7%	33.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	Yes	N/A	N/A

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

Conclusions based on this data:

1. AMAO 1 The percentage of students who attained English proficiency last year increased by 7%, to 58%
2. AMAO 2 The number of students that have been in the U.S. for less than three years has decreased consistently from 18.2% in 2014-2015 to 18.7% in 2015-2016

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. AMAO1 increased by 0.7 % from 2014-2015 to the 2015-2016 School year
2. AMAO2 increased by 1.9 % from 2014-2015 to the 2015-2016 School year

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
<p>A. Kindergarten: All students will exit kindergarten at benchmark fluency for first sounds, high-frequency words, letter naming, phoneme segmentation, and blending using the STAR 360 Early Literacy and Essential Literacy Skills assessments.</p> <p>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.</p> <p>C. Second-fifth Grade: 70% of all students will exit grade level with a score of At or Above Benchmark on the STAR 360 Reading Assessment.</p> <p>D. Third-fifth Grades: 70% of all students will exit grade level scoring at or Above Level on the English Language Arts (ELA) curriculum based formative Assessments</p> <p>E. Students shall reach grade level in reading or reduce the gap between their reading level and grade level by 1.5 years growth</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Socially Economically Disadvantaged (SED), and Homeless and Foster students.</p>
Data Used to Form this Goal:
<ul style="list-style-type: none">• STAR 360 Reading Assessment• Essential Literacy Skills Checklist (Transitional Kindergarten-2nd grade)• Lexia Core 5
Findings from the Analysis of this Data:
<p>STAR 360 Data</p> <p>For second grade 67% scored at or above the 50 percentile with a mean normal curve equivalent of 66.8 in STAR reading</p> <p>For third grade, 42% scored at or above the 50 percentile with a mean normal curve equivalent of 64.3 in STAR reading</p>

For fourth grade, 34 % scored at or above the 50 percentile with a mean normal curve equivalent of 64.7 in STAR reading
For fifth grade, 32 % scored at or above the 50 percentile with a mean normal curve equivalent of 64.1 in STAR reading
Overall, 42% scored at or above the 50th percentile with a mean normal curve equivalent of 65.2 in the STAR reading

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 and Essential Skills three times a year and more often for students in intervention classes

English Language Arts (ELA) curriculum based formative Assessments

- CAASPP 3rd- 5th

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will support the 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 Met/Exceed on CCSS assessments.	Teachers Principal TOSA-Instructional Coach	September 2016-May 2017	Teachers	1000-1999: Certificated Personnel Salaries	Discretionary	1000
In grade level meetings and at staff development opportunities teachers will focus on creating and implementing Strand Focus units to address grade level STEAM strands.	Principal, TOSA Instructional Coach and teachers	September 2016- May 2017 Staff trainings and classroom model lessons OSD ELA CCSS Units per trimester	Release time with substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000
Ensure that appropriate time is spent on English Language Arts instruction at each grade level through monitoring daily classroom schedules and observations.	Principal, TOSA Instructional Coach and teachers	August 2016-June 2017	Principal Walkthrough TOSA Collaboration			
Continue Implementation of Lexia Core 5 software school-wide K-5 for interventions and acceleration.	Teachers and Principal	August 2016-June 2017	Computer software for intervention	4000-4999: Books And Supplies	LCFF - Targeted	9000
Transitional TK/K teachers will collaborate with District's oversight committee and principal to ensure that focus on needed academic and social development skills are addressed in the delivery of lessons.	Principal and TK, Kindergarten teachers and paraeducators	Sept. 2016-May 2017 ELS K only Principal Walkthrough	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote the love of reading by engaging students in reading competition through the Accelerated Reader Program, MyOn, Battle of the Books with individual, grade level and school-wide prizes and recognitions.	Principal, Teachers, Librarian and TOSA Instructional Coach.	September 2016-May 2017 3rd-5th graders participating in Battle of the Books	Academic Incentives	4000-4999: Books And Supplies	LCFF - Targeted	1000
Library Media Technician to support students before school creating a learning environment, supporting the love for learning in a safe learning environment.	Library Media Technician	August 2016-June 2017	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Targeted	3980.77
Release time will be provided for teachers to administer Essential Skills assessments.	Principal, Teachers and TOSA Instructional Coach	Sep 2016-May 2017 Progress monitoring of grade level goals Teacher substitutes	Substitute			
Subscriptions for Apps (VPP) for devices: Including but not limited to: Lexia, and other learning apps.	Principal, Teachers, TOSA Instructional Coach and Site Media Technician	2016-2017 Subscriptions	Materials, subscriptions	4000-4999: Books And Supplies	LCFF - Targeted	1000
Classified staff to assist teachers in the creation and organization of instructional materials.	Principal, OA2	Sep 2016-May 2017	OA2	2000-2999: Classified Personnel Salaries	Discretionary	27651.63
			Health and Welfare	3000-3999: Employee Benefits	Discretionary	35
Computer equipment, supplies and software will be replaced as needed.	Principal, Media Tech	Sep 2016-May 2017	Equipment maintenance and replacement	4000-4999: Books And Supplies	LCFF - Targeted	3000
				4000-4999: Books And Supplies	LCFF - Discretionary	8000
				4000-4999: Books And Supplies	LCFF - EL	3000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				4000-4999: Books And Supplies	Discretionary	2000
Materials, supplies and warehouse supplies will be purchased.	Principal, office manager	Sep 2016-May 2017	School supplies	5000-5999: Services And Other Operating Expenditures	Discretionary	48199.37
Non-Capitalized equipment will be purchased or repaired as needed.	Principal, Office Manager`	Sep 2016-May 2017	Equipment	5000-5999: Services And Other Operating Expenditures	Discretionary	4000
Clerical extra support will be provided to support the instructional program (i.e. overtime during iPad deployment).	Principal office Manager	Sep 2016-May 2017	Personnel	2000-2999: Classified Personnel Salaries	Discretionary	1000
Certificated Staff will ensure the full implementation of the State approved district-adopted ELA curriculum and support for CCSS Language Arts.	Principal and Instructional Coach	Sep 2016-May 2017				
Instructional Coach will support teachers in implementing the curriculum and teaching of CCSS.	Principal and Instructional Coach	Sep 2016-May 2017				

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 will work with TK/Kindergarten-5th grade providing support to teachers with at-risk students and enrichment support for K-5 strands.	Principal, Teachers, ISP teachers, TOSA Instructional Coach	September 2016-June 2017	Personnel	1000-1999: Certificated Personnel Salaries	Title I	50482.52	
		STAR 360 data					
		Essential Literacy Skills			1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	10482.52
		Lexia Core 5					
		McGraw Hill, Wonders Core Curriculum			1000-1999: Certificated Personnel Salaries	LCFF - Targeted	26000
Implement before and after school intervention for students who are struggling academically including foster youth and ELs.	Principal, Teachers and TOSA Instructional Coach	September 2016-June 2017	Personnel	1000-1999: Certificated Personnel Salaries	Title I	649.48	
		Progress Monitoring as appropriate					
		Star 360 data			1000-1999: Certificated Personnel Salaries	LCFF - EL	4592
		Essential Literacy Skills Tests					
CoST, and SST meetings to address the needs of students.	Principal, TOSA Instructional Coach, School Counselor,	August 2016-June 2017					
			Refer to Goal 1, Strategy 1				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	School Psychologist, ORC, teachers and parents	Develop support plans, monitor progress and effectiveness and review accordingly				
Increase Foster Youth attaining proficiency in ELA through intervention support as needed.	Principal, Teachers, ISP teachers, TOSA Instructional Coach and ORC	October 2016-June 2017	Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1000
Enrichment Activities such as field trips like, Santa Barbara Sea Center, Santa Barbara Zoo, Science Camp (Zafari Night).	Principal and Teachers	October 2016-June 2017	Buses, entrance fees	0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	5000
Decrease the number of LTELs by implementing the ELRT process and implementing interventions as needed.	Principal, TOSA Instructional Coach, EL TOSA and Intervention Committee	October 2016 & Feb. 2017 Analyze data and target students not meeting adequate progress ELRT intervention support	Certificated	1000-1999: Certificated Personnel Salaries	LCFF - EL	1000

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 TK and kindergarten parents.	Principal and Kindergarten teachers	August 2016-June 2017	Teachers	1000-1999: Certificated Personnel Salaries	Discretionary	150
Provide Kindergarten readiness and supporting materials for transition to Kindergarten workshops at Get Ready for Kindergarten Parent Nights.	Principal and Kindergarten teachers	March 2016 June 2017	Materials	4000-4999: Books And Supplies	Title I	150
Provide Ready Set Go Classes for incoming kindergarten students without pre-K experience during the summer.	Principal	June-August 2017	Goal 1, strategy 1			
Hold Meet and Greet event so students can meet their teachers.	Teachers	August 2016	Goal 1, strategy 1 Teachers meet with parents and students for an hour the day before school starts			
Support TK and Kindergarten transition into the school system.	Teacher Subs	August 2016	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	400
			2 substitutes to support transition of new students into the school system.			

Strategy #4

STRATEGY:
The school will implement a transitional plan for 5th graders to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold parent meetings for students entering sixth grade. Administrative staff from feeder middle schools to hold informational meetings.	Principal, administrative staff from feeder school	Nov. 2015, Feb. 2017 and April 2017 Assemblies				
Transition presentation to 5th grade students prior to entry into Middle School (6-8 grade).	Principal, administrative staff from feeder school	Feb 2016-June 2016				

Strategy #5

STRATEGY:
The school will provide professional development to support the full implementation of CCSS.

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 2016 -May 2017				
Teachers will be provided with release time to observe CCSS lessons and use of technology in the classroom.	Principal and TOSA Instructional Coach	September 2016 -May 2017	Refer to Goal #1 Strategy #1			
Site Based Promethean Board Training to provide strategies for creating engaging lessons using the Promethean Board and apple TVs.	Principal, TOSA Instructional Coach and Media-Tech	September 2016 -May 2017	Not Applicable			
Site Based iPad training will provide strategies for creating engaging lessons using the iPads.	Principal, TOSA Instructional Coach and Media-Tech	September 2016 -May 2017	Not Applicable			
Professional Development will be provided to support CCSS-ELA through the district, VCOE or other providers as applicable.	Principal, Teachers and TOSA Instructional Coach	September 2016 -May 2017	Registration, travel, hotel	5800: Professional/Consulting Services And Operating Expenditures	LCFF - EL	500
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	1000
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	659.23

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 will be held to discuss required topics including: <ul style="list-style-type: none"> • Parent Compact • Parent Involvement Policy. 	Principal	Sep 2016- June 2017	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	Sep 2016- June 2017	Salary	2000-2999: Classified Personnel Salaries	Title I	300
Review assessment data at parent conferences.	Teachers	Sep 2016- June 2017	Not Applicable			
Provide students with academic agenda books for the 2016-2017 school year to support home-school communication.	Principal	Sep 2016- June 2017 Improvement in Parent Participation	Materials	4000-4999: Books And Supplies	Title I	1300
Promote Health and Fitness Days for families (1 per month).	PTA Parent volunteers & ORC	Sep 2016- June 2017 Student participation, Ed Connect, Marquee, Flyers, Website Announcements	Materials	4000-4999: Books And Supplies	PTA	300
Site will utilize Administrative Electronic Communication through various medias to foster communication.	Principal and Site Media-Tech	Sep 2016- June 2017 Improvement in Communication and participation in school functions. Twitter to highlight events McAuliffe's home web page Oxnard School District App	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will be invited to take part in meetings – Back to School Night, Coffee with the Principal, Family Nights, STEAM activity nights and school carnival.	Principal, teachers and ORC	Sep 2016- June 2017 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	Sep 2016- June 2017 Sign-in Sheets, Agendas, Connect Ed Invitations, Marquee announcements, Website and Monthly Newsletters	Refer to goal 1 Strategy 1			
Encourage parents to volunteers and participation on committees.	Principal, Teachers, and ORC	Sep 2016- June 2017 Back-to-School Night Announcement, Sign-up sheets, Bi- Monthly Updates	Not Applicable			
Parent Involvement will be promoted through events with the principal, PTA, ELAC, School Site Council, and informational meetings.	Principal and ORC	Sep 2016- June 2017 Coffee with the Principal Parent Meetings	Materials	4000-4999: Books And Supplies	Discretionary	500

Strategy #7

STRATEGY:

The school will support the district implementation of ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teacher liaison to work with after school program and school site.	Principal and teacher ASES Liaison	Sep 2016- June 2017	Personnel	1000-1999: Certificated Personnel Salaries	ASES	3251
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	Sep 2016- June 2017	Not applicable			
Provide homework support and tutoring via the After School Program.	Principal and ASES Teacher Liaison	Sep 2016- June 2017	District Funded	2000-2999: Classified Personnel Salaries	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: 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- Students will exit kindergarten at benchmark for counting, recognizing, representing, naming, and ordering a number of objects (up to 20); with fluency add and subtract numbers within 5. B. 1st Grade- All students will exit first grade at benchmark for counting, reading, and writing whole numbers to 100; Count and group objects in ones and tens; know addition and subtraction facts up to 20. C. Kindergarten- 5th Grades students will score At or Above Benchmark (80%) on formative assessments on district approved curriculum, My Math by McGraw-Hill. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Socially Economically Disadvantaged (SED), and Homeless and Foster students.
Data Used to Form this Goal:
STAR 360 Math Assessment

Findings from the Analysis of this Data:

STAR 360 Math DATA

For second grade 74% scored at or above the 50 percentile with a mean normal curve equivalent of 64.9 in STAR Math
For third grade, 49% scored at or above the 50 percentile with a mean normal curve equivalent of 67.5 in STAR Math
For fourth grade, 29 % scored at or above the 50 percentile with a mean normal curve equivalent of 64.5 in STAR Math
For fifth grade, 42 % scored at or above the 50 percentile with a mean normal curve equivalent of 69.6 in STAR Math
Overall, 49 % scored at or above the 50th percentile with a mean normal curve equivalent of 66.5 in the STAR Math

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.
- Progress Monitoring using common assessments to collaborate on focus students
- McGraw-Hill CCSS Formative assessments
- STAR 360 Math Assessments
- CAASPP State Assessment

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will support the full implementation of State approved Math 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 student work samples and STAR 360 Math Assessments to ensure students are reaching proficiency on CCSS assessments.	Principal and grade level teams	Sep 2016- June 2017 Star 360 -My Math assessments	Refer to Goal #1 Strategy #1			
Continue to refine implementation of Math curriculum with fidelity. Ensure that appropriate time is scheduled for mathematics instruction at each grade level through monitoring daily classroom schedules and observations.	Principal	Sep 2016- June 2017 STAR 360 Principal Walkthroughs Data Analysis My Math assessments	Refer to Goal #1 Strategy #1			
Ensure access to materials and supplies needed to implement project based math learning opportunities.	Principal, Teachers and Library Media Technician	Warehouse materials available for teacher use Sep 2016- June 2017	Materials	4000-4999: Books And Supplies	LCFF - Discretionary	1077.48
Collegial teacher collaboration, observations and data analysis in order to best address the needs of all students and at the same time maintain a professional learning community.	Principal, TOSA Instructional Coach, Teachers	Teacher substitutes for teacher release time for observations and debrief time Sep 2016- June 2017	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000
Certificated Staff will ensure the full implementation of the State approved district-adopted	Principal and Instructional Coach	Sep 2016-May 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
mathematics curriculum and support for CCSS mathematics.						
Instructional Coach will support teachers in implementing the curriculum and teaching of CCSS.	Principal and Instructional Coach	Sep 2016-May 2017				

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 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	Sep 2016- June 2017	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	Sep 2016- June 2017 IPT Assessment data	Refer to Goal#1 Strategy #1			
Implement before and after school intervention for targeted students struggling in mathematics.	Principal, Teachers, TOSA Instructional Coach and ISP Teachers	Sep 2016- June 2017	Refer to Goal#1 Strategy #1			
CoST and SST meetings will be held to address the needs of students.	Principal, School Psychologist, School Counselor, ORC and TOSA Instructional Coach	Sep 2016- June 2017	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	Sep 2016- June 2017	Refer to Goal #1 Strategy 2			

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 students.	Principal and Kindergarten teachers	Sep 2016- June 2017	Refer to Goal 1 Strategy #3			
Provide 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 #3			
Provide Kindergarten Readiness and supporting materials for transition to Kindergarten workshops at Get Ready for Kindergarten Parent Nights.	Principal and Kindergarten teachers	March 2016 June 2017	Refer to Goal 1 Strategy #3			
Hold Meet and Greet event so students can meet their teachers.	Teachers	August 2016	Refer to Goal 1 Strategy #3			
Support TK and Kindergarten transition into the school system.	Teacher Subs	August 2016	Goal 1, strategy 3			

Strategy #4

STRATEGY:
The school will implement a transitional plan for 5th graders to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold parent meetings for students entering 6th grade. Administrative staff from feeder middle school to hold parent informational meetings.	Principal, Teachers, and Administrative Staff from Middle Schools	Sep 2016- June 2017	Refer to Goal 1			
Transition presentation to 5th grade students prior to entry into Middle School (6-8 grade).	Principal, Teachers, and Administrative staff from Middle schools	Sep 2016- June 2017	Refer to Goal 1			

Strategy #5

STRATEGY:

The school will provide professional development to support the full implementation of CCSS.

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	Sep 2016- June 2017 District PD School TOSA VCOE Staff				
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	Sep 2016- June 2017 STAR 360 Assessment My Math assessments	substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	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 will be held to discuss required topics including: <ul style="list-style-type: none"> • Parent Compact • Parent Involvement Policy. 	Principal and ORC	Sep 2016- June 2017	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	Sep 2016- June 2017	Refer to Goal 1			
Review assessment data at parent conferences.	Teachers	Sep 2016- June 2017	Refer to Goal 1			
Provide students with academic agenda books for the 2016-17 school year to support home-school communication.	Principal	Sep 2016- June 2017	Refer to Goal 1			
Parents are invited to take part in informational meetings – Back to School Night, Coffee with the Principal, Student recognition, etc.	Principal and ORC	Sep 2016- June 2017	Refer to Goal 1			

Strategy #7

STRATEGY:
The school will support the district implementation of ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASES Teacher Liaison to work with After School Program and school site.	Principal, ASES Administrator and liason	Sep 2016- June 2017	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	Sep 2016- June 2017	Not applicable			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners

LEA GOALS:

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

SCHOOL GOAL #3:

- A. AMAO #1: 49.3% of all English Learners will advance one level on the CELDT.
- B. AMAO #2: 35% of all English Learners will advance one level on the CELDT.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Socially Economically Disadvantaged (SED), and Homeless and Foster students.

Data Used to Form this Goal:

- CELDT data
- Essential Literacy Skills Checklist (K & 1)
- IPT assessments
- Star 360 Assessments (K-1: Early Literacy; K-5: Reading)

Findings from the Analysis of this Data:

- Kindergarten – 55% are above the expected ELD level (B)
- 1st grade – 78% are at/above the expected ELD level (E)
- 2nd grade – 90% are at/above the expected ELD level (E)
- 3rd grade – 69% are at/above the expected ELD level of (I)
- 4th grade – 42% 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 strands
- ELRT students will be monitored closely through IPT and formative assessments through McGraw-Hill (Wonders)
- Teachers will meet during grade level meetings to reflect on common assessments and identify focus students' progress
- Progress Monitoring using IPT, STAR 360 assessments, Wonder's Fluency assessments
- End of the Year CAASPP assessments

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will support the full implementation of State approved language arts and math curriculum and CCSS.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the District Master Plan for English Learners.	Principal	Sep 2016- June 2017 Principal Walkthroughs	Not Applicable			
Provide time, through staff development and release time for teachers to analyze EL assessments. Develop and review goals that focus on areas of need. Develop grade level block systematic ELD instruction time, 45 minutes for 1st-5th and 30 minutes for Kinder.	Principal, TOSA Instructional Coach, District EL TOSA and Teachers	Sep 2016- June 2017 Progress Monitoring • Observation and collaboration	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	900
				1000-1999: Certificated Personnel Salaries	Discretionary	1000
Implementation of McGraw-Hill ELD Curriculum. Ensure that appropriate time in ELD instruction is done on a daily basis through schedules and observations.	Principal and EL TOSA	Sep 2016- June 2017 Classroom observations records Principal Walkthroughs	Not Applicable			
Recognize student growth on CELDT via annual assembly.	Principal and ORC	Sep 2016- June 2017 CELDT results	Not Applicable			
Use data to target specific educational needs of EL students and provide appropriate support and/or intervention.	Teachers, Principal, ISP teachers, TOSA Instructional Coach, EL TOSA	Teachers, Principal, ISP teachers, TOSA Instructional Coach, EL TOSA McGraw-Hill Formative Assessments IPT assessment data STAR 360 Lexia Core 5	Refer to Goal #1 Strategy 1			

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
Ensure small group supplemental EL listening and speaking instruction to EL's in the intensive range.	Principal, TOSA Instructional Coach, and Teachers	Sep 2016- June 2017	Refer to Goal 1 Strategy 1			
Establish ELRT to monitor ELRT catch-up plans for all 3rd-5th grade EL students identified as at risk and implement SIOP strategies to meet the needs of the target groups.	Principal, EL TOSA, TOSA Instructional Coach and Teachers	Sep 2016- June 2017	Refer to Goal 1 Strategy 1			
Supplemental leveled materials will be provided to support EL's struggling with the CCSS materials.	Principal and Teachers	Sep 2016- June 2017 Differentiated Materials	Refer to Goal 1 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
Provide Kindergarten Workshops and necessary materials to parents of incoming kindergarten students.	Principal and Kindergarten Teachers	September 2016-June 2017	Refer to goal 1 strategy 3			
Provide Ready Set Go! classes for incoming kindergarten students without pre-k experience during the summer.	Principal	September 2016-June 2017	Refer to goal 1 strategy 3			
Hold Meet and Greet event so students can meet their teachers.	Teachers	August 2016	Goal 1, strategy 1 Teachers meet with parents and students for an hour the day before school starts			
Support TK and Kindergarten transition into the school system.	Teacher Subs	August 2016	Refer to goal 1 strategy 3			

Strategy #4

STRATEGY:
The school will implement a transitional plan for 5th graders to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold parent meetings for students entering 6th grade. Administrative staff from feeder middle school to hold parent informational meetings.	Principal, Administrative Staff from Middle Schools	September 2016-June 2017	See Goal #1			
Transition presentation to 5th grade students prior to entry to Middle School.	Principal, Administrative Staff from Middle Schools	September 2016-June 2017	See Goal #1			

Strategy #5

STRATEGY:
The school will provide professional development to support the full implementation of ELD curriculum and CCSS.

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 ELD Materials by McGraw-Hill.	Principal and EL district and site TOSA	September 2016-June 2017	Staff development materials classroom observations			
Professional Development and support for integrated and designated ELD planning and assessment.	Principal, EL TOSA, TOSA Instructional Coach and VCOE staff	September 2016-June 2017 IPT Assessments Workshop attendance and peer observations	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	500

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 will be held to discuss required topics including: <ul style="list-style-type: none"> • Parent Compact • Parent Involvement Policy. 	Principal and ORC	September 2016-June 2017	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 2016-June 2017	Refer to Goal #1, Strategy #6			
Review assessment data at parent conferences.	Teachers	September 2016-June 2017	Not Applicable			
Inform parents at ELAC and SSC meetings of needed growth in English Language Development as measured by the CELDT exam.	Principal	September 2016-June 2017	Refreshments	4000-4999: Books And Supplies	Discretionary	500
Parents are invited to take part in meetings – ELAC, SSC and PTA meetings; Back to School Night.	Principal and ORC	September 2016-June 2017	Not Applicable			
Provide Parent training/workshops to support student learning.	Principal, Teachers, ORC,	September 2016-June 2017	Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1000

Strategy #7

STRATEGY:
The school will support the district implementation of ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASES Teacher Liaison to support the after school program and school site.	Principal, ASES Administrator and ASES Teacher Liason	September 2016-June 2017	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 2016-June 2017	Refer to Goal 1			

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Safety

LEA GOALS:

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

SCHOOL GOAL #4:

A. Positive Behavior Plan:

- Students attendance at school will increase.
- 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 FEMA.
- 100% of classified staff will be trained in emergency preparedness to include training in First Aid and Online FEMA.
- All parents will become informed on McAuliffe School Plan for emergency pick-up of their children.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Socially Economically Disadvantaged (SED), and Homeless and Foster students.

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 aware of procedures of what to do in an event of a disaster when trying to pick up their children.
- The 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 Results

Strategy #1

STRATEGY:

TEACHING AND LEARNING: Full implementation of approved Positive Behavior Program, Safety Plan and Attendance procedures.

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	September 2016-June 2017 CoST and SST notes School wide positive behavior program (CHAMPS)	Salary	2000-2999: Classified Personnel Salaries	District Funded	
Implement tardy/attendance incentive programs.	Principal and ORC	September 2016-June 2017 <ul style="list-style-type: none"> ORC/Attendance Tech Reports Monthly A2A Reports of Attendance Letters Generated 	Materials	4000-4999: Books And Supplies	LCFF - Targeted	1000
Implementation of CHAMPS school-wide with common areas of bathrooms, cafeteria and hallways being the focus.	Principal, teachers, and yard supervisors	September 2016-June 2017 <ul style="list-style-type: none"> review of office referrals common area observations 	Materials	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	September 2016-June 2017	Not Applicable			
Provide drug, alcohol, and tobacco prevention education(e.g. Red Ribbon Week and Tobacco Bus).	Principal, ORC and Teachers	September 2016-June 2017	Materials	4000-4999: Books And Supplies	TUPE	200
Update the comprehensive Safe School Plan and provide training for all school employees on safety	Principal and School Safety Committee	September 2016-June 2017	Not Applicable			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
plans and procedures.						
Hold Regular Social Skills and discipline assemblies for students two times a year.	Principal, Counselor and ORC	September 2016-June 2017	Not applicable			

Strategy #2

STRATEGY:

The school will provide specific intervention and enrichment for students in order to support a safe learning environment.

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 2016-June 2017	Not Applicable			
Provide social/emotional support for students, parents and staff by school counselor.	School Counselor	September 2016-June 2017	Counselor	1000-1999: Certificated Personnel Salaries	District Funded	
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 2016-June 2017	Refer to Goal 1			
Para-professional to support students and teacher with behavioral needs while they are in the process of being assessed.	Psychologist, Counselor, Teacher, and Principal	September 2016-June 2017	Paraprofessional	2000-2999: Classified Personnel Salaries	Discretionary	5000

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 students.	Principal and Kindergarten teachers	September 2016-June 2017	Refer to Goal #1			
Provide Ready Set Go! classes for incoming kindergarten students without pre-k experience during the summer.	Principal	September 2016-June 2017	Refer to Goal #1			
Transitional Kindergarten and Kindergarten students will participate in school wide fire, earthquake and lockdown drills.	Principal, teachers, classified personnel	September 2016-June 2017				

Strategy #4

STRATEGY:
The school will implement a transitional plan for 5th graders to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold parent meetings of students entering 6th grade with Administrative staff from feeder middle schools.	Principal and Middle school feeder Administrative Staff	September 2016-June 2017	Refer to Goal #1			
Transition presentation to 5th grade students prior to entry into Junior High School (middle school), including behavior expectations.	Principal and Middle school feeder Administrative Staff	September 2016-June 2017	Refer to Goal #1			

Strategy #5

STRATEGY:
The school will provide professional development in CHAMPS and Disaster preparedness training.

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	September 2016-June 2017 SIP days and Staff meeting - Committee sign-up list • Agenda				
School staff will be trained in effective ways to support and discipline students in common school areas such as restrooms, cafeteria and hallways.	Principal and Yard Supervisors	September 2016-June 2017 Positive behaviors are demonstrated on the playground and on campus	See goal 4, Strategy 1			
Playground supervisors will be provided for supervision and to support positive behavior support.	Principal and Yard Supervisors	August 2016-June 2017 Positive behaviors are demonstrated on the playground and on campus Decrease number of office referrals	Personnel, salary	2000-2999: Classified Personnel Salaries	Discretionary	95,063
Administer needs assessment to staff for professional development.	Principal	September 2016-June 2017	Not applicable			
The school will provide opportunities for all staff to be trained in CHAMPS.	Principal	September 2016-June 2017	District			

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
Develop Disaster Preparedness Brochure.	Principal and Safety Committee	September 2016-June 2017	Not Applicable			
Parent education meetings will be held on safety, attendance, and school discipline procedures and policies.	Principal and Safety Committee	September 2016-June 2017	Not Applicable			
Health and Fitness Monthly activities will be held.	PTA Parent Volunteers	September 2016-June 2017	Refer to Goal 1 Strategy 6			
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	September 2016-June 2017				

Strategy #7

STRATEGY:
The school will support the district implementation of ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ASES Teacher Liaison to work with the After School Program and school site.	Principal, ASES Administrator and ASES Teacher Liason	September 2016-June 2017	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 2016-June 2017	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: STEAM Education Academic Strand Focus

LEA GOALS:

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

SCHOOL GOAL #5:

This goal provides the opportunity for students to be exposed to Project Based Learning which will prepare them for college and future careers. All students will be part of two Science, Technology, Engineering, Art, and Mathematics, (STEAM) nights in which they will be able to present their Project Based Learning to their parents, community, and other students.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Socially Economically Disadvantaged (SED), and Homeless and Foster students.

Data Used to Form this Goal:

- Student projects in the different subject areas which will demonstrate proficiency in the specific STEAM focus.
- Parent participation and feedback
- Teachers Feedback

Findings from the Analysis of this Data:

Last year Christa McAuliffe hosted two STEAM nights in which students, parents and community members were able to participate. We have seen such a positive student, parent and community participation that now it has become an expectation and something that everyone in the McAuliffe's community expects. In addition students are able to incorporate the "4Cs" of the common Core State Standards, Communication, Collaboration and Critical thinking and Creativity.

How the School will Evaluate the Progress of this Goal:

- The progress for this goal will be measured by student, parent, and community participation.
- Student projects

There will not be Science Assessment Data in 2016-2017 due to pilot testing of the Science SBAC.

Strategy #1

STRATEGY:
Teaching and Learning: Teachers will develop two grade level STEAM units while fully implementing State approved Language Arts, Mathematics, Science, and ELD Curriculum.

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 2016-June 2017	See Goal #1 & #2			
STEAM implementation through Universal Themes.	Principal, Teachers and TOSA Instructional Coach	September 2016-June 2017	Not Applicable			
Purchase materials to implement Strand Focus Units and STEAM.	Principal, Teachers and TOSA Instructional Coach	Sep 2016-May 2017	Materials	4000-4999: Books And Supplies	LCFF - Discretionary	1000
In grade levels and at staff development opportunities teachers will focus on creating and implementing the STEAM Strand Focus Units.	Principal, TOSA Instructional Coach and Teachers	September 2016- May 2017 Staff trainings and classroom model lessons	Refer to Goal 1 Strategy 1			
Students will be able to showcase their projects to peers, parents and community members during two STEAM nights.	Principal, TOSA Instructional Coach and Teachers	September 2016- May 2017				
Media Tech and IT will support the STEAM units by keeping equipment in working condition and advising on new equipment.	Media Tech and IT	September 2016- May 2017				

Strategy #2

STRATEGY:
 The school will provide opportunities for Intervention and Enrichment for all students in order to support STEAM education focus.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Four ISP teachers to work with TK/Kindergarten-5th grade providing support to teachers with at-risk students and enrichment support for K-5 strands.	Principal, Teachers, ISP teachers, TOSA Instructional Coach	September 2016-June 2017 STAR 360 data Essential Literacy Skills Lexia Core 5 McGraw Hill, Wonders Core Curriculum	Refer to Goal 1 Strategy 2			
Implement before and after school intervention for students who are struggling academically including foster youth and ELLs.	Principal, Teachers and TOSA Instructional Coach	September 2016-June 2017 Progress Monitoring as appropriate Star 360 data Essential Literacy Skills Tests Lexia Core 5	Refer to Goal 1 Strategy 2			
CoST, and SST meetings to address the needs of students.	Principal, TOSA Instructional Coach, School Counselor, School Psychologist, ORC, teachers and parents	August 2016-June 2017 Develop support plans, monitor progress and effectiveness and review accordingly	Refer to 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 2016-June 2017	Refer to Goal 1 Strategy 2			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrichment Activities, such as field trips, to support the STEAM focus.	Principal, TOSA Instructional Coach, EL TOSA and Intervention Committee	October 2016 & Feb. 2017 Analyze data and target students not meeting adequate progress ELRT intervention support	Refer to Goal 1 Strategy 2			

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
TK/K-5th grade students will have the opportunity to share their STEAM projects with peers, parents and the community.	Principal, teachers and students	September 2016-June 2017				
During parent orientation and back to school night the STEAM Strand focus will be explained.	Teachers	September 2016-June 2017				

Strategy #4

STRATEGY:
The school will implement a transitional plan for 5th graders to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th-grade students will create STEAM presentations that will prepare them for the rigor of encountered at the Middle School level.	Teachers	September 2016- June 2017				
5th grade students will have the opportunity to attend a Science/Safari night at the Santa Barbara Zoo.	Principals, Teachers, PTA	June 2017	refer to Goal 1 Strategy 2			

Strategy #5

STRATEGY:
The school will provide professional development to support the full implementation of CCSS.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher will have the opportunity to attend professional development in Project Based Learning (PBL).	Principal, Teachers, TOSA Instructional Coach, and District Personnel	September 2016- June 2017	See Goal 1 Strategy 5			
Themes for grade level STEAM projects will be discussed and planned at grade level meetings.	Teachers	September 2016- June 2017 Collaboration meetings				
STEAM projects will be aligned to the CCSS.	Teachers	September 2016- June 2017				

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement will be promoted through events with the principal, PTA, ELAC, School Site Council, and informational meetings.	Principal and ORC	September 2016-June 2017	See Goal 1 Strategy 6			
Parents will be invited to take part in meetings – Back to School Night, Coffee with the Principal, Family Nights, STEAM activity nights and the school carnival.	Principal, Teachers and ORC	September 2016-June 2017	Refer to goal 1 Strategy 6			

Strategy #7

STRATEGY:
The school will support the district implementation of ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison to support the After School Program and school site.	Principal and ASES Administrator	September 2016- June 2017	Refer to Goal 1 strategy 7			
After School Program will coordinate activities that will strengthen the school's STEAM projects.	ASP Staff	September 2016- June 2017				
Teacher Liaison will meet monthly with ASES administrator and other liaisons and school staff as needed to coordinate the regular school day with the after school programs.	ASES Administrator, Site Liason	ASES Administrator, Principal, Site Liason				

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 fluency, 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 STAR 360 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 Formative and summative 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 five years – 30%
2. Students that have been here for five or more years – 50%

Goal 4:

A. Positive Behavior Plan:

- Students attendance at school will increase 10% overall as compared to June 2016
- 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 FEMA.
- 50% of classified staff will be trained in emergency preparedness to include training in First Aid and Online FEMA.
- All parents will be informed on McAuliffe School Plan for emergency pick-up of their children.

All goals pertain to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster and Homeless.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	August 2016- June 2017	Coach	1000-1999: Certificated Personnel Salaries	Centralized Services	119576
Library Media Technician	August 2016- June 2017	Library	2000-2999: Classified Personnel Salaries	Centralized Services	25921
Media Technician	August 2016- June 2017	Site Lab Tech	2000-2999: Classified Personnel Salaries	Centralized Services	69159
Maintenance Agreement for Copy Machine(s)	August 2016- June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Centralized Services	12636
Outreach Consultant	August 2016- June 2017	Outreach	2000-2999: Classified Personnel Salaries	Centralized Services	42633
Professional Development in teaching strategies for the interactive whiteboard and iPad	August 2016- June 2017	District Training	1000-1999: Certificated Personnel Salaries	Centralized Services	
Professional Development for implementation of Supplemental materials for McGraw-Hill	August 2016- June 2017	Prof Development	5000-5999: Services And Other Operating Expenditures	Centralized Services	
School Counselor	August 2016- June 2017	Counseling	1000-1999: Certificated Personnel Salaries	Centralized Services	113259
EL Testing	August 2016- June 2017	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	3,251.00
1000-1999: Certificated Personnel Salaries	Discretionary	4,150.00
2000-2999: Classified Personnel Salaries	Discretionary	128,714.63
3000-3999: Employee Benefits	Discretionary	35.00
4000-4999: Books And Supplies	Discretionary	3,000.00
5000-5999: Services And Other Operating	Discretionary	52,199.37
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	11,482.52
4000-4999: Books And Supplies	LCFF - Discretionary	10,077.48
5800: Professional/Consulting Services And	LCFF - Discretionary	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	19,592.00
4000-4999: Books And Supplies	LCFF - EL	3,000.00
5800: Professional/Consulting Services And	LCFF - EL	500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Targeted	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	28,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	3,980.77
4000-4999: Books And Supplies	LCFF - Targeted	16,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	659.23
4000-4999: Books And Supplies	PTA	300.00
1000-1999: Certificated Personnel Salaries	Title I	52,932.00
2000-2999: Classified Personnel Salaries	Title I	300.00
4000-4999: Books And Supplies	Title I	1,450.00
1000-1999: Certificated Personnel Salaries	Title III	11,109.00
4000-4999: Books And Supplies	TUPE	200.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,251.00
Discretionary	188,099.00
LCFF - Discretionary	22,560.00
LCFF - EL	23,092.00
LCFF - Targeted	53,640.00
PTA	300.00
Title I	54,682.00
Title III	11,109.00
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.

Develop, support and offer professional development for teachers to move along the technology continuum; Substitution, Augmentation, Modification and Redefinition (SAMR) ladder 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.

Purchase 1:1 iPads for all students in addition to STAR360 assessment, MyOn and Accelerated Reader software 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 substantive professional development to teachers with an emphasis on ELA and Math CCSS, technology and other content areas.

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.

Assessment meetings were not held in a timely manner to adequately analyze data.

What specific actions related to those strategies were eliminated or modified during the year?

Grade level meetings were increased in order to create more time to analyze data, 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, Professional Learning Communities (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 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, questioning and clarifying the plan through meetings with the ELAC parents.

How was the plan monitored during the school year?
Monitoring occurs by constantly keeping the SSC up to date with the latest developments and challenges in 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.
Implementation of two STEAM Focus Strand units per grade level.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
Regualr Professional Learning Communities meetings due to the lack of substitutes throughout the district and county.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
N/A

Based on this information, what might be some recommendations for future steps to meet this goal?
N/A

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				
Nancy Guzman		X			
Nancy Diaz		X			
Amanda Rodriguez		X			
Amy Dahm			X		
Sylvia Carrillo				X	
Dana Gonzalez				X	
Karen Hill-Scott				X	
Lita Cano				X	
Carrie Yost				X	
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

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 10/11/2016.

Attested:

Dr. Andres Duran

Typed Name of School Principal



Signature of School Principal

10/20/2016

Date

Nancy Diaz

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/20/2016

Date



Christa McAuliffe Elementary
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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,
 - 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 Christa McAuliffe, provee información sobre el personal docente, las actividades del aula y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar que detalla los estándares que se impartirán cada año.
- ✓ Los boletines mensuales del director proveerán información y sugerencias presentadas por parte de los padres. También estarán accesibles en la marquesina de la escuela, Ed. Conect (mensajes vía teléfono), Christa McAuliffe School página de web, icono en el iPad de los estudiantes, como también un enviada con los estudiantes y publicado en las ventanas de la escuela , según sea necesario

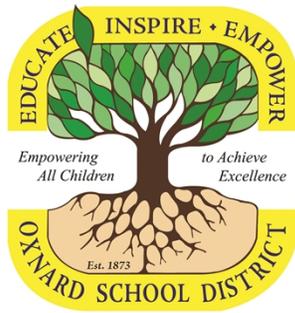
A petición de los padres de familia, se definirán las oportunidades para realizar reuniones ordinarias con la finalidad de que éstos presenten sus sugerencias y puedan participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad.

A los padres de familia y a los miembros de la comunidad se les facilitarán respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. El director tiene una póliza de puerta abierta donde puede discutir sus dudas, preguntas inquietudes, como también las cosas positivas que están pasando en el plantel de Crista McAuliffe. El director también mantiene dos juntas por mes donde los padres aprender los recursos adicionales que son proveídos por la escuela, distrito.

El convenio entre la escuela, los padres y el estudiante forma parte de las normas de política acerca de la participación de los padres en la escuela. El convenio fue desarrollado por los maestros, los padres y los administradores. Describe las responsabilidades de la escuela y los padres con la finalidad de mejorar el rendimiento del alumnado y los medios por el cual deben ejercerse.

La cimentación de la capacidad de los padres de familia y la participación de la comunidad se enumera en las normas de política del distrito acerca de la participación de los padres de familia en la escuela. Las actividades específicas incluyen:

- ✓ Juntas de padres
- ✓ Evaluación de Necesidades Anuales



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* * * * *

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students. A team of parents, teachers and administrators developed the following school/parent/community involvement policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including the following:

- ✓ That parents play an integral role in assisting their child's learning; agendas sent home daily, parent conferences, back to school night, and parent meetings.
- ✓ Parents are encouraged to be actively involved in their child's education at school; parents are welcome as parent volunteers and PTA.
- ✓ Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; SSC, ELAC, parent information meetings, informal coffee with the principal meetings as well as an open door policy.

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School/Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students in the First Day Packet, which is distributed annually at the beginning of the school year. Teachers review the First Day Packet and policies with the students at the beginning of the year. Parents are asked to read and discuss the First Day Packet with their students and sign and return an acknowledgment form.
- ✓ Christa McAuliffe School notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Christa McAuliffe School makes the School Parental Involvement Policy available to the local community in the front lobby, Christa McAuliffe School web site, and upon request.

- ✓ Christa McAuliffe School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Christa McAuliffe School has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Christa McAuliffe School convenes an annual and regular meeting to inform parents of the following (transportation, babysitting, and flexible meeting times will be addressed):

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved, (a copy of the district's district wide parental involvement policy)
- ✓ About the school's participation in Title I (status of targeted assistance program)

Additionally, Christa McAuliffe School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided.

- ✓ Parent and Community Resource Binder will include:
 - School Parent Involvement Policy
 - School/Meeting Calendar
 - Parent/Student Handbook
 - Volunteer Applications/Information
 - Assessment Information
 - Curriculum Descriptions for English Language Arts, Math, and other content areas.
- ✓ The School's Web Site provides information about the staff, classroom activities, and parent resources.
- ✓ A brochure is distributed for each grade level describing which standards will be taught for the year.
- ✓ Essential and relevant upcoming information is distributed using different avenues such as the school marquee, Ed. Connect, Christa McAuliffe School home web-site, student's iPad icon, sent with students and posted on the school windows as needed.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal holds an open door policy to discuss any questions, concerns or highlights parents want to talk over. The principal also holds "Coffee with Principal" in

which parents can bring any suggestions, concerns or come to learn the different resources available this are held twice a month in Spanish and English.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parents meetings
- ✓ Annual Needs Assessments

The Single Plan for Student Achievement

School: McKinna Elementary School
CDS Code: 60-55354
District: Oxnard School District
Principal: Anne Jenks
Revision Date: October 3, 2016

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

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

Contact Person: Anne Jenks
Position: Principal
Phone Number: 805-385-1563
Address: 1611 South J Street
Oxnard, CA 93033
E-mail Address: ajenks@oxnardsd.org

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

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School Vision and Mission

McKinna Elementary School's Vision and Mission Statements

Our Mission:

McKinna students will be academically competitive and prepared for college.

Our Vision:

We, the teachers and staff of McKinna School, are committed to ensure that each of our students reaches his or her full potential through high expectations, teacher collaboration, and targeted, focused instruction.

School Profile

During the 2015 -2016 school year, McKinna School served 684 students in grades transitional kindergarten through fifth on a traditional schedule. McKinna is a Title I school with over 98% of students Latino and 83% 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 through the 2016 - 2017 school year. Recently, McKinna was named an exemplary school by the VC STEM Network, a group of diverse stakeholders including educators, business and community agencies that seeks to improve access to opportunities that will improve educational outcomes for all students. 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. McKinna's goal is to move students from consumers to creators of digital content. 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 as 21st Century Learners.

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 and adds greatly to the opportunities for McKinna students and staff to learn about and appreciate other cultures.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	105	124	85	108	85	108	81.0	87.1
Grade 4	148	115	121	92	120	92	81.8	80
Grade 5	125	133	102	113	102	113	81.6	85
All Grades	378	372	308	313	307	313	81.5	84.1

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2344.7	2338.0	2	4	11	6	20	24	67	66
Grade 4	2352.5	2362.6	2	3	2	4	9	20	85	73
Grade 5	2371.1	2402.7	1	4	7	17	10	17	82	63
All Grades	N/A	N/A	2	4	6	10	12	20	79	67

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	6	27	30	68	64
Grade 4	3	5	22	27	76	67
Grade 5	2	8	18	28	80	64
All Grades	3	7	22	28	75	65

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	4	33	21	66	75
Grade 4	1	1	20	24	79	75
Grade 5	1	4	17	30	82	66
All Grades	1	3	22	25	77	72

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	4	56	49	41	47
Grade 4	3	2	45	59	52	39
Grade 5	1	6	37	45	62	49
All Grades	2	4	46	50	52	45

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	4	36	38	56	58
Grade 4	2	4	28	29	70	66
Grade 5	6	13	29	41	65	46
All Grades	5	7	31	36	64	56

Conclusions based on this data:

1. There has been a steady growth in 4th and 5th grades with the number of students meeting or exceeding grade level standards. While third grade increased the number of students that exceeded goals in ELA, this decreased by 5% in the overall ELA score. The main areas of concern in third grade are writing and listening. This year there is an emphasis on teaching writing skills on all grade levels. Third grade teachers will also concentrate on monitoring and assessing listening skills.
2. The number of students that attained "Nearly Met" increased overall from 12 - 20%. Students who almost met the standards will be closely monitored and given additional specific interventions during UA time to move them forward towards grade level proficiency.
3. Overall, the number of students who did not meet the standard decreased by 12%. Staff will continue to provide appropriate intervention during UA to help these students attain proficiency. These students' progress will be closely monitored and additional support above and beyond UA will be available if sufficient progress is not made. Some of the supports that may be provided are referral to COST and SST.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	105	124	102	122	102	121	97.1	98.4
Grade 4	148	115	138	107	138	107	93.2	93
Grade 5	125	133	121	123	121	123	96.8	92.5
All Grades	378	372	361	352	361	351	95.5	94.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2359.3	2364.3	3	2	13	12	16	30	69	56
Grade 4	2360.0	2375.6	1	2	2	5	20	21	78	73
Grade 5	2365.5	2394.7	0	2	2	4	7	18	91	76
All Grades	N/A	N/A	1	2	5	7	14	23	80	68

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	6	8	26	30	68	62	
Grade 4	1	3	11	11	88	86	
Grade 5	0	5	7	15	93	80	
All Grades	2	5	14	19	84	75	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	2	25	38	69	60
Grade 4	1	5	20	20	78	76
Grade 5	1	2	9	13	90	85
All Grades	3	3	18	24	80	73

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	5	43	47	53	48
Grade 4	1	3	22	29	78	68
Grade 5	1	3	17	28	82	69
All Grades	2	4	26	35	72	62

Conclusions based on this data:

1. In math, the overall achievement in all grade levels but third increased slightly. The number of students that exceeded or met the standards decreased by 1% in third grade. This may be due to an inability to explain adequately the method they used to get the answer. Through an action research project we are doing at the moment, we can see that many of our students know the algorithms, but are not able to explain their work in writing. We are using action research to implement new teaching strategies that will address this problem.
2. The percentage of students that "met or nearly met" the standards increased in all grade levels. The largest gain was in 5th grade with a 9% gain. We will differentiate instruction to meet the diverse needs of all students during UA time and also during regular instruction. 4th grade stagnated in both Concepts and Procedures and Problem Solving and Data Analysis. This will be addressed by giving additional support in these areas.
3. The number of students not meeting the standards decreased overall. Staff will continue to monitor progress of these students and provide appropriate interventions to improve achievement of grade level standards.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K							40	13	11	40	13	39	20	75	50
1				15	10	4	25	27	29	29	27	42	31	36	25
2	1	1		18	18	6	38	32	28	33	20	44	10	29	22
3				5	27	13	55	34	36	24	19	31	15	20	20
4			1	17	15	17	48	43	29	13	13	19	21	28	33
5		1		16	18	19	61	34	33	14	17	9	8	30	40
6	3			25			47			11			14		
Total	1	0	0	15	17	11	44	34	30	23	19	29	17	30	29

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		
	2013-14	2014-15	2015-16
Number of Annual Testers	379	404	410
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	379	404	410
Number Met	170	164	169
Percent Met	44.9%	40.6%	41.2%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	401	86	502	71	509	72
Number Met	37	17	52	17	26	18
Percent Met	9.2%	19.8%	10.4%	23.9%	5.1%	25.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. Although there has been steady slow growth since 13 - 14, 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 Designated and Integrated ELD and the Workshop for English Language Development (WELD), an intervention that is available for up to 100 students in grades 1 - 5 for two weeks in the summer and during the school year before and after school from October to the end of January. This year we have purchased Words Their Way, Discussions for Learning and the FOSS Science Kits to be used during WELD. The concentration will be on writing in English.
2. The integrated ELD program that is included in the new adoption will provide more cohesive instruction for ELs during designated ELD. Each EL will receive 45 minutes of Designated ELD every day. This is an increase of 15 minutes and will give ELs additional support.

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, read and write in English during the school day.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. AMAO II results show that McKinna trails the district percentage both in the scores of students who have had less than 5 years and those that have had ore than 5 years. There have been slight increases in the number of students attaining English Proficiency in the 15 - 16 school year from 2014 - 2015.
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 did not meet the district's average in either 14 - 15 or 15 - 16 although there was a slight gain in 15 - 16 at the site.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Language Arts

LEA GOALS:

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

SCHOOL GOAL #1:

Language Arts:

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

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.

Data Used to Form this Goal:

Wonders/Maravillas Assesments
STAR 360

Findings from the Analysis of this Data:

- Kindergarten: 64% of students scored as transitoial or probable readers on the STAR Early Literacy Test
- 1st grade: 56% scored as Trnsitional or Probable readerl on the STAR Early Literacy Test
- 2nd grade: 49% scored at or above grade level on the STAR Reading Test
- 3rd grade: 31% scored at or above grade level on the STAR Reading Test
- 4th grade: 29% scored at or above grade level on the STAR Reading Test
- 5th grade: 13% scored at or above grade level on the STAR Reading Test

The large number of English Language Learners is one of the main reasons that McKinna Students struggle with meeting benchmark on the STAR.

although there has been some slight improvement over last year's scores, 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 through Student Monitoring Conferences with principal
- SMART Goals

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 district adopted language arts curriculum and support the CCSS for language arts.	Teachers, Principal	August 2016 – June 2017	None			0.00
2.State adopted materials will be used to provide instruction with district approved supplemental material to meet CCSS.	Teachers,Principal	August 2016 – June 2017	None			0.00
3. Principal will conduct Student Monitoring Conferences three times a year and meet with grade level teams to discuss student progress.	Principal	Sept, 2016 and February and April 2017	Half day subs for teachers that cannot meet before or after school. Compensation for subs. 2.33 days x \$125.00.	1000-1999: Certificated Personnel Salaries	Title I	292.00
			Benefits for subs. \$292.00 x .17.	3000-3999: Employee Benefits	Title I	49.66
4. Staff will input formative assessment results from STAR 360 and Wonders/Maravillas into OARS, and evaluate & analyze results, & use information to inform instructional decisions.	Teachers, Coach	August 2016 – June 2017	None			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.Targeted Action: Instructional supplies will be purchased to enhance academic instruction and assist improve student achievement.	Teachers, Principal, Coach	August 2016 – June 2017	Provide materials for for curricular support (warehouse and materials and supplies)	4000-4999: Books And Supplies	Discretionary	36,799.50
				4000-4999: Books And Supplies	LCFF - Targeted	9,289.50
				4000-4999: Books And Supplies	Title I	2,948.97
				4000-4999: Books And Supplies	LCFF - Discretionary	1,481.00
6. K-2 consumables (HM and Kindergarten TBE (English materials)1st 30 days), Theme Skills tests, will be duplicated	Principal, Coach, Teachers	August 2016 – June 2017	District Graphic Services	5000-5999: Services And Other Operating Expenditures	Discretionary	2,200.00
7. Raz Kids and Headsprouts onliine subscriptions will be purchased to support home reading. Parent workshops will be held to teach parents how to access.	Teachers	August 2016 - June 2017	Subscription for RazKids . See Goal 1, Strategy 1 #16)			0.00
8. Staff will focus on the development of academic language in Language Arts in English (ELM, SEI, Academy) and Spanish (TBE).	Principal, Coach, Teachers	August 2016 - June 2017	None. Staff has received training in Marzano vocabulary strategies in 2010 - 2011.			0.00
9. Targeted Action: Academic Incentives. \$2.80 per student . Staff will continue to implement and monitor Accelerated Reader program and provide rewards for achieving goals in AR and with HFW.	Teachers	September 2016 - June 2017	Reading incentives will be purchased for the AR Store to encourage reaching goals. (2.80 per student x 740)	4000-4999: Books And Supplies	LCFF - Targeted	2,080.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. District adopted ELA pacing guides will be used to guide instruction and assessment.	Teachers, principal, coach	August 2016 – June 2017	None.			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 2016 – June 2017	One teacher on each grade level will create the blueprint. 6hrs x \$50 (sal and benefits - 20%LCFF Disc + 80% Title I	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	324.00
				1000-1999: Certificated Personnel Salaries	Title I	1296.00
				3000-3999: Employee Benefits	LCFF - Discretionary	55.00
				3000-3999: Employee Benefits	Title I	210.12
12. Myon subscription will be used by all students in grades 1 - 5 to access fiction and non-fiction reading material.	Teachers, principal	August 2016 - June 2017	None. District supplies.			0.00
13. Classified personnel will assist with the creation and assembly of instructional materials and special projects.	Classified personnel	August 2016 – June 2017	Compensation	2000-2999: Classified Personnel Salaries	Discretionary	1,800.00
			Benefits	3000-3999: Employee Benefits	Discretionary	450.00
14. Data notebooks with state standards will be created by teachers for student use.	Teachers	August 2016 – June 2017	Instructional supplies See Goal 1, #5			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
15. Copies will be made and classroom materials will be prepared.	Principal	August 2016 – June 2017	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 2016 - June 2017	Subscriptions for devices (RazKids, Headsprouts, Kodable, BrainPop, Educreations, Edublogs)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	3,857.50
				5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000.00
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	7288.00
17. Targeted Action: Field Trips will be taken to provide enrichment activities for students.	Teachers and Principal	August 2016 - June 2017	Admissions and transportation for field trips. \$10.00 per student	5700-5799: Transfers Of Direct Costs	LCFF - Discretionary	3,700.00
				5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	3,700.00
18. Computer supplies and software will be purchased to support delivery of curriculum.	Teachers and Principal	August 2016 - June 2017	Cartridges for printers, software, dongles, cables, bulbs for projector lamps	4000-4999: Books And Supplies	Discretionary	6,000.00
19. Computers and other technology will be purchased to replace outdated or damaged equipment.	Principal, Lab Technician	September 2016 - June 2017	Laptops for teachers	4000-4999: Books And Supplies	Discretionary	4,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
20. Staff will use STAR360, CAASPP and textbook assessments to monitor student progress.	Teachers, TOSA and principal	August 2016 - June 2017	None. STAR360 provided by district. CAASPP and textbook assessments are provided free of charge			0.00
21. ELD Academy staff and ELS will meet to decide appropriate placement for Academy students.	ELD Academy Teachers and ELS Personnel	March 2017	None. Salaries and benefits for 4 teachers for 5 meetings for 2 hours each will be paid by ELS. District Funded.			0.00
22. Repairs will be made on equipment (document cameras, projectors, interactive whiteboards) as necessary	Principal	August 2016 - June 2017	Cost of repairs.	5000-5999: Services And Other Operating Expenditures	Discretionary	1500.00
23. Library books will be purchased to replace old or damaged books and update selections.	Librarian	October 2016 - June 2017	Cost of books.	4000-4999: Books And Supplies	Title I	1,587.00

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. Teacher will work with students in small group during school.	Teacher	September 2016 - June 2017.	None. Intervention takes place during school day.			0.00
2. iPods and iPads will be used to increase fluency and reading comprehension	Teachers	September 2016 - June 2017	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 2016 - June 2017	None. Purchased in 2011.			0.00
4. Implement grade level teaming for ELA UA in order to meet the needs of all students using DIBELS to form and monitor groups.	RSP, coach, teachers	September 2016 - June 2017	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 2016 - June 2017	Sub Salaries (\$125 x 79)	1000-1999: Certificated Personnel Salaries	Title I	6,000.00
			Sub Benefits	3000-3999: Employee Benefits	Title I	1,020.00
6. 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 2016 - June 2017	Salary 2 hrs weekly + 1/2 hour prep for 12 weeks. (\$75 per wk x 12 wks)	1000-1999: Certificated Personnel Salaries	Discretionary	1800.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Certificated Benefits	3000-3999: Employee Benefits	Discretionary	315.00
7. Intervention materials will be used during UA time, after school tutoring and intersession for students in Tiers 2 and 3.	Teachers, coach, ISPs, RSP	September 2016 - June 2017	STARS, Read Naturally, Road to the Code, CARS SIPPS previously purchased.			0.00
8. Use BrainPop, BrainPop Jr. and BrainPop ESL to teach state standards as well as provide background information necessary for understanding aspects of the curriculum.	Teachers, RSP, coach	August 2016 - June 2017	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	2016 - 2017 school year	None			0.00
10. First grade teachers will hold morning intervention classes before school.	First grade teachers	114 days 2016 - 2017 school year	Salaries for teachers	1000-1999: Certificated Personnel Salaries	Title I	5130.00
			Benefits for teachers	3000-3999: Employee Benefits	Title I	851.00
11. Targeted Action: Offer intervention during school year (January - June). Before and after school tutoring.	Teachers, RSP, coach	205 days 2016 - 2017 school year	Salaries for teachers. 12 hrs per week on 6 grade levels (K - 5) for 10 weeks.	1000-1999: Certificated Personnel Salaries	Discretionary	6,000.00
			Benefits for teachers	3000-3999: Employee Benefits	Discretionary	1038.00
12. Computer Lab Tech will be hired for 8 hours a day to provide technology support for staff.	Lab Tech	August 2016 - June 2017	None. District pays salary and benefits.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
13. RSP, IAs and classroom teachers will work with at-risk students during UA times in ELA and Math. See Goal 1, Strategy 2, #16 for IA salaries.	RSP, teachers	August 2016 - June 2017	None. District pays RSP			0.00
14. Classroom instruction will be supported by ESTs in grades 2 - 5.	ESTs	August 2016 - June 2017	None. District pays salaries of ESTs.			0.00
15. Targeted Action: Offer intervention during the school year. Three paraeducators will be hired to support primary reading instruction in grades K - 2.	Paraeducators	September 2016 - June 2017	Salaries for 3 paras 5 hrs @\$18 per hr 5 days a week. September - June (\$270 per x 157 days = \$42,390.00) 67% LCFF Targeted, 14% Discretionary, 10% Title I , 9% LCFF Discretionary	2000-2999: Classified Personnel Salaries	LCFF - Targeted	28,401.00
			Benefits .25 x \$51,457.00.00 = \$12,835.00 14% Discretionary and 67% LCFF Targeted, 10% Title I, 9% LCFF Discretionary	3000-3999: Employee Benefits	LCFF - Targeted	7100.00
			Salaries (see above)	2000-2999: Classified Personnel Salaries	Discretionary	5935.00
			Benefits (See above)	3000-3999: Employee Benefits	Discretionary	1484.00
			Salaries (See above)	2000-2999: Classified Personnel Salaries	Title I	4239.00
			Benefits(See above)	3000-3999: Employee Benefits	Title I	924.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Salaries (See above)	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	3815.00
			Benefits (See Above)	3000-3999: Employee Benefits	LCFF - Discretionary	954.00
16. Bilingual ISP will be hired to provide additional support to English Learners in basic literacy skills in grades K - 2 during UA time.	ISP	August 2016 - June 2017	Salary 19 3/4 hours per wk @ \$45 per hour = \$888.75 for (135 days) 27 wks = \$23,996.25 50% LCFF Targeted 50% Title I	1000-1999: Certificated Personnel Salaries	Title I	23,996.75
			Benefits .19 x \$23,996.25 = \$4,559.29	3000-3999: Employee Benefits	Title I	4,079.45
17. Targeted Action: Academic incentives will be given to students for each 100 grade level sight words mastered and AR Reading goals met.	Teachers	October 2016 - June 2017	Rewards purchased for students meeting goals. See Goal 1, Strategy 1, #5.			0.00
18. Coach will attend RALLI (Results: Academic Language and Literacy training at Cal Lutheran in order to provide additional strategies to teachers.	Coach	September and October 2016	See Goal I, Strategy 5, #6			0.00

Strategy #3

STRATEGY:
Pre-School Transition: The school will implement a transition plan for students entering transitional kindergarten and kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. In-coming Parent Meetings will be held to familiarize parents with kindergarten standards and expectations.	Principal, kindergarten teachers	May 2017 - June 2017	Teacher salaries - 2 hrs for 5 teachers (\$50 per hr x 2 x 5 teachers.)	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	500.00
			Benefits .19 x \$500	3000-3999: Employee Benefits	LCFF - Discretionary	95.00
2. Pre-school teachers will meet with kindergarten teachers to discuss curriculum and expectations.	Pre-school teachers and kindergarten teachers	September 2016 - June 2017	None.	Grade Level Team Meetings held during work day.		0.00
3. Students entering kindergarten who have not attended pre-school will participate i 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.			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 2016 - June 2017	None			0.00

Strategy #4

STRATEGY:
 5th to 6th Grade Transition: The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 5th grade teachers will collaborate with middle school teachers on language arts placement .	5th grade teachers	June 2017	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 2017	None. During regular work hours			0.00
3. Principal will conduct parent information meeting regarding school enrollment choices for 5th grade parents.	Principal	Dec. 2016	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 2016	None			0.00
5. Middle School Teachers will come to McKinna to explain program options for sixth graders.	Middle School Teachers	May 2017	None			0.00
6. 5th graders will visit Middle Schools and observe programs.	Teachers, Principals	November 2016 - January 2017	Bus	5000-5999: Services And Other Operating Expenditures	Discretionary	300.00

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 all teachers during staff meetings and also through modeling by the coach.	Teachers, Principal, Coach	October - June 2017	None.			0.00
2. Teachers become trainers of trainers for the iRead implementation	Lead teachers will be trained during regular hours. Coach conducts training.	September 2016 - January 2017	None.			0.00
3. ISP and paraeducators trained to implement DIBELS and other assessments.	ISPs, RSP, paraeducators	September 2016	None.			0.00
4. Teachers will be trained by school, district and McGraw-Hill staff on new language arts curriculum	Teachers, Principal	August 2016 - June 2017	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 2016 - June 2017	None. PD takes place during regular work hours.			0.00
6. Teachers will attend workshops and conferences to improve professional practice.	Teachers	August 2016 - June 2017	Registration and expenses for conferences not covered by the district.	5000-5999: Services And Other Operating Expenditures	Title I	1810.00
			Salaries for subs. 10 days at \$125 per day.	1000-1999: Certificated Personnel Salaries	Title I	1,250.00
			Benefits for subs .18 x 1250.	3000-3999: Employee Benefits	Title I	540.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Coach will provide support to teachers in LA	TOSA,	September 2016 - June 2017	None			0.00
8. Coach will train and provide ongoing support to teachers to implement STAR 360 and Myon.	TOSA, teachers	September 2016 - June 2017	None. TOSAs salary paid by the district.			0.00
9. Consultants will work with staff to improve delivery of content and instructional practices. This includes STAR360.	Teachers, , TOSA, Principal and Consultant	October 2016 - June 2017	None. Fees included in subscriptions.			0.00
Grade Level Teams will support team members by discussing strategies for the implementation of the new adoption during meetings.	Teachers, Coach	August 2016 - June 2017	None.			0.00

Strategy #6

STRATEGY:
 Parent Involvement: The school will coordinate meetings and distribute information to generate parent involvement. (Actions: jointly develop Parent Compact, Parent Involvement Policy)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Title I Meetings including Myon, Star 360 Information Night will be held during the school year.	Principal, coach	September 2016 - June 2017	Handouts, Title I (Materials and Supplies) See Goal 1, Strategy 1, #5.			0.00
2. Meetings will be held to jointly develop Parent Compact and Parent Involvement Policy.	Principal, parents	September 2016 - June 2017	Handouts, Title I (Materials and Supplies) See Goal 1, Strategy 1, #5			0.00
3. SST and IEP meetings will be held to work with parents to assist students who are not achieving standards.	Principal, teachers, psychologist, parents	September 2016 - June 2017	Handouts, Title I, Goal 1, Strategy 1, #5			0.00
4. Family Literacy Nights will be offered to give parents the opportunity to learn grade level standards and expectations as well as information that will allow them to assist their children	Principal, teachers, librarian, coach, parents	October 2016 - June 2017	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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				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 2016 - April 2017	Salaries for classified that provide translation services during meetings	2000-2999: Classified Personnel Salaries	LCFF - EL	500.00
			Benefits for classified	3000-3999: Employee Benefits	LCFF - EL	117.15
6. Principal will post information about school events on school website, Twitter, and Connect Ed.	Principal, Lab Tech	August 2016 - June 2017	None			0.00
7. Incentives will be offered to children whose parents attend meetings.	Principal, Counselor	September 2017 - June 2017	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 2016 - June 2017	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	September 2016 - June 2017	None			0.00
3. Principal will work with ASP staff to make sure that Lesson One and CHAMPS strategies are implemented.	Principal, Oxnard Scholars staff	August 2016 - June 2017	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 2017 - March 2017	None			0.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
<p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic, Foster Youth and Homeless Youth.</p> <ol style="list-style-type: none">A. Students will attain grade level proficiency by scoring 70% or above on the K-5 publisher summative assessments.B. TK students will master the basic numeracy skills necessary to meet the academic rigor in kindergarten.
Data Used to Form this Goal:
<p>Math Benchmark Tests STAR360 Math Tests Grade 2 - 5 Early STAR Literacy Test (Numeracy) Grades K and 1</p>

Findings from the Analysis of this Data:

Kindergarten - Most students fested in the GE of 0.0 - 1.9 on the Early Numeracy segment of the Early Star Literacy.

- 1st grade: 86% scored at or above benchmark on the STAR Math Test
- 2nd grade: 59%% scored at or above benchmark on the STAR Math Test
- 3rd grade: 61% scored at or above benchmark on the STAR Math Test
- 4th grade: 45% scored at or above benchmark on the STAR Math Test
- 5th grade: 20% scored at or above benchmark on the STAR Math Test

There are large numbers of students who fall into the "on watch" or "intervention" categories in 4 of the six 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. The action research project that we are dong in 3rd, 4th and 5th grades should assist us in making that determination. Then we need to design an intervention program and monitor students to make sure they are making adequate progress. Most 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
- STAR 360 Math Assessments
- McGraw-Hill My Math chapter and unit tests

Strategy #1

STRATEGY:

TEACHING AND LEARNING: Full Implementation of State Approved Math Curriculum: The school will ensure the full implementation of the state approved mathematics curriculum and support the Common Core State Standards for mathematics.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Staff will ensure the appropriate time for Math instruction according to state guidelines.	Principal and teachers	August 2016 – June 2017	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 2016 - April 2017	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 2016 – June 2017	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 2016 - June 2017	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 2016 – June 2017	Binders, paper, printing costs, (included in instructional supplies) Goal 1, Strategy 1, #5			0.00
6. District adopted Math curriculum will be used to guide	Teachers, Principal, Coach	August 2016 – June 2017	None			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction and assessment.						
7. Teachers will use literature from the Marilyn Burns Math Libraries to facilitate the understanding of mathematical concepts.	Teachers	September 2016 – June 2017	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 2016– June 2017	Printing and paper costs included in instructional supplies. See Goal 1, Strategy 1, #5.			0.00
9. Teachers in grades 3, 4, and 5 will participate in Action Research Project using iPads and the Educreations application to practice effective math strategies in order to improve critical thinking, effective writing and problem solving. EST will support with principal.	Teachers in grades 3,4, and 5 (1 each grade level) Principal and EST.	August 2016 - December 2017.	Teachers and EST will be paid for time spent outside of regular working hours to code and interpret student work. 5hrs each x \$50.00.	1000-1999: Certificated Personnel Salaries	Title I	1000.00
			Benefits	3000-3999: Employee Benefits	Title I	190.00
10. Students will participate in the Hour of Code and code daily outside of core instructional time using apps and Kodable School to increase computational skills, collaboration, and critical thinking	Teachers	August 2016 - June 2017	Subscriptions and applications. See Goal 1, Strategy 1, #16			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. ESTs will work with students in grades 2 - 5 to offer support to students struggling with math concepts.	ESTs	August 2016 - June 2017	None. District supplies ESTs.			0.00
2. Targeted Action: Subscriptions and Apps (VPP) for devices will be used to increase math literacy.	Teachers, ISPs, Coach, RSP	August 2016 - June 2017	Applications - instructional supplies - Vol. Purchase Plan previously purchased. See Goal #1 Strategy 1 #16			0.00
3. Paras, ISP will work with students during UA time to address needs.	ISP, Paras	September 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	Materials and supplies. See Goal 1, Strategy 1 #5.			0.00
6. After school tutoring will be held to prepare students for grades 3 - 5 for the CAASPP.	Teachers, RSP	September 2016 - June 2017	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. Incentives will be provided for students who master basic math facts (addition, subtraction, multiplication, and division,) as follows: first grade students will master addition, second grade students will master addition and subtraction, third grade students will master addition, subtraction and multiplication, fourth and fifth grade students will master addition, subtraction, multiplication and division. Students will receive incentives for each skill they can demonstrate mastery in using timed tests.	Teachers, ESTs, ISP, IAs	October 2016 - June 2017	Incentives (rubber bracelets, one color designated for each skill mastered) \$.18 x 2000 + shipping and tax	4000-4999: Books And Supplies	LCFF - Targeted	400.00

Strategy #3

STRATEGY:
Pre-School Transition: The school will implement a transition plan for students entering transitional kindergarten or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. In-Coming Parent meetings will be held in order to inform parents of kindergarten standards and expectations.	Kindergarten teachers	May 2016	Materials funded by district. See Goal 1 Strategy 3 #1 for salaries.			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
4. Pre-school Teachers will attend kindergarten grade level meetings in order to facilitate pre-kinder - kindergarten transition.	Pre-school Teachers, Kindergarten Teachers	January 2016 - June 2017	None.			0.00

Strategy #4

STRATEGY:
5th grade Transition to Middle School: The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 5th grade teachers meet with 6th grade teachers to collaborate and make decisions on math placement.	5th, 6th grade teachers.	February - June 2017	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 2017	None. Meetings during regular work hours.			0.00
3. Principal will conduct parent information meeting regarding school enrollment choices for 5th grade parents.	Principal	December 2016	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 2016	None			0.00
5. Middle School Teachers will come to McKinna to explain program options for sixth graders.	Miccle School Teachers	May 2017	None			0.00
6. Fifth graders will visit Middle Schools and observe programs,	Teachers, Principals	November 2016 - January 2017	Bus. See Goal 1, Strategy 4 # 6.00			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 2016 - June 2017	None.			0.00
2. Targeted Action: Subscriptions and apps will be purchased that will reinforce grade level standards.	Principal, Teachers, Coach, Lab Tech	September 2016 - June 2017	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 2016 - June 2017	None.			0.00
4. Teacher Leaders will attend workshops on CCSS math provided by district and provide instruction and support to staff during staff meetings.	Math Team	August 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	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
8. Coach will provide support to classroom teachers and model lessons when appropriate.	TOSA	August 2016 - June 2017	None. TOSA salary paid by district			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 2016, November 2016, January 2017, May 2017.	Handouts. Materials and supplies. See Goal 1, Strategy 1, # 5.			0.00
2. Parent Compact and Parent Involvement Policy will be developed with parent input.	Principal and Parents	September 2016 - December 2017	Handouts. Materials and supplies. See Goal 1, Strategy 1, #5.			0.00
5. School will hold Parents Can Code Night before the Hour of Code to show parents what their children will be doing during this activity.	Principal, Teachers and Parents	December 2016	Teacher compensation. See Goal 1, Strategy 5 #4			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 2016 - June 2017	Teacher salaries and benefits. See Goal 1 Strategy 5, #4			0.00

Strategy #7

STRATEGY:
After School Program: The school will support the district implementation of the ASES grant.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teacher Liaison will coordinate the regular school day with the ASP so that math components are in alignment with daily lessons.	Liaison	September 2016 - June 2017	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 2016 - June 2017	None. Meetings take place during regular working hours.			0.00
3. Principal will work with After School Staff to insure that Lesson One Strategies and CHAMPS are implemented.	Principal, Site coordinator, ASP Staff	September 2016 - June 2017	None.			0.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
<p>A. AMAO #1: of all English Learners will advance one level on the CELDT</p> <p>B. AMAO #2:</p> <ol style="list-style-type: none">1. EL students who have been in language instruction educational programs for less than five years will reach English Proficient Level on the CELDT.2. EL students who have been in language instruction educational programs for More than five years will reach English Proficient Level on the CELDT.
Data Used to Form this Goal:
CELDT AR STAR360 Wonders/Maravillas Benchmark Tests MyMath Assessments AMAO Data
Findings from the Analysis of this Data:
English Learners are not making sufficient progress in English Language Arts. Even though McKinna has shown growth in the ELA portion of the CAASPP, students are still far behind expected outcomes and mastery of grade level standards in ELA. AMAO I Shows a slight improvement from 14 - 15 to 15 - 16. AMAO II also shows a slight improvement from 14 - 15 to 15 - 16.

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
- 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 Designated ELD for at least 45 Minutes daily.	Teachers	August 2016– June 2017	None			0.00
2. During Designated ELD students will be grouped according to CELDT level for instruction with no more than two levels in any grouping.	Principal, Teachers	August 2016 – June 2017	None			0.00
3. Teachers in the regular program will implement the Wonders ELD program with fidelity to the program in grades K - 5.	Principal, Teachers	August 2016 – June 2017	None			0.00
4. Teachers in the ELD Academy will use In the USA and Carousel and the Oxford Picture Dictionary.	Principal, Teachers	August 2016 – June 2017	None. materials supplied by district.			0.00
5. Teachers in all grades K - 5 will use the STAR360 assessments, and student progress will be tracked through monthly reports.	Principal, Teachers	August 2015- June 2016	Subscription see Goal 1, Strategy 1, #16			0.00
6. ELs in all grades will receive extra help during ELD Teaming from ESTs, coach, IAs, and ISP.	Teachers, Principal, Intervention Service Provider, ESTs	September 2016 – June 2017	None			0.00
7. Utilize STAR360 and Rosetta Stone (Academy) software to facilitate the acquisition of English	Teachers, Principal	August 2016 – June 2017	None. software purchased by district.			0.00
8. All EL students will be assessed annually using the CELDT.	Dept of ELS, classroom teachers	October 2016	None. Cost of assessors salaries provided by ELS.			0.00
9. ELRT Team will be formed and	Teachers, Principal	December 2016 - June 2017	None.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
will meet to create and review Catch-up Plans for students that are not making sufficient progress.						
10. Teachers will use various strategies to teach academic subjects (SDAIE, SIOP) in order to make subject matter accessible to ELs.	Teachers, Principal	August 2016 -June 2017	None. Teachers have been trained previously.			0.00
11. Math will be taught in English beginning in the first grade and students who are in TBE classes will be provided with support in Spanish if necessary to clarify concepts.	Office Manager, classified staff	August 2016 - June 2017	None. Classroom teachers provide support.			0.00
12. ELs progress in acquiring English will be monitored using the IPT.	Principal, ISPs and Teachers	January 2016 - June 2017	None.			0.00
13. ESTs, ISP and IAs will work with English Learners during LA and math.	ESTs, IAs and ISP.	September 2016 - June 2017	Salaries of ESTs paid by district. For ISP and IAs see Goal I, Strategy I #15 and #16.			0.00
14. Integrated ELD will be taught throughout the day in all subject areas using SIOP strategies and strategies suggested in Wonders. Academic vocabulary will be emphasized.	Teachers	September 2016 - June 2017	None.			0.00
15. Writing will be taught at all grade levels and in all programs beginning in Kindergarten. Step Up to Writing will be implemented. Teachers who have not been trained will be by the coach.	Teachers, ESTs, IAs	September 2016 - June 2017	None			0.00

Strategy #2

STRATEGY:
 OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Workshop for ELD (WELD) will be offered to students in grades 1 - 5 for 1 hour a day in first grade three days a week and 1.5 hours a day for two days a week in grades 2 - 5. for 54 days each grade level. October - February. WELD will also be held for 4 hrs a day for 9 days in August before school starts on each grade level.	WELD Teachers	August 2016 - January 2017	Teacher salaries \$50 (including benefits) 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	536.44
			Materials and Supples	4000-4999: Books And Supplies	LCFF - EL	43.31
2. English Homework Help - 1 teacher 3 days a week one hour a day for 20 weeks.	Teacher	October 2016 - June 2017	Teacher salary	1000-1999: Certificated Personnel Salaries	Title III	2700.00
			Teacher benefits	3000-3999: Employee Benefits	Title III	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 2016 - June 2017	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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Use intervention materials for WELD (Workshop for English Language Development) after school intervention. These include FOSS Science Kits, Words Their Way (previously purchased) and Discussions for Learning. All materials being used in the Saturday School.	Teachers	October 2015 - January 2016	Foss Science Kits.	4000-4999: Books And Supplies	Title III	5,000.00
5. Bilingual Intervention Service Provider will be hired specifically to work with children in primary grades during UA time.	ISP	August 2016 - June 2017	Salaries and Benefits. See Goal 1, Strategy 2, #1			0.00
6. Migrant students will receive extra help through specialized programs (Saturday School).	Migrant Teachers	August 2016 - June 2017	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.	ELRT Team members.	January 2016 - June 2017	Compensation for ELRT Team members. 4 members x 3 hours ea @ \$45 per hour	1000-1999: Certificated Personnel Salaries	Title III	540.00
			Benefits	3000-3999: Employee Benefits	Title III	98.00
8. Translation will be provided for parents by classified staff during parent conferences, meetings and for documents.	Classified Staff	August 2016 - June 2017	Compensation for IAs. (See Goal 3 Strategy 5 #11)			0.00
9. Mixteco translators will work with students one day a week providing support	Mixteco translators	August 2016 - June 2017	Salaries paid by the district.			0.00
10. ISP will be provided to give support to ELD Academy Students 4 hours a day, 135 days a year.	Principal, teachers	October 2016 - June 2017	Salary 19 3/4 hours per wk @ \$45 per hour = \$888.75 for (135 days) 27 wks = \$23,996.25	1000-1999: Certificated Personnel Salaries	LCFF - EL	23,996.25

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Benefits	3000-3999: Employee Benefits	LCFF - EL	4,559.29
11. Teachers will use Words Their Way and Discussions for Learning to improve ELD for English Learners during Intervention times. (WELD Summer School and other times as needed).	Teachers	August 2016 - June 2017	Material and supplies	4000-4999: Books And Supplies	LCFF - EL	19,116.00

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 2017	See Goal I, Strategy3 , #1			0.00
2. Pre school teachers will meet with kindergarten teachers to discuss curriculum and expectations.	pre-school and kindergarten teachers	September 2016 - June 2017	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 2017.	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 2016 - June 2017	None			0.00

Strategy #4

STRATEGY:
5th to 6th grade Middle School Transition: The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 5th grade teachers meet with middle school teachers to collaborate and make recommendations for placement of students in various programs.	5th and 6th grade teachers	February - June 2017	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 2017	None. Meetings take place during school hours.			0.00
3. Principal will conduct parent information meeting regarding school enrollment choices for 5th grade parents.	Principi	December 2016	None.			0.00
4. 5th Grade Teachers will inform parents of enrollment choices for 2017 - 2018 school year during parent conferences.	5th Grade Teachers	November 2016	None			0.00
5. Middle School Teachers will come to McKinna to explain program options for sixth graders	Middle School Teachers	May 2017	None			0.00
6. 5th graders will visit Middle Schools and observe programs.	Teachers, Principals	November 2016 - January 2017	Bus. See Goal 1 Strategy 4, #6.			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 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	None. Salary paid by ELS.			0.00
4. Teachers and principal will attend Ventura CAFE Conference in order to learn effective strategies for implementing instruction for ELS.	Teachers	September 2016	Conference registration \$75 ea for 8 teachers See Goal 1, Strategy 5.			0.00
5. Coach will train others on staff to administer the IPT.	TOSA	October 2016 - June 2017	None. Coach paid by DO.			0.00
6. Reclassification meetings will be held for parents and students eligible to be reclassified as Fluent English Proficient. Information will be given to parents about their	Principal, EL TOSA	Spring 2017	None.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
student's status and they will have an opportunity for input.						

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 2016	None. District 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, ORC, Counselor, Social Worker	September 2016 - June 2017	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 2016 - June 2017	Translators' salaries	2000-2999: Classified Personnel Salaries	Title III	1500.00
			Translators benefits	3000-3999: Employee Benefits	Title III	375.00
4. Parent Options Meetings will be held to inform parents of program choices for English Learners	Principal, teachers, ELSpecialist	February 2017	Teacher Extra Help Salaries. see Goal I, Strategy 2, # 11.			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 2017	None. classes presented by El Concilio staff and are paid by El Concilio.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Parents and guardians will participate in Cultural Proficiency Survey and multi-Cultural Festival.	Principal, teachers	February 2017 - June 2017	None. Principal will coordinate with consultant funded by district.			0.00
8. Childcare will be provided for parents attending meetings.	Office manager, campus assistants	September 2016 - June 2017	Salary	2000-2999: Classified Personnel Salaries	Discretionary	500.00
				3000-3999: Employee Benefits	Discretionary	116.75
9. Principal will send information home in monthly bulletin as well as on Twitter, McKinna website, Connect Ed messages.	Principal, lab tech, office manager	August 2015 - June 2016	Printing covered in Materials and Supplies. See Goal1 #5.			0.00
10. PIQE (Parent Institute for Quality Education will be offered for parents of ELs.) 7 Workshops and graduation ceremony.	Principal	January 2017 - April 2017	Cost of personnel to provide training for parents	5800: Professional/Consulting Services And Operating Expenditures	LCFF - EL	7,000.00

Strategy #7

STRATEGY:

After School Program: The school will support the district implementation of the ASES grant and make sure that ELs and their parents are made aware of activities and responsibilities of program participation.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teacher Liaison will coordinate with ASP to ensure that needs of ELS are being met during Math and ELA.	Teacher Liaison	October 2015 - June 2016	None. Salary and benefits paid by ASP.			0.00
2. Families will participate in various activities scheduled by ASP.	ASP Staff, Students, Families	August 2015 - June 2016	None. Staff paid by ASP.			0.00
3. Spanish-speaking staff will be hired to meet student needs.	ASP Staff	August 2015 - June 2016	None. Staff paid by ASP.			0.00

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Safety

LEA GOALS:

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

SCHOOL GOAL #4:

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED and Hispanic Foster Youth and Homeless Youth. Students will be educated in a safe, orderly environment that will contribute to their academic, emotional and social advancement. This will be accomplished in the following ways:

- A. Positive Behavior Plan: Lesson One and CHAMPS will be implemented school wide.
- B. Emergency Preparedness: Safety Plan will be updated. Staff and students participate in monthly safety plans.
- C. School will provide attendance incentives to encourage students to attend school on time every day.

Data Used to Form this Goal:

Office Referrals
Discipline Files on Zangle
Suspension Report
Review of School Safety Plan
Attendance Records
CHKS Student Survey

Findings from the Analysis of this Data:

Since we have implemented Lesson One, office referrals have decreased and suspensions are down by 85%. In 2015 - 2016 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. CHAMPS will be implemented schoolwide in 16 - 17.

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. CHAMPS will be implemented and some teachers will be trained by district.	Principal	August 2016– June 2017	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 2016 and February 2017	None			0.00
3. Monthly fire and earthquake drills will be held.	Principal, Staff	September 2016 – June 2017	None			0.00
4. Safety Plan will be reviewed annually by SSC members and Safety Committee	Principal, safety committee, SSC members	March 2017	None			0.00
5. Lockdown Drills will be conducted with the assistance of OPD	Principal, SRO	December 2016, March 2017	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 2016– June 2017	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 2016 – June 2017	None. Social Worker paid by district and Ventura County Dept of Social Services. ORC paid by district.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Counselor will work with students in groups and individually when given parent permission.	Counselor	October 2016 - June 2017	None. Salary paid by district.			0.00
9. CHAMPS posters will be designed, created and posted in classrooms and public areas (hallways, playground, cafeteria).	Teachers	October 2016	Supplies. See Goal I, Strategy I, #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 2016 - June 2017	Salaries. Amount calculated by district	2000-2999: Classified Personnel Salaries	Discretionary	108,159.00
			Benefits .25 x 108,159.00	3000-3999: Employee Benefits	Discretionary	27,039.75
11. All McKinna students and staff will participate in The Great Shakeout earthquake drill.	Students and staff	October 20, 2016	None			0.00
12. Pre-school students will participate in all fire, earthquake and lockdown drills.	Pre-school students and staff	September 2016 - June 2017	None			0.00
13. Support staff will implement the Peacebuilders program to discourage bullying and encourage good school citizenship. Program will be followed in all classrooms.	Teachers, support staff (ORC, Social Worker, Counselor.)	August 2016 - June 2017	None			0.00
14. All students will be trained on Digital Citizenship and internet safety.	Teachers	August 2016 - June 2017	None			0.00
15. Ventura County Public Health Department will give 4 classes on nutrition and healthy lifestyle choices.	Principal, Ventura County Public Health	January 2017- February 2017	None			0.00
16. Principal will assist with the integration of Lesson One skills in ASP.	Teacher Liaison	October 2016 - June 2017	None			0.00
17. City Impact will provide Triple	Principal, ORC	January 2017	None			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
P Parenting classes.						
18. Classrooms and Grounds will be kept in good repair to ensure a safe learning environment.	Custodians, facilities	August 2016 - June 2017	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. Consultant will provide support for implementation.	Students, Counselor, Staff, Consultant	February 2017	Supplies for promotion of event. Costs for materials and supplies covered in Goal 1, Strategy 1, #5.			0.00
20. One campus assistant will be designated to supervise recess on Kindergarten play area and assist students in the morning and during the day.	Kindergarten Campus Assistant	August 2016 - June 2017	Salary. See Goal 4, Strategy 1, #10.			0.00
21. Walkies will be used by kindergarten teachers in the 400 wing to assure kindergarten students are adequately supervised during bathroom breaks.	Kindergarten teachers and Campus Assistants	September 2016 - June 2017	None. Walkies purchased last year.			0.00

Strategy #2

STRATEGY:

SPECIFIC INTERVENTIONS: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Lesson One skills will be taught to new teachers K - 5th grade for the purpose of creating a safe atmosphere and reducing discipline issues.	Principal	August 2016 - June 2017	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 2017	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 2016 - June 2017	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 2016 - June 2017	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 2016	None			0.00
6. All McKinna students and staff will participate in the Great Shakeout earthquake drill.	McKinna students and staff	October 20, 2016	None			0.00
7. McKinna principal and teachers will receive training on CHAMPS Behavior Intervention in order to implement the program.	District will provide the training for principal and teachers.	Fall of 2016	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 2016 - June 2017 monthly	None			0.00
2. Pre-school will participate in lockdown drills	Pre-school teachers, principal, SRO	December 2016 and March 2017	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 21/2 weeks of school and assist with helping students acclimate to school and learn routines.	Principal	August 18 - September 2 2016	Salaries	2000-2999: Classified Personnel Salaries	Discretionary	8806.00
				3000-3999: Employee Benefits	Discretionary	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 2017 and March 2017	None			0.00
2. Pre- school teachers will be invited to attend staff meetings and grade level meetings.	Principal and staff	August 2016 - June 2017	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 2016 - June 2017	None			0.00
4. Pre-school teachers will attend workshops arranged by district for implementation of pre-school curriculum.	Pre-school teachers	August 2016 - June 2017	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 2016 - January 2017	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 2016	None. District provides training.			0.00
7. Campus assistants will be trained to administer CPR.	Campus Assistants	October 2016	None. District provides training			0.00
8. Susan Duenas of the Oxnard Fire Dept. Disaster Preparedness Unit will present information to staff on the Safety Plan during September staff meeting. She will also present four hours of training to staff in first aid, search and rescue and other skills during SIP Day October 31.	Principal, staff	September 2016, October 31	None. Service provided free of charge.			0.00

Strategy #5

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.The Pledge for Success will be sent home in English and Spanish.	Principal, clerk, teachers	October 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 2017	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 2017	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 2017	None. Services are free.			0.00
5. PTA will purchase water for all students and staff to be stored with emergency supplies.	PTA	Fall 2017	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 2016 - June 2017	Printing of bulletins See Goal 1 Strategy 1 #5.			0.00
7. Safety Plan will be reviewed at SSC and ELAC meetings. Parents will have an opportunity for input and be invited to be part of the Safety Committee.	Principal	February - March 2017	None.			0.00
8. A copy of the Safety Plan will be	Principal and Office Staff	August 2016 - June 2017	None			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
available to parents in the office. It will be in English and Spanish.						

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	October/November 2016	None			0.00
2. Principal will coordinate with ASP and OPD to conduct a Lockdown Drill.	Principal, ASP coordinator and SRO	Fall 2016	None.			0.00
3. ASES liaison will reinforce Lesson One and CHAMPS during ASP to insure consistency.	ASES liaison and Oxnard Scholars Staff.	September 2016 - June 2017	None. Salary for liaison paid by district.			0.00
4. ASP personnel will have a copy of the Safety Plan.	Principal	October 2016	None.			0.00

Strategy #7

STRATEGY:
5th to 6th grade Transition to Middle School: The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 5th and 6th grade teachers will collaborate on discipline expectations.	5th and 6th grade teachers.	June 2017	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 2017	None. Middle School pays for orientation.			0.00

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Strand Focus
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
<p>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.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.</p>
Data Used to Form this Goal:
Student Projects in different subject areas demonstrate proficiency in creating digital presentations that show mastery of CCSS standards.
Findings from the Analysis of this Data:
Multi-media projects allow all students to demonstrate their knowledge. They are particularly valuable in leveling the playing field for ELs and students with disabilities. These multimedia presentations incorporate all of the "4 Cs" of the Common Core State Standards - creativity, collaboration, communication and critical thinking.
How the School will Evaluate the Progress of this Goal:
Students will be graded on their presentations which will be incorporated into assignments given by individual teachers and grade level teams. Presentations will be shared with the wider public on the school website and at parent meetings.

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure the full implementation of the Academic Strand Focus.

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. Presentations will be in English and Spanish depending on the program and assignment.	Teachers	August 2016 - June 2017	None. Students will use Keynote, iBook Author, GarageBand, and iMovie already purchased with district funding.			0.00
2. Digital presentations will incorporate all four Cs of the CCSS: Communication, Collaboration, Critical Thinking and Creativity. Teachers will instruct students and model best practices in preparing these presentations.	Teachers	September 2016 - June 2017	None.			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 2016 - June 2017	Purchase subscriptions and applications. See Goal 1, Strategy 1, #16.			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 2016 - June 2017	Materials and supplies for multimedia productions. (\$3,000.00) See Goal 1, Strategy 1 #5.			0.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Green screen studios will be set up in classrooms to facilitate production of student presentations.	Teachers	September 2016 - June 2017	See Goal 5, strategy 1, #4			0.00
6. Targeted Action: Solicit Parents and Community for subject area experts to provide support for student learning. 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 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	None			0.00
4. Students in the TBE program will have opportunities to create projects in Spanish as well as English.	Teachers	August 2016 - June 2017	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 2016 - June 2017	Compensation for teachers. See Goal 2, Strategy 1 #6			0.00

Strategy #3

STRATEGY:
Pre-School Transition: The school will implement a transition plan for students entering transitional kindergarten and kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Presentations that are made by upper grade students will be shared with pre-K, TK and kindergarten students.	Teachers	August 2016 - June 2017	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 2016 - June 2017	None			0.00

Strategy #4

STRATEGY:
5th to 6th Grade Transition: The school will implement a transition plan for 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 5th grade students will create original presentations that will prepare them to enter any of the academies because the subject matter is varied.	Teachers	August 2016 - June 2017	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 2016 - June 2017	None			0.00
3. Students in 5th grade will visit the academies during the day to observe classes in session that are aligned with our strand focus.	Teachers, intermediate principals and principal	November 2016 - February 2017	Bus. See Goal 1, Strategy 4, #6.			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 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	None			0.00

Strategy #6

STRATEGY:
Parent Involvement: The school will coordinate meetings and distribute information to generate parent involvement. (Actions: jointly develop Parent Compact, Parent Involvement Policy)

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Parents will help to develop the Parent Compact and parent Involvement Policy. Any suggestions on the making or sharing of student multi-media projects will be considered and included if possible.	Principal, teachers, parents	September 2016 - June 2017	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 2016 - June 2017	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 coordinate activities that strengthen student skills necessary for making effective multi-media projects.	ASP Staff	August 2016 - June 2017	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 2016 - June 2017	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 2016 - June 2017	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.

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	74,786.00
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	27,190.00
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	62,827.00
4. Maintenance Agreement for Copy Machine(s) used to create instructional materials and assessments	August 2016 - June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	8748.00
5. Counselor will provide services to students with parent permission through individual and group sessions.	August 2016 - June 2017	Salary and benefits	2000-2999: Classified Personnel Salaries	District Funded	91,387.00
6. Professional Development for Language Arts provides instruction to teachers on best practices for the design and delivery of the CCSS.	August 2016 - June 2017	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	
7. Professional Development for Technology provides instruction to teachers on best practices for the design and delivery of curriculum.	August 2016-June 2017	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 2016 - June 2017	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 2016 – June 2017	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 2016 – June 2017	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	7,800.00
2000-2999: Classified Personnel Salaries	Discretionary	125,700.00
3000-3999: Employee Benefits	Discretionary	32,323.50
4000-4999: Books And Supplies	Discretionary	46,799.50
5000-5999: Services And Other Operating	Discretionary	5,330.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	824.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	3,815.00
3000-3999: Employee Benefits	LCFF - Discretionary	1,104.00
4000-4999: Books And Supplies	LCFF - Discretionary	1,481.00
5000-5999: Services And Other Operating	LCFF - Discretionary	3,700.00
5700-5799: Transfers Of Direct Costs	LCFF - Discretionary	3,700.00
5800: Professional/Consulting Services And	LCFF - Discretionary	7,288.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	23,996.25
2000-2999: Classified Personnel Salaries	LCFF - EL	500.00
3000-3999: Employee Benefits	LCFF - EL	4,676.44
4000-4999: Books And Supplies	LCFF - EL	19,159.31
5800: Professional/Consulting Services And	LCFF - EL	7,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	28,401.00
3000-3999: Employee Benefits	LCFF - Targeted	7,100.00
4000-4999: Books And Supplies	LCFF - Targeted	11,769.50
5800: Professional/Consulting Services And	LCFF - Targeted	3,857.50
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	39,364.75
2000-2999: Classified Personnel Salaries	Title I	4,239.00
3000-3999: Employee Benefits	Title I	7,921.28
4000-4999: Books And Supplies	Title I	4,535.97
5000-5999: Services And Other Operating	Title I	1,810.00
5800: Professional/Consulting Services And	Title I	9,000.00
1000-1999: Certificated Personnel Salaries	Title III	17,640.00
2000-2999: Classified Personnel Salaries	Title III	1,500.00
3000-3999: Employee Benefits	Title III	3,156.56
4000-4999: Books And Supplies	Title III	5,536.44

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Discretionary	217,953.00
LCFF - Discretionary	21,912.00
LCFF - EL	55,332.00
LCFF - Targeted	51,128.00
None Specified	0.00
Title I	66,871.00
Title III	27,833.00

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. All three positions were filled in the 2015 - 2016 school year. There was one bi-lingual candidate for the positions that included the TBE classes. More would have been desirable as we have a large English Learner population. We had many teachers tutoring their students, especially during the period before state testing. We had a 65% increase in students reaching proficiency on the state test, but there are still too few students in this category (. One hopeful sign is that many students fell into the "nearly met" category and many of these had scores that just missed standards mastery by very few points.

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. This strategy was suggested by the ELAC. We are going to try again this year and hope for better attendance. It has been successful in the past.

What specific actions related to those strategies were eliminated or modified during the year?

We decided that we could get a better outcome by hiring a combination of an ISP and three paraeducators in 2016 - 2017. This would allow for more intervention help in the primary grades. Upper graders receive help from ESTs who work with 3rd - 5th graders. The ISP and three paraeducators will be working with students in grades K - 2 to improve basic literacy skills.

Identify barriers to full or timely implementation of the strategies identified above.

Classified personnel need to pass a test to be considered bilingual. These tests are not given all the time, so once again, we need to wait for permanent employees. Subs have been working, but the intervention program is hindered. Another barrier was that the textbook adoption that we were using was not aligned to the CCSS.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

None. We could not get the candidates we needed. This is something the site does not control.

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 in math and 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?

The most dramatic improvements were 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 to include 2nd grade (and hope that we will eventually close the achievement gap for all students in reading. 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 and critical thinking.

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 not on grade level. This year we are implementing a new textbook adoption that is aligned to the Common Core. There is also an ELD component with the same adoption. We hope that the faithful implementation of this new adoption will result in improved 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?

- X 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: 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 with moving 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 received.

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				
Angelina Lara		X			
Andrea Pulido		X			
Martha Romero		X			
Elena Salgado			X		
Mary Wehner		X			
Erica Beltran				X	
Julio Garcia				X	
Ana Gutierrez				X	
Susana Lopez				X	
Maria Ramirez				X	
Maria Salas				X	
Numbers of members of each category:	1	4	1	6	

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

Parent Involvement Policy



McKinna School

1611 South J St Oxnard, CA 93033 (805) 385-1563 Fax
(805) 487-2231



School Parental Involvement Policy

McKinna School 2016 - 2017

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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 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.
- ✓ 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.

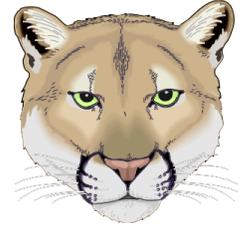
Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ 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.
- ✓ 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

1611 South J St Oxnard, CA 93033 (805) 385-1563 Fax
(805) 487-2231



- ✓ 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.



McKinna School

1611 South J St Oxnard, CA 93033 (805) 385-1563 Fax
(805) 487-2231



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

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)**:

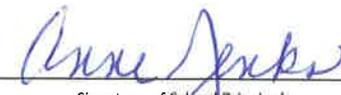
- | | | |
|---|---|---|
| | State Compensatory Education Advisory Committee | _____
Signature |
| X | English Learner Advisory Committee | 

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 |
| X | Other committees established by the school or district (list):
McKinna 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 10/3/16.

Attested:

Anne Jenks		10/7/16
Typed Name of School Principal	Signature of School Principal	Date
Andrea Pulido		10/7/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

The Single Plan for Student Achievement

School: Marina West Elementary School
CDS Code: 56725386055347
District: Oxnard School District
Principal: Jorge Mares
Revision Date: October 2016

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

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

Contact Person: Jorge Mares
Position: Principal
Phone Number: 805.385.1554
Address: 2501 Carob Street
Oxnard, CA 93035
E-mail Address: jmares@oxnardsd.org

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

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School Vision and Mission

Marina West Elementary School's Vision and Mission Statements

At Marina West School, we believe all students deserve an education that incorporates a meaning-centered, integrated curriculum, requiring critical thinking and the use of educational technology in a safe learning environment. We believe students should be actively involved in a respectful, caring, cohesive educational community.

School Profile

At Marina West, we are constantly striving to improve our instructional program and our service and support to children and families. We are currently implementing the Common Core State Standards (CCSS), preparing our students for the Smarter Balanced Assessments (SBAC), integrating technology into instruction, meeting the needs of English Language Learners and GATE students, providing student with social-emotional support and developing our Academic Strand Focus in order to prepare students to be college or career ready.

The staff at Marina West is constantly at work ensuring that our instructional program benefits the students and meets their needs. Teachers meet in grade level teams three times a month in order to plan together. They analyze data to drive instruction, use adopted materials, some supplemental materials and plan lessons which address the standards, the requirements of state assessments and the necessary skills needed in order for students to move forward with their learning. The staff participates in professional development in order to improve instructional practice. This is sometimes provided by the county, the district or the principal and the coach. The instructional coach is critical in supporting teachers with new information, strategies, assessment and data analysis.

We have instituted a Academic Strand Focus of Environmental Science and Creative Arts. While 5th grade students have an Open Enrollment option in order to choose their Middle School experience, many of our students do choose to attend Haydock Middle School which has the same focus. We are developing lessons and units based on these themes in order to expand opportunities for student learning and engagement. Teachers can be innovative and creative in their approaches to this instruction. This focus also allows students to feel success in a variety of ways.

Marina West offers Transitional Bilingual Programs in Kindergarten, First, Second and Third grades in order to support English Language Learners. These students receive support in the Spanish language in order to make the transition to English. In all other classes which contain English Language Learners, ELD instruction is embedded throughout all subjects and taught during designated ELD instructional time. These students are closely monitored during grade level meetings, student monitoring conferences and through the MTSS process. Teachers have received specific professional development in strategies (SIOP) which are designed to assist students in their acquisition of English.

We use additional programs and tools in order to provide our students with various learning opportunities. Accelerated Reader helps students to hone their comprehension skills and encourage a love of reading. The computer lab is utilized by all classes for research, word processing, coding, robotics, Maker's Space, keyboarding skills and use of the software programs which are 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 STAR360 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	112	100	110	98	110	98	98.2	98
Grade 4	100	99	99	97	99	97	99.0	98
Grade 5	105	88	103	84	102	84	98.1	95.5
All Grades	317	287	312	279	311	279	98.4	97.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2351.0	2361.3	3	6	8	11	30	23	59	59
Grade 4	2368.6	2363.4	2	2	6	4	18	14	74	79
Grade 5	2450.7	2430.9	10	5	20	14	18	19	50	62
All Grades	N/A	N/A	5	4	12	10	22	19	61	67

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	8	25	36	69	56
Grade 4	2	4	32	22	66	74
Grade 5	11	6	34	28	55	66
All Grades	6	6	31	28	63	65

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	8	35	31	61	61
Grade 4	1	2	27	30	72	68
Grade 5	12	4	45	40	43	57
All Grades	5	5	36	33	59	62

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	5	54	64	45	31
Grade 4	2	4	45	58	53	38
Grade 5	15	7	47	55	38	37
All Grades	6	5	49	59	45	35

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	7	44	45	55	48
Grade 4	1	0	32	34	46	66
Grade 5	17	11	57	49	26	40
All Grades	6	6	44	42	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 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	112	100	109	98	109	98	97.3	98
Grade 4	100	99	98	97	98	97	98.0	98
Grade 5	105	88	103	84	103	84	98.1	95.5
All Grades	317	287	310	279	310	279	97.8	97.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2363.3	2395.3	1	5	16	26	22	28	61	42
Grade 4	2387.2	2391.5	2	0	3	7	33	30	62	63
Grade 5	2434.6	2428.0	3	2	7	5	26	25	64	68
All Grades	N/A	N/A	2	3	9	13	27	28	63	57

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	11	17	22	32	67	51	
Grade 4	4	0	21	23	74	77	
Grade 5	4	2	22	19	74	79	
All Grades	6	7	22	25	72	68	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	12	30	42	64	46
Grade 4	4	2	23	35	72	63
Grade 5	5	2	24	24	71	74
All Grades	5	6	26	34	69	60

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	10	42	52	53	38
Grade 4	1	1	35	30	64	69
Grade 5	2	1	48	32	50	67
All Grades	3	4	42	38	56	57

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	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					***	18		***	45			18		***	18
1	5	2		16	12	10	43	37	29	34	29	35	2	21	26
2				9	20	25	54	41	33	30	27	33	7	12	10
3	2	3	2	14	18	20	51	46	44	21	25	22	12	8	12
4				33	26	18	49	52	62	11	19	14	7	2	6
5	5	17	14	36	31	36	45	34	43	7	17	7	7		
6	9			36			32			14			9		
Total	3	4	2	22	21	20	47	42	41	21	24	24	7	10	13

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		
	2013-14	2014-15	2015-16
Number of Annual Testers	253	248	244
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	253	248	244
Number Met	132	120	119
Percent Met	52.2%	48.4%	48.8%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	236	71	275	41	307	34
Number Met	33	28	38	17	33	13
Percent Met	14.0%	39.4%	13.8%	41.5%	10.7%	38.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. 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		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

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 as measured by the STAR360 test results.
All 3rd-5th Grade students will increase their CAASPP score by 50 points.

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:

- STAR360
- Language Arts Adoption Benchmarks
- Essential Literacy Skills Benchmarks (Kindergarten and 1st grades)
- DIBELS/ IDEL data (Kindergarten -5th grades)
- CAASPP

Findings from the Analysis of this Data:

The percentage of students attaining Late Emergent Reader or beyond on the STAR360 Early Literacy at the end of the 15-16 year:

- Kindergarten - 80%

- 1st grade - 89.9 %

The percentage of students attaining 25% or higher on the STAR360 Reading at the end of the 15-16 year:

- 2nd grade - 64.2 %
- 3rd grade - 50 %
- 4th grade - 49.5 %
- 5th grade - 35.1 %

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)
- 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 2016-June 2017	Certificated Salaries: TOSA salary	1000-1999: Certificated Personnel Salaries	District Funded	112797
2. The school will ensure the full implementation of the State approved Language Arts curriculum and support the Common Core State Standards for language arts.	Teachers K-5	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	District Funded	None Specified	District Funded	0
5. The STAR 360 Reading and Early Literacy assessment will be administered at least 4 times a year.	Teachers K-5, Instructional Coach	August 2016-June 2017	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	
6. The Interim Formative Assessments for ELA will be administered to students 3 times a year (grades 3-5).	Teachers K-5, Substitutes, Instructional Coach	August 2016-June 2017	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
7. 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 2016-June 2017	District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	
8. Principal and Academic Coach will conduct data conferences with teachers at least twice a year to discuss assessment results.	Teachers K-5, Instructional Coach	August 2016-June 2017	Certificated Salaries: Teacher Substitutes (4 subs x 4 days) See: Goal #1 Strategy #1 Action #5 and #6	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded Discretionary Title I LCFF - Discretionary	7500 3520 3283
9. Implementation of systematic instruction on writing process (K-5) based on writing standards.		August 2016-June 2017	District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	
10. Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2016-June 2017	District Funded See Goal #1 Strategy #1 Action #1	None Specified	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Classified Salaries: 1000-1999: District Funded Technology Certificated Technician Personnel Salaries			54,233
11. Site Technology Technician will maintain STEAM Lab to support student learning..	Site Technology Technician	August 2016-June 2017	District Funded See Goal #1 Strategy #1 Action #1	None Specified	None Specified	0
			Classified Salaries: 2000-2999: Technology Classified Technician Personnel See Goal #1 Salaries Strategy #1 Action #10		District Funded	
12. Monitor and implement Accelerated Reader program.	Teachers K-5, AR Committee, substitutes, Library Technician	August 2016-June 2017	Teacher substitutes See: Goal #1 Strategy #1 Action #6	1000-1999: Certificated Personnel Salaries	Discretionary	
			Classified Salaries: Library Technician	2000-2999: Classified Personnel Salaries	District Funded	29,974
			Books for Accelerated Reader Program	4000-4999: Books And Supplies	Discretionary	2000
				4000-4999: Books And Supplies	Title I	1000
				4000-4999: Books And Supplies	Title III	282
13. Materials and supplies will be purchased to support the core instructional program.	All staff	August 2016-June 2017	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	48967.42

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				4000-4999: Books And Supplies	Title I	2404
				4000-4999: Books And Supplies	LCFF - Discretionary	10776
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 2016-June 2017	Maintenance Agreement for Duplo machines	5000-5999: Services And Other Operating Expenditures	Discretionary	3400
			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 2016-June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	9000
				2000-2999: Classified Personnel Salaries	Title I	2000
16. Intervention Service Provider will provide necessary interventions for targeted services for students in grades K-1 .	ISP Teachers	August 2016-June 2017	Certificated Salaries:	1000-1999: Certificated Personnel Salaries	Title I	29300
				1000-1999: Certificated Personnel Salaries	Title III	15838
				1000-1999: Certificated Personnel Salaries	LCFF - EL	16913

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	25355
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 2016-June 2017	Certificated Salaries See Goal #1 Strategy #1 Action #16	1000-1999: Certificated Personnel Salaries	Title I	
				1000-1999: Certificated Personnel Salaries	Title III	
				1000-1999: Certificated Personnel Salaries	LCFF - EL	
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
			District Funded See Goal #1 Strategy #1 Action #1	1000-1999: Certificated Personnel Salaries	District Funded	
18. Intervention and enrichment materials will be utilized during Universal Access.	Teachers K-5, Instructional Coach, ISP Teachers, 2nd-5th Extra Support Teachers	August 2016-June 2017	Materials and Supplies See Goal #1 Strategy #1 Action #13	4000-4999: Books And Supplies	Title I	
				4000-4999: Books And Supplies	LCFF - Targeted	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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 2016-June 2017	Certificated Salaries: (3 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	LCFF - EL	
				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 2016-June 2017	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	0
3. Intervention and enrichment materials will be utilized during Universal Access.	Teachers K-5, Instructional Coach, ISP Teachers	August 2016-June 2017	Materials and Supplies See goal #1 Strategy #1 Action #13	4000-4999: Books And Supplies	Title I	
				4000-4999: Books And Supplies	LCFF - Targeted	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				4000-4999: Books And Supplies	Title III	
				4000-4999: Books And Supplies	Discretionary	
4. Implementation of Before and After School tutoring in Language Arts for targeted students, including Foster Youth.	Teachers K-5	August 2016-June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	District Funded	0
				1000-1999: Certificated Personnel Salaries	Discretionary	5000
				1000-1999: Certificated Personnel Salaries	Title I	12905
					LCFF - Targeted	3283
5. . 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	LCFF - Discretionary	
6. 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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. 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	
8. 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	
9. Students will have opportunities to access technology for intervention or enrichment (i.e. 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	
10. 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	
			Materials and Supplies	4000-4999: Books And Supplies	Discretionary	1200
				4000-4999: Books And Supplies	LCFF - Targeted	1000
11. Students will participate in field trips and enrichment activities related to English	Teachers, K-5	August 2015-June 2016	Transportation costs	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	3500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Language Arts Standards.			Admission Fees	5800: Professional/Consulting Services And Operating Expenditures	Title I	2500
12. Academic incentives will be provided to motivate and engage students.	Teachers K-5, Principal, Instructional Coach	August 2015-June 2016	Materials and Supplies See Goal #1 Strategy #1 Action #13	4000-4999: Books And Supplies	LCFF - Targeted	

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. . Collaboration between site Kindergarten Teachers and site Pre-school Teachers.	Preschool & Kindergarten teachers	May-June 2017	District Funded	None Specified	None Specified	0
2. Parent workshop will be provided for families of in-coming Kindergarten students.	Principal, Instructional Coach, Teachers	August 2016	District Funded Classified Salaries for Babysitting for all parent meetings	None Specified 2000-2999: Classified Personnel Salaries	None Specified Title I	0 625

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	May-June 2017	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 2017	District Funded	None Specified	None Specified	0
3. Middle School placement assessment administered to 5th grade students.	Middle School Staff	March-April 2017	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 and ASES Personnel for Language Arts.	Teachers K-5, ASES	August 2016-June 2017	District Funded	None Specified	None Specified	0
			Professional Development for ELA and Math	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	1000
				5800: Professional/Consulting Services And Operating Expenditures	Discretionary	7500
2. Instructional Coach will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices in the classroom and ASES using STAR360.	Instructional Coach, Teachers K-5	August 2016-June 2017	District Funded	None Specified	None Specified	0
3. Instructional Coach will present professional development to teachers and ASES personnel to improve instructional practice in Language Arts.	Instructional Coach, Teachers K-5	August 2016-June 2017	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. This information will be used to help students participating in ASES in their	Instructional Coach, Teachers K-5	August 2016-June 2017	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
groups.						
5. Leadership Team will meet to discuss, plan and monitor school improvement.	Principal, Instructional Coach, Teachers K-5, Substitutes	August 2016-June 2017	District Funded TOSA See Goal #1 Strategy #1 Action #1	None Specified	None Specified	
			Certificated Salaries: Teacher Substitutes (1 day x 6 subs) See Goal #1 Strategy #1 Action #6	1000-1999: Certificated Personnel Salaries	Title I	
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
				1000-1999: Certificated Personnel Salaries	Title III	
				1000-1999: Certificated Personnel Salaries	Discretionary	

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Title I quarterly meetings will be held to inform parents of school goals, programs and activities.	Principal, Parents	August 2016-June 2017	District Funded	None Specified	None Specified	0
2. The Parent Compact will be developed/ revised at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016, February 2017	District Funded	None Specified	None Specified	0
			Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	2900
				2000-2999: Classified Personnel Salaries	Title I	500
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 2016-June 2017	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	1000
					Title I	1000

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 in academic areas of Language Arts and Math.	Teachers K-5,Teacher Substitutes	August 2016-June 2017	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 2016-June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	3000
9. School Site Council Meetings will be held to monitor the implementation of the SPSA.	Principal, School Site Council	August 2016-June 2017				

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"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher liaison , ASP Staff, Teachers K-5	August 2016-June 2017	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 2016-June 2017	District Funded	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
Mathematics: Students shall obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative assessments. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic and Foster Youth.
Data Used to Form this Goal:
<ul style="list-style-type: none">• MyMath End of Year Assessments (grades K-5)• Interim Formative Assessments (grades K-5)
Findings from the Analysis of this Data:
The percentage of students attaining 25% or higher in the STAR360 Math at the end of the 15-16 school year: <ul style="list-style-type: none">• Kindergarten- (No Data Available)• 1st grade-(No Data Available)• 2nd grade- 76.2%• 3rd grade - 56%• 4th grade - 63.5%• 5th grade - 40.4%

How the School will Evaluate the Progress of this Goal:

- STAR360 Math
- 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 math curriculum.	Instructional Coach	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	District Funded			
5. My Math chapter and district assessments will be administered.	Teachers K-5	August 2016-June 2017	District Funded	None Specified	None Specified	0
6. The STAR 360 Math and Early Literacy assessment will be administered at least 4 times a year.	Teachers K-5	August 2016-June 2017				
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 2016-June 2017	None Specified		None Specified	0
8. Staff will input all math formative assessment results into OARS, evaluate and analyze	Teachers K-5, Instructional Coach	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
results and use information to inform instructional decisions.						
9. Principal will conduct math data conferences with teachers at least twice a year to discuss assessment results.	Teachers K-5, Principal, Instructional Coach, Teacher Substitutes	August 2016-June 2017	Certificated Salaries: See Goal #1 Strategy #1 Action #1 Certificated Salaries: See Goal #1 Strategy #1 Action #10			
10. The STAR360 math program will be used as practice of basic math skills	Teachers K-5	August 2016-June 2017	District Funded	None Specified	District Funded	
11. Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Classified Salaries: See Goal #1 Strategy #1 Action #17			

Strategy #2

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implementation of Before and After School tutoring in Math for targeted students, including Foster Youth.	Teachers K-5	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017				
5. Math Facts in a Flash will be used to support students with basic math computational skills.	Teachers K-5	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Academic incentives will be provided to motivate and engage students to improve attendance, for STAR360 goals met, and improvement in academic areas.	Teachers K-5, Principal, Instructional Coach	August 2016-June 2017	Materials and Supplies: See Goal #1 Strategy #2 Action #14	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Discretionary Title I LCFF - Targeted	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 2016-June 2017	District Funded	None Specified	None Specified	0
8. Site Technology Technician will implement Mouse Squad as an enrichment program.	Site Technology Technician	August 2016-June 2017	Classified salary	2000-2999: Classified Personnel Salaries	None Specified	0
9. Students will participate in field trips and enrichment activities related to math.	Teachers K-5	August 2016-June 2017	Transportation costs See Goal #1 Strategy #2 Action #12 Admission fees See Goal #1 Strategy #2 Action #12	5700-5799: Transfers Of Direct Costs 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted Title I	

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Collaboration between site Kindergarten Teacher and site Pre-school Teachers.	Preschool & Kindergarten teachers	May-June 2017	District Funded	None Specified	None Specified	0
2. Parent workshop will be provided for families of in-coming Kindergarten students	Principal, Instructional Coach, Teachers	March-June 2017	District Funded	None Specified	None Specified	0

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 5th grade teachers will articulate with 6th grade teachers regarding instruction and individual student progress during regular grade level meetings.	5th & 6th grade teachers, Instructional Coach	August 2016-June 2017	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 2017	District Funded	None Specified	None Specified	0
3. Middle School placement assessment administered to 5th grade students.	Middle School Staff	March- April 2017	District Funded	None Specified	None Specified	0

Strategy #5

STRATEGY:
The school will provide professional development to support math instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Professional development will be provided for teachers for Math.	Teachers K-5	August 2016-June 2017	District Funded	None Specified	None Specified	0
2. Instructional Coach will support teachers (in the classroom) in implementing math curriculum, analyzing data and instructing in best practices.	Instructional Coach, Teachers K-5	August 2016-June 2017	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 2016-June 2017	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 math data, monitor student progress and plan for the regular instructional program as well as interventions.	Instructional Coach, Teachers K-5	August 2016-June 2017	District Funded	None Specified	None Specified	0
5. Leadership Team will meet to discuss, plan and monitor school improvement.	Principal, Instructional Coach, Teachers K-5, Substitutes	August 2016-June 2017	District Funded Certificated Salaries: See Goal #1 Strategy #1 Action #6	None Specified 1000-1999: Certificated Personnel Salaries	None Specified Title I	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1000-1999: Certificated Personnel Salaries		LCFF - Targeted	
			1000-1999: Certificated Personnel Salaries		Title III	
			1000-1999: Certificated Personnel Salaries		Discretionary	

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Title I quarterly meetings will be held to inform parents of school goals, programs and activities.	Principal, Parents	August 2016-June 2017	District Funded	None Specified	None Specified	0
2. The Parent Compact will be developed/ revised at parent meetings.	Principal, Leadership Team, SSC, Parents	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016, February 2017	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 2016-June 2017	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 in math.	Teachers K-5, Teacher Substitutes	August 2016-June 2017	Certificated Salaries: See Goal #1 Strategy #1 Action #7			
8. Parent workshops which focus on math 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 2016-June 2017	District Funded	None Specified		0

Strategy #7

STRATEGY:

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher liaison , ASP Staff, Teachers K-5	August 2016-June 2017	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 2016-June 2017	District Funded	None Specified		0

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners

LEA GOALS:

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

SCHOOL GOAL #3:

English Learners:

EL students will progress at least one level or demonstrate progress in each of the four domains (speaking, listening, reading and writing) as measured by the CELDT.

A. AMAO #1: 100% of all English Learners will advance one level on the CELDT.

B. AMAO #2: 25% of all EL students who have been in language instruction educational programs for less than five years will reach English Proficient Level on CELDT. 50% of all EL students who have been in language instruction educational programs for more than five years will reach English Proficient Level on CELDT.

C. AMAO #3: Students scoring proficient on the STAR 360 reading and math assessments will increase by 10% between Fall and Spring.

Data Used to Form this Goal:

- CELDT
- AMAO data
- Interim Formative Assessments

Findings from the Analysis of this Data:

CELDT data

- AMAO #1 - Based on preliminary data our percentage of students meeting AMAO 1 decreased by 4.5% from last year.
- AMAO #2 - a. less than 5 years - Students meeting AMAO 2 decreased by .2 %.
- b. more than 5 years - Students meeting AMAO 2 increased by 2.1 %.

How the School will Evaluate the Progress of this Goal:

- STAR Reading Early Literacy (K-1)
- STAR Reading 360 (2-5) and Math 360 (K-5)
- Teachers will meet in grade level meetings after assessment periods to analyze data
- MTSS
- Progress Monitoring
- IPT

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure the full implementation of the state approved ELD curriculum and support the Common Core State Standards for ELD.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers will implement the District EL Master Plan.	Teachers K-5, Instructional Coach	August 2016-June 2017	District Funded	None Specified	None Specified	0
2. Teachers will implement the district-adopted ELD curriculum.	Teachers K-5	August 2016-June 2017	District Funded	None Specified	None Specified	0
3. 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 2016-June 2017	District Funded	None Specified	None Specified	0
4. EL student progress will be monitored in student monitoring conferences, data meetings and grade level meetings.	Teachers K-5, Instructional Coach, substitutes	August 2016-June 2017	District Funded	None Specified	None Specified	0
5. Teachers will use SIOP strategies to teach academic subjects.	Teachers K-5	August 2016-June 2017	District Funded	None Specified	None Specified	0
6. The Instructional Coach will support teachers in instructing the ELD standards, implementing SIOP strategies and monitoring EL student progress.	Instructional Coach	August 2016-June 2017	District Funded	None Specified	None Specified	0
7. Materials and supplies will be purchased to support the ELD instructional program.	All staff	August 2016-June 2017	Materials and Supplies: See Goal #1, Strategy #1, Action #15 Materials and Supplies	None Specified 4000-4999: Books And Supplies	None Specified LCFF - EL	0 14000

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 2016-June 2017	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 2017	District Funded	None Specified	None Specified	0
3. Intervention Service Provider will provide necessary interventions for targeted services for English Learners in Language Arts and Math.	ISP, Instructional Coach	September 2016-June 2017	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 2016-June 2017	ELRT meetings	1000-1999: Certificated Personnel Salaries	District Funded	
5. EL students who require additional support will be identified and monitored through the MTSS process.	Principal	August 2016-June 2017	Materials and Supplies See Goal # 1 Strategy # 1 Action # 13	4000-4999: Books And Supplies	Title I	
				4000-4999: Books And Supplies	LCFF - Targeted	
				4000-4999: Books And Supplies	Title III	
				4000-4999: Books And Supplies	Discretionary	

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Collaboration between site Kindergarten Teachers and site Pre-school Teachers.	Preschool & Kindergarten teachers	May-June 2017	District Funded	None Specified	None Specified	0
2. Parent workshop will be provided for families of in-coming Kindergarten students	Principal, Instructional Coach, Teachers	August 2016	District Funded	None Specified	None Specified	0

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 5th grade teachers will articulate with 6th grade teachers regarding instruction and individual student progress during regular grade level meetings.	5th & 6th grade teachers, Instructional Coach	August 2016-June 2017	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 2017	District Funded	None Specified	None Specified	0
3. Middle School placement assessment administered to 5th grade students.	Middle School Staff	March- April 2017	District Funded	None Specified	None Specified	0

Strategy #5

STRATEGY:
The school will provide professional development to support ELD instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Staff will take advantage of district provided professional development as needed (ELPD, SIOP).	Teachers K-5	August 2016-June 2017	District Funded	None Specified	None Specified	0
2. EL TOSA will provide instructional support to teachers and grade level teams.	Teachers K-5, EL Services personnel	August 2016-June 2017	District Funded	None Specified	None Specified	0
3. 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 2016-June 2017				
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, with an emphasis on EL students.	Teachers K-5, Instructional Coach	August 2016-June 2017				

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. 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 2016-June 2017	District Funded	None Specified		0
2. Parent options meeting will be held to inform EL parents of instructional programs	Principal, EL Services personnel, Teachers	August 2016-June 2017	District Funded	None Specified	None Specified	0
3. Reclassification meetings will be held with parents.	Principal	August 2016-June 2017	District Funded	None Specified	None Specified	0
4. Parent workshops will be provided regarding subjects specific to EL students.	Principal, Teachers, instructional Coach	August 2016-June 2017	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
1. Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher liaison , ASP Staff, Teachers K-5	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	District funded	None Specified	District Funded	
2. Staff will continue to implement Lesson One in all grade levels using all components of the program for Positive Behavior Support.	All staff	August 2016-June 2017		None Specified		0
3. School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.	School Counselor	August 2016-June 2017	Classified Salaries	1000-1999: Certificated Personnel Salaries	District Funded	
4. Student discipline data will be monitored at intervals throughout the year.	Principal, Teachers K-5, ORC, Counselor	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	District Funded	None Specified	None Specified	0
8. A schoolwide evacuation drill	All staff (Certificated and	August 2016-June 2017	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
will be conducted annually.	Classified)					
9. The Safety Committee will monitor the Safety Plan and make revisions as necessary.	Teachers K-5	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	100965.58

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 2016-June 2017	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 2016-June 2017	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

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. The Preschool will participate in all fire, earthquake and lockdown drills.	All staff and students monthly drills.	August 2016-June 2017	District Funded	None Specified	None Specified	0

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Staff from the Middle School meets with 5th grade students in order to inform them of rules, expectations and academic and social opportunities at the Junior High.	Principal, Instructional Coach, Middle School Staff	April-June 2017	District Funded	None Specified	None Specified	0
2. Parents informed of meetings with Middle School.	Principal, School Staff	April 2017-June 2017	District Funded	None Specified	District Funded	

Strategy #5

STRATEGY:
The school will provide professional development to support the school's Positive Behavior Support Plan, General Safety Plan and Attendance Program

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. All staff will participate in CHAMPS training for Positive Behavior Support.	All staff	August 2016-June 2017	District Funded Certificated Salaries	None Specified 1000-1999: Certificated Personnel Salaries	District Funded LCFF - Discretionary	1000
2. All staff will participate in Lesson One for Positive Behavior Support.	All staff	August 2016-June 2017		None Specified		0
3. Staff will participate in training for Disaster Preparedness.	All staff	August 2016-June 2017	District Funded	None Specified	District Funded	

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Parents will be informed of Lesson One and CHAMPS goals and objectives at ELAC, SSC, PTA, Coffee w/Principal meetings and special presentations.	Principal, Teachers K-5, Parents	August 2016-June 2017	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 2016-June 2017	District Funded Classified Salaries: ORC- See Goal #1, Strategy 6, Action #4 Counselor- See Goal #4, Strategy #1, Action #2	None Specified	None Specified	0 0
3. Outreach and support will be provided for students and families who experience hardships.	Principal, ORC, Parents	August 2016-June 2017	District Funded Classified Salaries: See Goal #1, Strategy 6, Action #4	None Specified	None Specified	0
4. Counseling will be offered for students and families in need.	Principal, ORC, Counselor, Parents	August 2016-June 2017	District Funded	None Specified	None Specified	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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/ORC	August 2016-June 2017	District Funded Classified Salaries: ORC- See Goal #1, Strategy 6, Action #4	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"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher liaison , ASP Staff, Teachers K-5	August 2016-June 2017	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 2016-June 2017	District Funded	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Academic Strand Focus
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
All students will engage in learning opportunities to expand their experience with Environmental Science and Creative Arts.
Data Used to Form this Goal:
First year of implementation.
Findings from the Analysis of this Data:
No data available.
How the School will Evaluate the Progress of this Goal:
Implement and monitor Integrated Theme Unit Assessments.

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure implementation of the Academic Focus Strand of Creative Arts and Environment Science

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Incorporate the use of the Science /Technology Lab and Makers Space to focus on Creative Arts and Environmental Science.	Principal, Teachers, Academic Coach	August 2016-June 2017	Materials and Supplies for K-5 Strand	4000-4999: Books And Supplies	Title I	1000
				4000-4999: Books And Supplies	LCFF - Targeted	2000
			Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	2000
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 2016-June 2017	Materials and Supplies for K-5 Strand See Goal #5 Strategy #1 Action #1	4000-4999: Books And Supplies	Title I	
			Consulting Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - EL	3000
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 2016-June 2017	Materials and Supplies for K-5 Strand See Goal #5 Strategy #1 Action #1	4000-4999: Books And Supplies	Title I	
					LCFF - Targeted	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Materials and Supplies	4000-4999: Books And Supplies	Title III Discretionary LCFF - Targeted	6000

Strategy #2

STRATEGY:
The school will ensure opportunities and educational access in the Creative Arts and Environmental Science for all students

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Engage all students in enrichment activities related to Creative Arts (i.e.assemblies, field trips, additional support staff).	Principal, Academic Coach, K-5 Teachers	August 2016-June 2017	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 enrichment activities related to Environmental Science (i.e. assemblies, field trips, additional support staff).	Principal, Academic Coach, K-5 Teachers	August 2016-June 2017	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 2016-June 2017	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
1. Provide professional development opportunities for staff related to academic strand focus (conferences, workshops).	Principal, K-5 Staff	August 2016-June 2017	Professional Development for ELA and Math See Goal #1 Strategy #5 Action #1	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	
			Certificated Salaries	1000-1999: Certificated Personnel Salaries	Discretionary	1000
2. 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 2016-June 2017	District Funded	None Specified	District Funded	
3. The Instructional Coach will support staff in creating, enhancing and implementing the integrated units.	Principal, Academic Coach, K-5 Staff	August 2016-June 2017	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	December 2016-June 2017	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 2016-June 2017	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 2016-June 2017	District Funded	None Specified		
4. Illicit parent and community support in relation to the Academic Strand focus.	All Staff	August 2016-June 2017	District Funded	None Specified		

Strategy #5

STRATEGY:
The school will coordinate the district implementation of the ASES (After School Education and Safety) grant in regard to the Academic Strand Focus.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Monthly meetings with ASES administrator, ASES site coordinator, and school liaison.	Principal, ASES Administrator	August 2016-June 2017	Certificated Salaries: See Goal #1, Strategy #7, Action #1	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
1000-1999: Certificated Personnel Salaries	Discretionary	13,500.00
2000-2999: Classified Personnel Salaries	Discretionary	114,865.58
4000-4999: Books And Supplies	Discretionary	53,167.42
5000-5999: Services And Other Operating	Discretionary	3,400.00
5800: Professional/Consulting Services And	Discretionary	7,500.00
1000-1999: Certificated Personnel Salaries	District Funded	167,030.00
2000-2999: Classified Personnel Salaries	District Funded	79,677.00
5000-5999: Services And Other Operating	District Funded	13,577.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	7,283.00
4000-4999: Books And Supplies	LCFF - Discretionary	10,776.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	16,913.00
4000-4999: Books And Supplies	LCFF - EL	14,000.00
5800: Professional/Consulting Services And	LCFF - EL	3,000.00
	LCFF - Targeted	3,283.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	25,355.00
4000-4999: Books And Supplies	LCFF - Targeted	9,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	3,500.00
5800: Professional/Consulting Services And	LCFF - Targeted	1,000.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	45,725.00
2000-2999: Classified Personnel Salaries	Title I	3,125.00
4000-4999: Books And Supplies	Title I	4,404.00
5800: Professional/Consulting Services And	Title I	2,500.00
1000-1999: Certificated Personnel Salaries	Title III	15,838.00
4000-4999: Books And Supplies	Title III	282.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,600.00
Discretionary	192,433.00
District Funded	260,284.00
LCFF - Discretionary	18,059.00
LCFF - EL	33,913.00
LCFF - Targeted	42,138.00
None Specified	0.00
Title I	56,754.00
Title III	16,120.00

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-Mayedada		X			
La Raine Kang		X			
Lenissa Garcia		X			
Lisa Lopez			X		
Numbers of members of each category:	1	3	1	5	0

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

Parent Involvement Policy

Recommendations and Assurances

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

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ <i>Bertina Gomez</i> 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 09/27/2016.

Attested:

Jorge Mares	<i>J. Mares</i>	9-27-14
Typed Name of School Principal	Signature of School Principal	Date
Lisa Baird-Mayeda	<i>Lisa Baird-Mayeda</i>	9-27-14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



Marina West Elementary School

2501 Carob Street, Oxnard CA 93035

(805) 385-1554 Fax: (805) 984-549

Principal: Mr. 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



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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.



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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.



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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:



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- ✓ 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.



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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: Ramona Elementary School
CDS Code: 56725386055362
District: Oxnard School District
Principal: Mary Arias Elisondo
Revision Date: September 30, 2016

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

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

Contact Person: Mary Arias Elisondo
Position: Principal
Phone Number: 805.385.1569
Address: 804 Cooper Road
Oxnard, CA 93030
E-mail Address: marias@oxnardsd.org

The District Governing Board approved this revision of the SPSA on November 2, 2016.

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School Vision and Mission

Ramona Elementary School's Vision and Mission Statements

Ramona Vision - Empowering Ramona Elementary Students to Achieve Excellence

Ramona Mission - To provide a safe and nurturing environment where students are empowered to become successful lifelong learners, reaching their academic and social potential.

Ramona School Commitment -

1. Teachers will guide students to become global citizens using technology and collaboration to develop critical, independent thinkers and leaders.
2. Students will accept the challenge and responsibility of becoming global citizens, and with determination, set and achieve goals.
3. The school will provide a supportive environment that addresses all needs of a student including nutrition, physical, and emotional safety and intellectual growth and development.
4. The school will provide opportunities for family and community partnerships through participation in school committees and events.

School Profile

With our Mission, Vision and Commitments in mind, we at Ramona Elementary School work consistently and diligently to improve upon our successful gains in student achievement. Hard work and dedication to our goals has shown an increase in student achievement, especially in the area of Language Arts and with our English Language Learners.

We 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.

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 Language Arts, Mathematics and English Language Development (ELD), as well as data from STAR 360 Math and ELA, IPT for English Learners. 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 math instruction in English in Kindergarten with Spanish support. We continue to build upon this fundamental instruction through fifth grade. Students coming from the Maravillas 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 Multi-tiered System of Support (MTSS), formerly Response to Intervention and Instruction (RTI²) model, at Ramona is designed to meet the academic needs of all students, not just those requiring intervention for deficits in specific skills. This process involves grade level teaming where all students from one grade level are directed to intervention groups based on their areas of need for support and advancement. Intervention group size is reduced and the levels of differentiation are increased by adding support from Intervention Support Providers (ISP), as well as support staff on campus. Ramona School conducts regular Coordinated Services Team (COST) and Student Success Team (SST) meetings with a panel of staff members to address the needs of students who are at-risk. Our Outreach Specialist, along with our school psychologist, works with our community to support not only basic student needs, but the social and emotional needs of our students and their families. For the 2016 – 2017 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	111	87	109	83	109	83	98.2	95.4
Grade 4	81	104	81	104	81	104	100.0	100
Grade 5	72	68	71	68	71	68	98.6	100
All Grades	264	259	261	255	261	255	98.9	98.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2331.1	2340.4	1	5	7	7	22	18	70	70
Grade 4	2364.5	2385.8	1	3	6	15	15	13	78	69
Grade 5	2419.2	2415.4	6	1	10	18	20	16	65	65
All Grades	N/A	N/A	2	3	8	13	19	15	71	68

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	5	27	31	72	64
Grade 4	4	6	19	26	78	68
Grade 5	6	1	23	34	72	65
All Grades	3	4	23	30	74	66

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	1	28	31	72	67
Grade 4	2	4	25	38	73	59
Grade 5	11	12	35	35	54	53
All Grades	4	5	29	35	67	60

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	2	50	52	47	46
Grade 4	1	5	48	59	51	37
Grade 5	1	1	49	56	49	43
All Grades	2	3	49	56	49	41

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	5	38	35	60	60
Grade 4	0	8	48	48	52	44
Grade 5	3	7	55	44	42	49
All Grades	2	7	46	43	52	51

Conclusions based on this data:

1. Reading - Students in the following grades meet or exceeded the standard: 3rd = 5%; 4th = 5%; 5th = 1%; Overall = 4%. 61-68% of students scored below standard.
2. Writing - Students in the following grades meet or exceeded the standard: 3rd = 1%; 4th = 4%; 5th = 12%; Overall = 5%. 53-61% of students scored below standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	111	87	109	83	109	83	98.2	95.4
Grade 4	81	104	81	104	81	104	100.0	100
Grade 5	72	68	71	68	71	68	98.6	100
All Grades	264	259	261	255	261	255	98.9	98.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2367.0	2369.5	1	7	14	7	22	27	63	59
Grade 4	2403.5	2416.1	0	2	7	16	47	29	46	53
Grade 5	2399.3	2396.2	0	0	4	0	17	22	79	78
All Grades	N/A	N/A	0	3	9	9	28	26	62	62

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	7	8	27	27	66	65	
Grade 4	1	10	26	29	73	62	
Grade 5	0	0	14	9	86	91	
All Grades	3	7	23	23	74	71	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	7	27	29	71	64
Grade 4	2	4	27	38	70	58
Grade 5	0	0	18	10	82	90
All Grades	2	4	25	28	74	68

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	7	48	48	50	45
Grade 4	1	5	31	42	68	53
Grade 5	0	0	34	31	66	69
All Grades	1	4	39	41	60	55

Conclusions based on this data:

1. Mathematics - Students in the following grades meet or exceeded the standard: 3rd = 7%; 4th = 16%; 5th = 0%; Overall = 9%. 67% of students scored below standard.
2. The 5th grade had 22% of students who nearly met the standards, but 78% of students were below the standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K								20	5	50	30	16	50	50	79
1		1		3	4	8	31	18	25	31	30	32	34	47	36
2	2			18	15	11	41	45	42	30	24	25	9	16	23
3	3	4	1	26	13	4	32	46	41	27	30	30	11	6	23
4	4	2	7	21	24	23	66	37	49	4	25	12	4	12	8
5		2		24	21	15	61	60	52	11	12	18	5	5	15
6	3			15			70			6			6		
Total	2	2	2	17	13	11	45	39	38	22	26	24	14	20	25

Conclusions based on this data:

1. Based on the goal of one year of language acquisition the following percentages of students did meet their goal: 1st = 14%.
2. Based on the goal of one year of language acquisition the following percentages of students did not meet their goal: K = 20%; 2nd = 15%; 3rd = 24%.
3. Overall 15% of students reached Early Advanced and Advanced.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	354	379	411
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	354	379	411
Number Met	177	163	187
Percent Met	50.0%	43.0%	45.5%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	360	65	416	60	470	67
Number Met	54	12	41	16	31	21
Percent Met	15.0%	18.5%	9.9%	26.7%	6.6%	31.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. The percentage of students meeting AMAO 1 increased by 2.5 percent.
2. The percentage of students meeting AMAO 2 (less than 5 years) decreased by 3.3 percent and increased by 5.4 percent (5 or more years).
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. In comparison with the District Data, our school data shows we were 3.8 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 -5.7%; more than 5 - 3.7%) than the district wide students meeting AMAO 2.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
Language Arts: All students will be reading and writing at their grade-level. At a minimum, 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 STAR 360. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.
Data Used to Form this Goal:
STAR 360 Early Literacy—K & 1st grade STAR 360 Reading—2nd-5th grade CAASPP—3rd-5th grade
Findings from the Analysis of this Data:
The percentage of students attaining benchmark in CAASPP Reading at the end of the 15-16 year: <ul style="list-style-type: none">• 3rd grade - 30%• 4th grade - 31%• 5th grade - 35%• Overall - 34%

How the School will Evaluate the Progress of this Goal:

Data Review of:

- STAR 360 Reading Early Literacy (K-1st)
- STAR 360 Reading (3rd-5th)
- CAASPP Reading—3rd-5th grade

- Multi-tiered System of Supports (formally RtI2)
- Progress Monitoring of students in reading

Strategy #1

STRATEGY:

The school will ensure the full implementation of the State approved language arts curriculum and support the Common Core State Standards (CCSS) 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 to be based on teacher request/need. 8/16-6/17	SIP Day materials	4000-4999: Books And Supplies	Discretionary	600
	Principal, TOSA, Teachers	Assist with facilitating professional development. 8/16-6/17	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. 8/16-6/17	Supplies/Materials *	4000-4999: Books And Supplies	LCFF - Discretionary	10710
			Supplies/Materials *	4000-4999: Books And Supplies		
	Teachers	Classroom supplies 8/16-6/17	Supplies/Materials *	4000-4999: Books And Supplies	Title I	38991.00
	Teachers, Principal	Purchase supplies 8/16-6/17	Supplies/Materials *	4000-4999: Books And Supplies	Title III	10795
	Teachers, Principal	Purchase supplies 8/16-6/17				
Teachers, Principal	Purchase supplies 8/16-6/17			LCFF - Targeted	22148.00	
Implementation of District Adopted Curriculum reading program as aligned with CCSS. Ensure the appropriate time for reading language arts instruction at each grade level through monitoring daily classroom schedules and observations.	Principal, TOSA, Teachers	Review of classroom schedules and classroom visits. 8/16-6/17				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will have access to online library and assessments using MyOn and Accelerated Reader.	Principal, TOSA, Teachers	Use MyOn and Accelerated Reader. 8/16-6/17				
The STAR 360 Reading and Early Literacy assessment will be administered at least 3 times per year.	Teachers, TOSA Site Technology Team, Site Technology Technician, Teachers, IT Department, Principal	Administer assessments and analyze data. 8/16-6/17 Purchase classroom projects/monitors. 8/16-6/17	Projectors/Monitors	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Targeted	1400
Hold Student Monitoring Conferences (Data Meetings) with teachers three times in the year.	Principal, Coach, Teachers	Provide assessment data. Hold meetings to analyze data and determine areas of needed instruction. 8/16-6/17	4 Substitute Teachers, 3 times a year.	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2004
Provide consumable materials and readers for students.	Principal, Teachers	Send to publications per teacher request. 8/16-6/17	Printables	4000-4999: Books And Supplies	Discretionary	2000
Recognize students' growth on reading environmental science books in myOn and other areas of academics with school-wide challenges.	Coach	Provide incentives. 8/16-6/17	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. 8/16-6/17 Purchase Apps. 8/16-6/17 Math Subscription. 8/16-6/17 Office machines. 8/16-6/17	Classified Staff Apps for Pre-LTEs, 4th/5th Grade, Environmental Science, CCSS apps K-5 subscribption	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Discretionary LCFF - Targeted LCFF - Targeted	630 5000 5000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Maintenance and Service Agreements	0000: Unrestricted	Discretionary	4445
Support students and staff during the CAASPP state assessment.	Principal, Office Manager, Teachers, TOSA	Hire Substitutes. 4/17-5/16	Two substitutes, two days.	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	668
The TOSA will support teachers in implementing the adopted curriculum.	TOSA	Assist teachers with lesson planning, curriculum, instruction, and assessment. 8/16-6/17	District Funded	1000-1999: Certificated Personnel Salaries	Centralized Services	109685
Implementation of Kindergarten through 3rd grade Transitional Bilingual Education classes following the district's EL Master Plan.	Teachers, TOSA , ELS TOSA	Teachers to follow district guide for TBE. 8/16-6/17				
The STAR 360 for ELA will be administered to students 3 times a year (grades K-5).	Teachers	Teachers to assess and review data. 8/16-6/17				
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. 8/16-6/17				
Site Technology Technician will maintain equipment and software to support student learning through technology.	Site Technology Technician	Provide support to students and teachers. 8/16-6/17 Purchase materials. 8/16-6/17	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. 8/16-6/17 Work on new curriculum distribution and maintain library.	Site Library Lab Technician	2000-2999: Classified Personnel Salaries	Centralized Services	29331

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			75 hours	2000-2999: Classified Personnel Salaries	Discretionary	1575
Teachers will have use of the laminator, Duplo copy machines in order to make necessary copies of instructional materials.	Teachers	Maintain Maintenance Warrenties/Service	Site Copy Machines	5000-5999: Services And Other Operating Expenditures	Centralized Services	14870

Strategy #2

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will monitor at-risk students through the Multi-Tiered System of Supports (MTSS) process, grade level meetings and analysis of data. Hold Student Success Team (SST) and Coordinated Services Team (CoST) meetings to collaborate on needs of at-risk students and support needed.	Principal, Teachers, CoST/SST	Hire Substitute. 8/16-6/17 Create MTSS. 8/16-6/17 Provide PD to teachers on MTSS. 8/16-6/17	Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I	1837
Provide up to two Intervention Support Provider (ISPs) to work with 1st -5th grade students in areas of academic need.	Principal, TOSA Teachers	Hire and schedule teachers to provide intervention. 8/16-6/17 Collaborate with one another on areas of need intervention and share progress data. 8/16-6/17	Certificated Teachers	1000-1999: Certificated Personnel Salaries	Title III LCFF - EL	27695 27695
Implement after school tutoring targeted subgroups, including ELs.	Principal, TOSA	Hire teacher(s) to support English Learners with English language acquisition. 8/16-6/17	Certificated Staff	1000-1999: Certificated Personnel Salaries	Title I	19296
Purchase of Intervention Materials for before and after school tutoring.	Principal, TOSA	Purchase materials. 8/16-6/17	Materials and Suplies	4000-4999: Books And Supplies	Title I	500
Offer WiFi30 Club to students who do not have it at home.	Teachers	Oversee club. 8/16-6/17	3 tchrs; 1.5 hr. per wk; 4 rounds	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	7236

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Deploy iPads	School Office Manager, Principal, Tech. Technology	Coordinate deployment	Extra Staff	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	660
			Office Staff Overtime	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	420
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. 8/16-6/17	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. 8/16-6/17	Technology Tech.	2000-2999: Classified Personnel Salaries	LCFF - Targeted	3000
			Materials	4000-4999: Books And Supplies	LCFF - Targeted	2000
Academic incentives will be provided to motivate and engage students.	Teachers, Instructional Coach	Purchase incentives. 8/16-6/17	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	3000
Offer Gate Enrichment (Jr. Science Club), 3rd through 5th grade.	Principal, Teachers, TOSA	Prepare enrichment. 9/16-5/16	Staff	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	12060

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. 8/16-6/17 Contact, recruit and support parent attendance at meetings. 8/16-6/17	Classified Staff	2000-2999: Classified Personnel Salaries	Title I	1340
			Publications		LCFF - Discretionary	500
			Supplies for parents		LCFF - Targeted	1000
Provide Back to School Night for parents.	Staff	Communicate to parents. 8-9/16	Classified Staff	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	
		Facilitate parents. 8-9/16 Hire Playground Assistants. 8-9/16 Hire Translators. 8-9/16	Classified Staff	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	
Provide Latino Family Literacy Nights.	Teachers, Principals, ORC	See Strategy 6				
Provide extra coverage for incoming TK/K students during the first days of school.	Principal, School Office Manager, Teachers	Hire Substitutes. 8/16	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	4676
Provide Playground Assistants to support TK/K students who ride the bus.	Principal, School Office Manager, Teachers, Playground Assistants	Assist students. 8/16-6/17	See Goal #4			
Allow parents to meet and greet teachers during an open campus	Staff	Open campus to parents. 8/16				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
day at the beginning of the school year.						

Strategy #4

STRATEGY:
The school will implement a transition plan for students from 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will articulate with 6th grade teachers regarding instruction and individual student progress during regular grade level meetings.	5th grade teachers, TOSA	Schedule meetings 5/17				
Middle School placement assessment administered to 5th grade students.	Middle School Staff	Give assessment. 8/16-6/17				

Strategy #5

STRATEGY:

The school will provide professional development to support the implementation of Common Core State Standards, technology, English Learners, Transitional Kindergarten and STREAM.

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, TOSA, Teachers	Schedule Meetings. 8/16-6/17				
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. 8/16-6/17				
Offer teachers to attend CUE Conference for Professional Development on student engagement and integration of technology in the classroom.	Principal, Teachers	Coordinate Registration 8/16-6/17	7 Teachers 1 Site Technology Tech 2 Substitute Teachers	0000: Unrestricted 0000: Unrestricted 1000-1999: Certificated Personnel Salaries	LCFF - Discretionary LCFF - Discretionary LCFF - Discretionary	9600 1200 1002
Offer teachers and parents to attend CATESOL/CABE Conference for Professional Development on student engagement and integration of strategies for English Learners in the classroom.	Principal, Teachers, Parents	Coordinate Registration. 8/16-6/17	7 Teachers 1 Administrator 8 Substitute Teachers Parents	0000: Unrestricted 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 0000: Unrestricted	LCFF - EL LCFF - EL LCFF - EL LCFF - EL	9600 1200 1503 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. 1/16-6/17				
The TOSA will support teachers (in the classroom) in implementing curriculum, analyzing data and instructing in best practices.	TOSA, Teachers	Meet with teachers. 8/16-6/17				
The TOSA will present professional development to teachers to improve instructional practice in Language Arts.	TOSA, Teachers	Meet with teachers. 8/16-6/17				
Leadership Team will meet to discuss, plan and monitor school improvement.	Principal, Leadership Team	Meet regularly. 8/16-6/17	8 tchrs; 2 days	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2672
Site Admin will attend professional development and have site coverage.	Principal	Hire substitutes. 8/15-6/17	Certificated Staff	1000-1999: Certificated Personnel Salaries	Discretionary	1650

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"> • Parent Compact • Parent involvement Policy • Back to School Night • Program Improvement Status to inform parents of school goals, programs and activities.	Principal, TOSA, ORC, Teachers Office Staff	Schedule Meetings, 8/16-6/17	Classified Staff	2000-2999: Classified Personnel Salaries	Title I	721
		Coordinate Childcare for Parent Meeting. 8/16-6/17	4 Staff, 4 days	2000-2999: Classified Personnel Salaries	Title I	336
Review assessment data, CCSS implementation plan and report at parent conferences.	Teachers ORC	Review data and CCSS implementation. 8/16-6/17	Classified Staff	2000-2999: Classified Personnel Salaries	Title I	450
		ORC to support parents during Conferences Coordinate Support for Parent Conferences 8/16-6/17	4 Staff, 4 days	2000-2999: Classified Personnel Salaries	Title I	1216
Provide students with academic agenda for the upcoming year to support-school academic and behavior communication.	Principal, Teachers	Purchase and use agendas daily 1/17	Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2600
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. 8/16-6/17	Classified Staff Overtime	2000-2999: Classified Personnel Salaries	LCFF - EL	570
Provide parent iPad Training	Teachers, Principal, Office Staff	Coordinate trainings. 8/16-9/17	Classified Staff for Babysitting	2000-2999: Classified Personnel Salaries	LCFF - Targeted	3618

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. 8/16-6/17	Office Staff	2000-2999: Classified Personnel Salaries	Title I	57
			Childcare	2000-2999: Classified Personnel Salaries	Title I	630
			2 Teachers	1000-1999: Certificated Personnel Salaries	Title I	3217
The Parent compact will be developed/revised at parent meetings.	Principal, Parents, Leadership Team, SSC	Revise policy. 8/16-6/17				
The Parent Involvement Policy will be developed/revised at parent meetings.	Principal, Parents, Leadership Team, SSC	Revise policy. 8/16-6/17				
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. 8/16-6/17				

Strategy #7

STRATEGY:

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers liaison to work with after school program and school site. Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. 	Principal, Teachers, ASP Director, ASP Coordinator	Collaborate with ASP staff and teachers to support struggling students. 8/16-6/17	ASES Liaison	2000-2999: Classified Personnel Salaries	Centralized Services	3251
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. 8/16-6/17				

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
Mathematics: All students will be master grade-level standards; at a minimum, reduce the distance between their math level and grade level by 1.5 years growth as measured by AR 360. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.
Data Used to Form this Goal:
<ul style="list-style-type: none">• K-5th STAR 360 Math Assessment• Benchmarks from McGraw-Hill Curriculum
Findings from the Analysis of this Data:
The percentage of students attaining benchmark in CAASPP Reading at the end of the 15-16 year: <ul style="list-style-type: none">• 3rd grade - 30%• 4th grade - 31%• 5th grade - 35%• Overall - 34%

How the School will Evaluate the Progress of this Goal:

Data Review of:

- STAR 360 Math (K-5th)
- CAASPP Reading—3rd-5th grade

- Multi-tiered System of Supports (formally RtI2)
- Progress Monitoring of students of all students in math

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
Focus on Essential Standards of the CA Common Core Standards.	Principal	Provide time during staff meetings to focus on CCSS. Topics of professional development is to be based on teacher request/need. 8/16-6/17	See Goal #1			
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. 8/16-6/17	See Goal #1			
Implementation of systematic instruction of math using district adopted curriculum materials.	Teachers	Review of classroom schedules and classroom visits. 8/16-6/17 Order transitional materials as needed. 8/16-6/17	See Goal #1			
Hold Student Monitoring Conferences with teachers three times in the year.	Principal, Coach, Teacher	Provide assessment data. 8/16-6/17 Hold meetings to analyze data and determine areas of needed instruction. 8/16-6/17	See Goal #1			
The TOSA will support teachers in implementing the adopted curriculum.	TOSA, Teachers	Coach to meet with teachers upon request. 8/16-6/17	See Goal #1			
McGraw-Hill My Math benchmark assessments will be administered.	Teachers	Teachers administer assessment. 8/16-6/17	See Goal #1			
The STAR 360 Math will be administered at least three times a year.	Teachers	Teachers administer assessment. 8/16-6/17	See Goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. 8/16-6/17	See Goal #1			0
Principal will conduct Student Monitoring Conferences (Data Meetings) with teachers to discuss assessment results.	Teachers, Principal, Instrucional Coach, Teacher Submstitutes	Coordinate subs. 8/16-6/17 Gather data. 8/16-6/17	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. 8/16-6/17 Meet with teachers to discuss technology. 8/16-6/17 Maintain Collaborating Lab equipment. 8/16-6/17	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. 8/16-6/17	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. 8/16-6/17 Teachers will use equipment when needed. 8/16-6/17	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	HRA for staff. 8/16-6/17	Clerical Staff	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	7600

Strategy #2

STRATEGY:

The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Service Provider will provide necessary interventions for targeted services for students in grades K-5.	Principal, ISP, TOSA	Hire ISPs. 8/16-6/17 Teachers to work with ISPs in providing services to students below benchmark. 8/16-6/17	See Goal #1 See Goal #1			
Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction will be offered daily.	Teachers, TOSA, ISP	Hire and schedule teachers to provide intervention. 8/16-6/17	See Goal #1			
Intervention and enrichment materials will be utilized during Universal Access.	Teachers K-5, TOSA, ISP	Teachers to checkout needed resources. 8/16-6/17	See Goal #1			
Implementation of Before and After School tutoring in Math for targeted students, including Foster Youth.	Principal, TOSA	Hire teacher(s) to teach students falling below benchmark. 8/16-6/17	See Goal #1			
Staff will monitor at-risk students through the MTSS process, grade level meetings and analysis of data.	Teachers, TOSA, Principal	Leadership Team to revise MTSS. 8/16-6/17 Teachers to collaborate on analysis of data. 8/16-6/17	See Goal #1			
Student progress will be monitored using formative and summative assessments, including STAR 360. Intervention strategies will be based on results.	Teachers, TOSA	Teachers will input and review data. 8/16-6/17	See Goal #1			
Students will have opportunities to access technology for intervention or enrichment (i.e. iPads, applications, software).	Teachers K-5, Site Technology Technician	Purchase apps. 8/16-6/17 PD for parents. 8/16-6/17 PD for teachers. 8/16-6/17	See Goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic incentives will be provided to motivate and engage students.	Teachers K-5, Principal, TOSA	Determine criteria for academic incentives. 8/16-6/17	Incentives	4000-4999: Books And Supplies	LCFF - Targeted	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
Kindergarten readiness will be provided for students.	Teachers	Prepare and offer workshops for parents. 8/16-6/17	See Goal #1			
Parent workshop will be provided for families of in-coming Kindergarten students.	Principal, TOSA, Teachers	Provide classes for students entering Kindergarten. 8/16-6/17	See Goal #1			

Strategy #4

STRATEGY:
The school will implement a transition plan for students in 5th moving to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will articulate with 6th grade teachers regarding instruction and individual student progress during regular grade level meetings.	Teachers, TOSA	Schedule meetings. 5/17	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). 5/17	See Goal #1			0

Strategy #5

STRATEGY:
 The school will provide professional development to support the implementation of Common Core State Standards, technology, English Learners, Transitional Kindergarten and STREAM.

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, TOSA, Teachers	Schedule Meetings. 8/16-6/17	See Goal#1			0
Staff development for mathematics will focus on deconstructing the standards and aligning instruction and assessment with a clear lesson objective.	TOSA Teachers	Assist with facilitating professional development. 8/16-6/17 Attend site and district professional development. Create lessons aligned with CCSS. Generate site assessments for CCS. 8/16-6/17	See Goal #1			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
Offer Title 1 Meetings to inform parents of: <ul style="list-style-type: none"> • Parent Compact • Parent involvement Policy • Back to School Night • Program Improvement Status to inform parents of school goals, programs and activities.	Principal, Coach, ORC, Teachers Office Staff	Schedule Meetings. 8/16-6/17	See Goal #1			0
Review assessment data, CCSS implementation plan and new progress report at parent conferences.	Teachera	Review data and CCSS implementation. 8/16-6/17 Coordinate Support for Parent Conf. 8/16-6/17 Coordinate Childcare for Parent Conf. 8/16-6/17	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 1/17	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. 8/16-6/17	See Goal #1			0
Provide Family Math Night(s) for parents to support students mastery of math Common Core State Standards.	Teachers	Coordinate event. 8/16-6/17	15 Teachers; 2 hours		LCFF - Discretionary	3015

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3 Translators/Office Staff; 2 hours		LCFF - Discretionary	228
			2 Staff; 2 hours		LCFF - Discretionary	42
			Snacks		Title I	100
The Parent Compact will be developed/revised at parent meetings.	Principal, Leadership Team, SSC, Parents	Share with parents. 8/16-6/17	See Goal #1			0
The Parent Involvement Policy will be developed/revised at parent meetings.	Principal, Leadership Team, SSC, Parents	Share at monthly meetings. 8/16-6/17	See Goal #1			0

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher liaison , ASP Staff, Teachers	Collaborate with ASP staff and teachers to support struggling students. 8/16-6/17	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 monthly meetings. 8/16-6/17	See Goal #1			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.

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
- IPT

Findings from the Analysis of this Data:

CELDT data

- AMAO #1 - 411 students were tested and 187 met the AMAO #1 Goal; an increase from of 32 students from the previous year.
- AMAO #2 - a. less than 5 years - 6.6% met the the goal.
b. more than 5 years - 31.3% met the goal.

How the School will Evaluate the Progress of this Goal:

Data Review of:

- STAR 360 Reading Early Literacy (K-1st)
- STAR 360 Reading (3rd-5th)
- CAASPP Reading—3rd-5th grade
- CELDT
- IPT

- Multi-tiered System of Supports (formally RtI2)
- Progress Monitoring

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. 8/16-6/17				
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. 8/16-6/17				
Language Appraisal Team (LAT) to monitor catch-up plans for all 3rd 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. 8/16-6/17	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2672
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. 8/16-6/17				
Recognize student growth on CELDT via annual assembly.	Principal, ORC	Provide certificates 3/17	Certificates	4000-4999: Books And Supplies	Title III	100
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				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		school-wide implementation of SIOP. 8/16-6/17				

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. 8/16-9/17 ORC coordinates meetings. 8/16-9/17 Entire CoST/SST Team determine needs and strategies for students. 8/16-6/17	See Goal #1			0
Hold data meetings meetings with LAT to identify English Learners who require a plan to address areas of academic needs.	Principal, Coach, Teachers	Hire substitutes. 8/16-6/17	See Goal #1			0
Hold Long-Term English Learner (LTEL) meetings to prevent students from becoming identified as LTELs.	Principal, TOSA, Teachers	Hire substitutes. 8/16-6/17	Teachers; 2 days	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	328
Administer the IPT Assessment	TOSA	Hire substitutes. 10/16-5/17	3 Teachers; 8 days; 2 rounds	1000-1999: Certificated Personnel Salaries	LCFF - EL	8106

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide incoming Parent Night Meetings: Kinder Readiness Program (2 weeks) and DVD; Ready, Set, Go (intervention for Kindergartners who have no prior schooling or English language skills including, Mixteco-speaking students).	Principal, Coach, Teachers, Site Counselor 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. 8/16-6/17 Contact, recruit and support parent attendance at meetings. 8/16-6/17	See Goals #1 & #2			0

Strategy #4

STRATEGY:
The school will implement a transition plan for students in 5th moving to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will articulate with 6th grade teachers regarding instruction and individual student progress during regular grade level meetings.	5th grade teachers, Instructional Coach	Schedule meetings 5/17				
Hold transitional meeting for Special education students between 5th and 6th grade students.	Principal Schedule meetings 5/16	SPED Teacher, Speech Pathologist, Site Psychologist. 8/16-6/17 Provide information on SPED students to new school(s). 5/17				
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
Offer attendance to CABE Veintura County to teachers for professional development in language acquisition.	Principal, Teachers	Register and attend CABE Conference 8/16-9/16	3 Teacher	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	150
Offer attendance to Statewide CABE to teachers for professional development in language acquisition.	Principal, Teachers	Register and attend conference 8/16-6/17	5 Teachers	5800: Professional/Consulting Services And Operating Expenditures	LCFF - EL	6000
			1 Administrator	5800: Professional/Consulting Services And Operating Expenditures	LCFF - EL	1200
Staff will attend district provided professional development as needed (i.e. ELA/ELD).	Teachers	Attend PD 8/16-6/17				
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 8/16-6/17				
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 8/16-6/17				
Teachers will meet in grade level teams regularly (in after school grade level meetings) to analyze	Teachers K-5	Staff to meet and review data and student needs 8/16-6/17				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
data, monitor student progress and plan for the regular instructional program as well as interventions, with an emphasis on EL students.						
Offer five sessions of professional development for English Language Development to teachers. PD will be offered by Ventura County Office of Education.	Principal, Teachers	Staff meeting PD	VCOE Consultant	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	5000

Strategy #6

STRATEGY:
The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent meetings with Mixteco/Zapoteco speaking parents to address student academic progress, conferences, school attendance, school policies, etc.	Principal, ORC	Schedule and facilitate meeting; coordinate with MICOP for translator. 8/16-6/17	Childcare; 2 workers	2000-2999: Classified Personnel Salaries	Title III	250
		Purchase snacks. 8/16-6/17	Snacks	4000-4999: Books And Supplies	LCFF - Targeted	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 and site Parental Involvement policy.	Principal, ORC, Teachers	Schedule and facilitate meetings, document input from parents 8/16-6/17	See Goal #1			
Parent options meeting will be held to inform ELL parents of instructional programs	Principal, EL Services personnel, Teachers	Hold meetings 8/16-6/17				
Reclassification meetings will be held with parents.	Principal	Hold fall and spring parent meeting 8/16-6/17				
Parent workshops will be provided regarding subjects specific to EL students.	Principal, Teachers, instructional Coach	Hold meetings 8/16-6/17				
Offer Translation for Indigenous Speaking Parents	School Office Manager; ELS Department	Coordinate calendar for translators. 8/16-6/17	Translators	2000-2999: Classified Personnel Salaries	LCFF - EL	1460
	School Office Manager; ELS Department	Coordinate calendar for translators. 8/16-6/17	Translator Overtime	2000-2999: Classified Personnel Salaries	LCFF - EL	270

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"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher Liaison, ASP Staff, Teachers K-5	Attend Monthly Meetings 8/16-6/17	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 Monthly Meetings 8/16-6/17	See Goal #1			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: School Climate

LEA GOALS:

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

SCHOOL GOAL #4:

Maintain a school culture that enables all students to be educated in learning environments that are safe, bully-free, drug-free and conducive to learning. Improve attendance with students in TK, Kinder, and 1st grade. All students and staff will know and enact the procedures outlined in the Comprehensive School Safety Plan.

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, including data in Q
- Attendance and suspension reports
- Feedback from staff, students and parents on the Comprehensive School Safety Plan and procedures
- Review of OSD Crisis Intervention/Emergency Operations Plan
- Regular drill debriefings provide information regarding follow up for individuals or classes

Findings from the Analysis of this Data:

- Attendance data shows that attendance has been decreasing in TK and Kindergarten grades.
- Referrals to Site Counselor and outside resources agencies has increased.
- Increase of Foster Care, McKinny/Vento and Kindship students increased.
- Behavior referral data shows that overall referrals to office were reduced.
- Staffing changes require review of School Comprehensive Safety Plan to ensure all staff are aware of procedures.

How the School will Evaluate the Progress of this Goal:

- Multi-Tiered Support System - Behavior
- Review and analyze behavior data
- Review and analyze attendance data
- Debrief after regularly scheduled drills
- Safety Committee/Leadership Team meetings
- Review California Healthy Kids Survey
- Parent, Student, Staff feedback

Strategy #1

STRATEGY:

Implement a Schoolwide Positive Behavior Support System (CHAMPs) to ensure students are able to focus fully on advancing their academics and social interactions on a bully-free campus and where positive behavior is shared explicitly and rewarded in a safe environment.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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) 8/16-6/17	Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	450
		Develop and implement school-wide behavior expectations 8/16-6/17	Support Staff	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	300
	Offer incentives for positive behavior 8/16-6/17	Materials	4000-4999: Books And Supplies	LCFF - Discretionary	3088	
	Train new Playground Aides 8/16-6/17	On-site Training	4000-4999: Books And Supplies	LCFF - Discretionary	1500	
	Purchase CHAMPs/Character Materials 8/16-9/17	Materials	4000-4999: Books And Supplies	LCFF - Discretionary	2000	
Student attendance will be monitored. Incentives for good attendance will be provided to individual students and classes	ORC, Teachers, Attendance Tech, Principal	Offer incentives (\$3 per stu/650sts) program for tardies/attendance 8/16-6/17	Materials	4000-4999: Books And Supplies	LCFF - Discretionary	1950
Campus Supervisors will monitor students before/after school, at lunch and recesses.	Campus Supervisors	Supervise students before, during and after school 8/16-6/17	1 Campus Supervisor	2000-2999: Classified Personnel Salaries	LCFF - Targeted	13570
The School Comprehensive Safety Plan Committee/Leadership Team will monitor the Comprehensive Safety Plan and make revisions as necessary.	School Comprehensive Safety Plan Committee/Leadership Team, Principal, Teachers, Staff	Review and revise Comprehensive Safety Plan 11/16-2/17 Purchase materials 8/16-6/17	Supplies and materials	4000-4999: Books And Supplies	LCFF - Discretionary	3000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Campus Supervisors will monitor students before/after school, at lunch and recesses.	Principal and Playground Aides Site Counselor Principal Office Manager	Hire staff to supervise 8/16-9/17 CHAMPs/PBIS PD 9/15-6/17 Weekly Meetings Purchase walkie talkies	5 Playground Aides Classified Staff Classified Staff Materials	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Discretionary Discretionary Discretionary LCFF - Discretionary	48037.50 1000
Staff will fully implement CHAMPs in all grade levels using all components of the program for Positive Behavior Support.	All Staff	Train new staff 8/16-9/17 Implement CHAMPs in all classrooms, cafeteria, and recesses 8/16-9/17 Purchase materials 8/16-6/17 Professional Development	Classified Staff Certificated Staff Materials Professional Development	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5800: Professional/Con sulting Services And Operating Expenditures	LCFF - Targeted LCFF - Targeted LCFF - Targeted LCFF - Discretionary	700 100 2000 788
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 8/16-6/17 Meet with students in small or individual groups 8/17-6/17				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student discipline data will be monitored at intervals throughout the year to determine students/families who will receive referral to outside agencies from the ORC or support from the Site Counselor.	Principal, Teachers K-5, ORC, Site Counselor	ORC refers families to local agencies 8/16-6/17 Counselor meets with students in small or individual groups 8/16-6/17				
Staff to follow Multi-Tier System of Supports (MTSS) for behavior and social-emotional issues.	All Staff	Revise MTSS 8/16 Staff PD on MTSS 9/16	See Goal #1			0
All staff and students will participate in monthly fire drills and annual earthquake drills.	All staff	Coordinate drills 8/16-6/17				
All staff and students will participate in lockdown drills at least twice a year.	All staff	Coordinate drills 8/16-6/17				
A schoolwide evacuation drill will be conducted annually.	All staff	Coordinate drill 8/16-6/17 Communicate with parents 8/16-6/17 Purchase materials 8/16-6/17	Materials	4000-4999: Books And Supplies	LCFF - Targeted	1000
The Site Counselor will organize and lead a Student Leadership Team.	Site Counselor, ORC and Teachers	Hold bi-weekly meetings 8/16-6/17 Field Trips Special Events (i.e. Career Day)	Admission, buses Materials		LCFF - Discretionary LCFF - Discretionary	1000 500
Site-Counselor will offer classroom lessons regarding a bully-free school.	Site Counselors, teachers	Give classroom lessons regarding Bullying Prevention.				

Strategy #2

STRATEGY:
The school will offer academic and behavior interventions to students and families. 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
Hold MTSS CoST and SST meetings to address student academic and behavior concerns.	ORC, Case Managers, Principal	Gather data Schedule Meetings Hire substitutes 8/16-6/17	See Goal #1			
Provide drug, alcohol, and tobacco prevention education(e.g. Red Ribbon Week)	ORC	Coordinate events 8/16-10/17	Materials	4000-4999: Books And Supplies	LCFF - Discretionary	500

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering transnational kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Preschool will participate in all fire, earthquake and lockdown drills.	All Staff and Students	Provide information to Preschool Staff 8/16-6/17				
Hold TK, Kindergarten and 1st grade workshops on CHAMPs and Second Step.	Site Counselor	Conduct workshops based on requests and need. 8/16-6/17				
Support incoming TK/Kindergarten students with extra support in the classroom the first week of school.	Principal, School Office Manager, Substitute(s)	Hire substitutes. 8/16-6/17	See Goal #1			0

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th to 6th.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2017				
Staff will communicate with new site (Middle school or K-8) on SpED students transitioning to 6th grade or a different site.	Case Managers	Schedule meeting 8/16-6/17				

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.	Comprehensive Safety Plan Committee/Leadership Team, All Staff	Revise and update current Emergency Plan. Select items needing to be purchased. 8/16-5/17				
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 2017				

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. Information to include school-wide CHAMPS, inclement weather and all-school evacuation.	Principal, Counselor, ORC	Share information at meeting(s) 8/16-6/17				
Parents will be informed of CHAMPS goals and objectives.	Principal, Teachers K-5, Parents	Share information at meeting(s) 8/16-6/17				
Parent workshops will be offered regarding social skills, behavior and discipline.	Principal, Parents, ORC, Counselor	Offer workshops 8/16-6/17	See Goal #1			0
Outreach and support will be provided for students and families who experience hardships.	Principal, ORC, Parents	Contact and support families 8/16-6/17	See Goal #1			0
Outreach Coordinator will provide non-academic resources to families to support students well-being and academic growth.	Outreach Coordinator	Provide support to families 8/16-6/17	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 8/16-6/17	Site Counselor	2000-2999: Classified Personnel Salaries	Centralized Services	

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. 8/16-6/17	See Goal #1			0
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed. 	Teacher liaison , ASP Staff, Teachers K-5	Teacher to meet with ASES staff regularly. 8/16-9/17	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, Support Staff	Attend meetings. 8/16-9/17	See Goal #1			0

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Focus Strand: Science, Technology, Research, Engineering, Art and Math (STREAM)
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
Implementation of STReAM Focus Strand that includes classroom instruction, after school enrichment, and all school exposure to the focus strand. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.
Data Used to Form this Goal:
Assessments are still being created for the assessment of this goal.
Findings from the Analysis of this Data:
Data is expected after STReAM assessments have been created.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be both the implementation of the program and data from assessments.

Strategy #1

STRATEGY:
The school will ensure the implementation of STREAM as our focus strand.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Secure Focus Strand materials and secure items for students to collaborate on research in the MakerSpace as it pertains to STREAM.	Site Technology Committee, Site Technology Technician, Teachers, Principal, IT Department	Purchase materials for collaboration research lab. 8/16-6/17	MakerSpace materials, including technology	4000-4999: Books And Supplies	LCFF - Targeted	5000
			Consumable materials	4000-4999: Books And Supplies	LCFF - Targeted	5000
Jr. Science Club (4th and 5th)	Principal, Instructional Coach, Teachers	Hire teachers 8/16-6/17 Plan and teach lessons 8/16-6/17	4 teachers, 12 hours	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	
			Materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	

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 9/16-6/17 Plan and oversee club 9/16-6/17	2 teachers, 2 rounds	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4824
			Materials and consumables	4000-4999: Books And Supplies	LCFF - Targeted	1000
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. 8/16-2/17	Science Assemblies (s)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	4500
Offer Jr. Science Camp.	Teachers; Principal	Coordinate camps. 8/16-6/17	Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	4000
			Materials	4000-4999: Books And Supplies	LCFF - Discretionary	2000
Purchase Focus Strand Apps and Subscriptions.	Technology Tech; Teachers	Purchase Apps and Subscriptions. 8/16-6/17	Apps and Subscriptions	4000-4999: Books And Supplies	LCFF - Targeted	5000
Students will take Field Trips related to Focus Strand.	Teachers; Office Manager	Coordinate Field Trips. 8/16-6/17	Enterance	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	3592
			Buses	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	3592

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
Students in TK and Kindergarten will be given access to STREAM curricula and enrichment.	Teachers, Principal, TOSA	Implement STREAM units. 8/16-9/17				

Strategy #4

STRATEGY:
The school will implement a transition plan for students from 5th to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade students will be made aware STREAM opportunities at the Middle School Academies	Teachers, Principal	Share middle school academy information. 8/16-9/17				

Strategy #5

STRATEGY:

The school will provide professional development to support the implementation of Common Core State Standards, technology, English Learners, Transitional Kindergarten and STREAM.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer Professional Development to Teachers re: STREAM.	Principal, Teachers, SOM	Attend STEM Symposium, 10/16 Attend Fall or Spring CUE, 10/16-3/17 Attend TESOL or CAFE, 10/16-3/17 Attend VC CUE, 10/16	Subs Registration	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1338

Strategy #6

STRATEGY:
 The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule STREAM nights to showcase student work and expose students and parents to outside resources pertaining to environmental science.	Coach Teachers Office Staff, Translators, and Playground Aides	Coordinate Assembly 10/16 Field Trips (K-5) 8/16-6/17 Provide support 8/16-6/17	K-5th grade assemblies	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	
			1 Field trip per class	5800: Professional/Consulting Services And Operating Expenditures		LCFF - Targeted
			2 Office Staff, 2 Translators, 2 Playground Aides	4000-4999: Books And Supplies		LCFF - Discretionary
Schedule family events which showcase student work related to the Academic Strand Focus at an event such as Open House.	Teachers	Coordinate display for parents 8/16-6/17	Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	189
			Playground Assistants for babysitting	2000-2999: Classified Personnel Salaries		LCFF - Discretionary
Inform parents of upcoming activities and promote the Academic Strand Focus via the school website, brochures, flyers, etc.	Site Technology Technician	Update website 8/16-6/17				
Recruit parent and community support in relation to the Academic Strand Focus.	Teachers, Principal	Contact parents 8/16-6/17				

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
The school will support the events of the ASES program as it pertains to STREAM activities.	ASES Coordinator, Teacher Liaison, Principal	Support activities. 8/16-6/17				

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:

- 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	94015
Counselor	8/15-6/15	Small group and individual student counselor	2000-2999: Classified Personnel Salaries	Title I	105968
Computer Lab Tech	8/13-6/14	Site Lab Tech	2000-2999: Classified Personnel Salaries	Title I	59142
		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	12701
Outreach Resource Specialist	8/15-6/16	Parent outreach and attendance support to families	2000-2999: Classified Personnel Salaries	Unrestricted	47724
Site Library Technician	8/15-8/16	Site Technology Technician	2000-2999: Classified Personnel Salaries		23507

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Centralized Services	109,685.00
2000-2999: Classified Personnel Salaries	Centralized Services	144,905.00
5000-5999: Services And Other Operating	Centralized Services	14,870.00
0000: Unrestricted	Discretionary	4,445.00
1000-1999: Certificated Personnel Salaries	Discretionary	1,650.00
2000-2999: Classified Personnel Salaries	Discretionary	50,242.50
4000-4999: Books And Supplies	Discretionary	110,823.85
	LCFF - Discretionary	1,500.00
	LCFF - Discretionary	3,785.00
0000: Unrestricted	LCFF - Discretionary	10,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	16,217.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	9,033.00
4000-4999: Books And Supplies	LCFF - Discretionary	31,748.00
5800: Professional/Consulting Services And	LCFF - Discretionary	788.00
	LCFF - EL	27,695.00
0000: Unrestricted	LCFF - EL	14,400.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	10,809.00
2000-2999: Classified Personnel Salaries	LCFF - EL	2,300.00
5800: Professional/Consulting Services And	LCFF - EL	7,200.00
	LCFF - Targeted	1,000.00
	LCFF - Targeted	22,148.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	33,326.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	20,888.00
4000-4999: Books And Supplies	LCFF - Targeted	39,200.00
5000-5999: Services And Other Operating	LCFF - Targeted	7,184.00
5800: Professional/Consulting Services And	LCFF - Targeted	9,650.00
	Title I	100.00
1000-1999: Certificated Personnel Salaries	Title I	29,026.00
2000-2999: Classified Personnel Salaries	Title I	4,750.00
4000-4999: Books And Supplies	Title I	39,491.00
1000-1999: Certificated Personnel Salaries	Title III	27,695.00
2000-2999: Classified Personnel Salaries	Title III	250.00
4000-4999: Books And Supplies	Title III	10,895.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Centralized Services	269,460.00
Discretionary	167,161.35
LCFF - Discretionary	73,871.00
LCFF - EL	62,404.00
LCFF - Targeted	133,396.00
Title I	73,367.00
Title III	38,840.00

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/ELD with the student engagement using technology.
2. Implementation of Science, Technology, Research, Engineering, Arts and Technology (STREAM) as Focus Strand.
3. Support English Language Learners.

Identify the major expenditures supporting these priorities.

Support language acquisition, literacy and math for all students. Implementation of the focus strand. Support to students in specialized populations such as, Foster, McKinney/Vento, etc.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan. The services provided to students, parents and teachers were fulfilled.

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 goals were met with the exception of getting students ELA, ELD and Math scores to proficient.

What specific actions related to those strategies were eliminated or modified during the year?

For the 2016-17 school year, we have reviewed the data and services provided to students with this data more specific services will be provided to English Learners.

Identify barriers to full or timely implementation of the strategies identified above.

Lack of literacy growth in the lowest grades is a concern because students move forward without a strong literary foundation.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

We offered additional support to students via site para-educators and Intervention Services Providers.

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 STAR 360, 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. The 2015-16 CAASPP provided a baseline for instruction.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

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.
The ELD time has not shown the growth of language development as we had planned.

Based on this information, what might be some recommendations for future steps to meet this goal?
Provide PD on ELD and Foundational Literacy.

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		X			
Maria Aldaba		X			
Andrea Fagan-Ortiz		X			
Esteban Varela			X		
Bernadette Rodriguez				X	
Maria Chavez				X	
Paulina Garcia				X	
Maria Melina				X	
Nayeli Villegas				X	
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy



**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.



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.

The Single Plan for Student Achievement

School: Emilie Ritche Elementary School
CDS Code: 56725386110738
District: Oxnard School District
Principal: Bertha M. Anguiano
Revision Date: October 17, 2016

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

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

Contact Person: Bertha M. Anguiano
Position: Principal
Phone Number: 805-385-1572
Address: 2200 Cabrillo Way
Oxnard, CA 93030
E-mail Address: banguiano@oxnardsd.org

The District Governing Board approved this revision of the SPSA on November 2, 2016.

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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 academic and behavior expectations for all students and staff.

School Profile

Emilie Ritche is a school that has a focus on Science and Technology. We have made a commitment to provide the best educational program possible for our students, as we provide them with hands on opportunities to conduct science experiments and use technology to prepare them for college and careers. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Ritche School is a welcoming, 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 Science Lab
- 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 and activities. 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	118	119	118	116	118	116	100.0	97.5
Grade 4	83	102	82	101	82	100	98.8	99
Grade 5	103	89	95	88	95	88	92.2	98.9
All Grades	304	310	295	305	295	304	97.0	98.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2345.4	2355.6	4	6	8	14	25	19	62	61
Grade 4	2400.6	2390.5	5	7	18	10	16	15	61	68
Grade 5	2433.3	2422.5	2	3	20	17	21	23	57	57
All Grades	N/A	N/A	4	6	15	13	21	19	60	62

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	8	31	32	63	60
Grade 4	12	7	30	26	57	67
Grade 5	4	7	36	30	60	64
All Grades	7	7	33	29	60	63

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	7	31	34	65	59
Grade 4	2	7	43	33	55	60
Grade 5	7	6	42	44	51	50
All Grades	4	7	38	37	58	57

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	7	53	58	42	35
Grade 4	9	5	55	67	37	28
Grade 5	6	6	49	45	44	49
All Grades	6	6	52	57	41	37

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	6	39	38	57	56
Grade 4	5	6	35	42	39	52
Grade 5	14	11	57	47	29	42
All Grades	7	8	44	42	43	51

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, grade level agreed upon benchmarks and rubrics.
2. Based on the percent of students that scored below standard in the area of producing clear and purposeful writing, we will use the newly adopted curriculum and anchor papers to assess writing instruction.
3. Based on the percent of students that scored below basic in the area of demonstrating understanding of literary and non-fictional text, we will provide more opportunities for students to engage in a variety of reading genres with emphasis on non-fictional text.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	118	119	118	117	118	117	100.0	98.3
Grade 4	83	102	82	101	82	101	98.8	99
Grade 5	103	89	95	89	95	89	92.2	100
All Grades	304	310	295	307	295	307	97.0	99

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2355.5	2379.0	1	4	4	14	28	32	67	50
Grade 4	2417.6	2401.7	1	2	17	10	35	26	46	62
Grade 5	2424.0	2426.2	2	0	4	8	24	27	69	65
All Grades	N/A	N/A	1	2	8	11	29	29	62	58

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	2	10	25	30	74	60	
Grade 4	12	8	27	18	61	74	
Grade 5	4	2	15	21	81	76	
All Grades	5	7	22	23	73	69	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	9	33	34	65	57
Grade 4	5	4	33	32	62	64
Grade 5	4	2	24	18	72	80
All Grades	3	5	30	29	66	66

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	8	41	56	57	36
Grade 4	4	6	38	29	59	65
Grade 5	1	2	38	37	61	61
All Grades	2	6	39	42	59	53

Conclusions based on this data:

1. Based on the small number of students 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 students 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	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						6		33	44	***		31		67	19
1				8	2	17	33	37	44	22	24	29	37	37	10
2		2		14	17	7	36	40	40	33	33	33	17	9	21
3		4	3	8	12	19	31	46	45	45	25	26	16	13	7
4	5			21	9	15	44	57	53	19	23	28	12	11	5
5				13	39	32	55	45	48	16	5	16	16	11	3
6	6			25			53			9			6		
Total	1	1	1	14	15	17	40	44	45	25	23	27	19	17	10

Conclusions based on this data:

1. The largest percentage of our students in grades 2 - 5 tested into the Intermediate groups which show an increase from last year moving from Early Intermediate to Intermediate and Early Advanced Levels.
2. With the largest group of students scoring in the Intermediate Level, we will focus on providing extended time in ELD instruction in smaller groups for all ELs.
3. We will continue to analyze data to determine needs of students and target those specific needs; not only during ELD instruction, but throughout the instructional day.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	267	235	229
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	267	235	229
Number Met	103	107	122
Percent Met	38.6%	45.5%	53.3%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	257	72	272	42	245	39
Number Met	24	14	21	15	28	11
Percent Met	9.3%	19.4%	7.7%	35.7%	11.4%	28.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	No	No

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

Conclusions based on this data:

1. There was nearly an 8% growth made in AMAO1 toward the NCLB Target of 62.0% from 45.5% in 14-15 to 53.3% in 15-16 of students who met this goal.
2. While Ritchen has shown an increase percentage of students meeting the expected annual growth over the last three years, it has not met the AMAO 1, AMAO 2 or AMAO 3 targets. A concentrated effort will be made to reclassify a greater number of EL students during the 16-17 school year.
3. We expect reported results this school year to establish a baseline, however we do not have results for 2014 as we participate in the online assessments.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. District AMAO 1 and AMAO 2 scores decreased from 2013-2014.
2. Ritchen and district scores were comparable.
3. EL students district wide did not meet the AMAO target. 19% of Ritchen students met or exceeded standards for ELA for 2015-2016 school year.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: 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.

50% of our students in grades 3-5 will score At or Above Standard on CAASPP.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless.

Data Used to Form this Goal:

- TK Progress Report
- STAR 360 Reading Early Literacy (K-1)
- STAR 360 Reading (2-5)
- CELDT
- CAASPP

Findings from the Analysis of this Data:

A.
TK students meeting progress report goals:
83.3% know at least 15 upper case letter names
75.6% know at least 15 lower case letter names
79.1% know at least 15 letter sounds
83.3% recognize rhyming words

B.

Kindergarten Students:

95.6% recognize all upper case letters

94.7% recognize all lower case letters

93.9% know all consonant sounds

93.0% know the 5 vowel sounds

77.3% know all kindergarten high frequency words

C.

First Grade Students:

89.1% percent of students scored as a Transitional or Probable Reader based on the Scale Score according to STAR 360

D.

Students that scored at grade level or made 1.5 years growth based on STAR 360

Growth by grade level:

Grade 2: 37%

Grade 3: 24%

Grade 4: 26%

Grade 5: 24%

E.

CELDT:

1st Grade: 67% moved 1 or more levels

2nd Grade: 85% moved 1 or more levels

3rd Grade: 43% moved up one or more levels

4th Grade: 28% moved up one or more levels

5th Grade: 26% moved up one or more levels

Overall: 45.7% of students moved up one level or more

How the School will Evaluate the Progress of this Goal:

TK Progress Reports

K-1 STAR Early Literacy

2-5 STAR Reading

McMillan/McGraw-Hill Unit Tests

CAASPP

Progress Monitoring

Multi-tiered System of Supports

Teachers will meet in grade level teams 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 (PLC) to collaborate and discuss data and student needs.	Grade level Leadership team member, Principal, Coach, Teachers	September 2016 through June 2017 2 times monthly in lieu of staff meeting PLC 3 times per years sub out K-5 Ts	33 days for Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	4559
B. Provide materials to support full implementation of curriculum.	Teachers, Principals	August 2016 through June 2017	Warehouse materials	4000-4999: Books And Supplies	Discretionary	30000
			Publication Charges	5000-5999: Services And Other Operating Expenditures	Discretionary	1500
			Other materials and supplies (ink)	4000-4999: Books And Supplies	Discretionary	36649
C. The Instructional Coach (TOSA) will support teachers in implementing the adopted curriculum.	Coach, Teachers	August 2016 through June 2017	Certificated Salary	1000-1999: Certificated Personnel Salaries	District Funded	114968
D. Teachers will have vertical meetings between grade levels for discussion of implementation of CCSS, student progress and available interventions.	Teachers, Principal, and Coach	June 2017: in the spring (in lieu of grade level meetings on these date)	Centralized Services	None Specified	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
E. Subscriptions and Apps for iPads will be purchased to support implementation of curriculum and CCSS.	Principal, Teachers, Coach and Site Technology Tech	August 2016 through June 2017 Load subscriptions/software	Subscriptions	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	3000
			Classified Salary: Site Tech	2000-2999: Classified Personnel Salaries	District Funded	65451
F. Conduct Student Monitoring Conferences to determine student progress and identify students who may be at risk and plan interventions.	Principal, Coach, Teachers	Fall 2016 and Spring 2017 10 days of floater teacher substitutes	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	1486
G. 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	1750
			Maintance Agreement for copy machines	5000-5999: Services And Other Operating Expenditures	District Funded	10433
H. AR/STAR 360 Renaissance Learning Reading Monitoring program will be used to assess students three times a year.	Teachers, Substitutes, Coach	August 2016 through June 2017	Centralized Services	None Specified	District Funded	0
			Data Committee subbed	1000-1999: Certificated Personnel Salaries	Discretionary	1486
I. Extra clerical support will be provided to support the school.	All staff	August 2016 through June 2017	Classified Personnel	2000-2999: Classified Personnel Salaries	Discretionary	7470

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1121
J. Writing committee will meet to select benchmarks for grade level units.	Writing Committee, Principal	August 2016 through June 2017 3 times per year	substitutes for committee members	1000-1999: Certificated Personnel Salaries	Discretionary	1337

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. Three ISPs will be hired to provide intervention and enrichment in reading and math to first through fifth grade students, including Foster and Homeless Youth and English Learners.	Coach, Principal, Teachers, ISP	September 2016 through June 2017	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	31274
				1000-1999: Certificated Personnel Salaries	Title III	12794
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15637
				1000-1999: Certificated Personnel Salaries	LCFF - EL	25588
B. A Para educator will be hired to provide support in reading and math to first grade students.	Principal, Teachers, Para	September 2016 through June 2017	2 hours of Classified Salary	2000-2999: Classified Personnel Salaries	Title I	7643
C. Materials and supplies needed for intervention will be provided.	Principal, Coach, Teachers, ISP	August 2016 through June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Discretionary	1000
D. Assessments will be given to monitor student fluency	Principal, Coach, Teachers, ISP	August 2016 through June 2017	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. Raffle ticket drawing will be held weekly and 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 2016 through June 2017	Academic Incentives	4000-4999: Books And Supplies	LCFF - Targeted	1000
			Assemblies/Incentives	0000: Unrestricted	PTA	0
			Centralized Services: Librarian	2000-2999: Classified Personnel Salaries	District Funded	31610
F. Extra Support Teacher will provide support to all teachers in 2nd-5th in the implementation of Science, Language Arts and Math.	Coach, Teachers, Principal	August 2016 through June 2017	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 2016 through June 2017- 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 2016 through June 2017-Hire 1 substitute per day	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	1960
			Admin Support to be out	1000-1999: Certificated Personnel Salaries	Discretionary	234
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 2016 through June 2017 - Hire 2 substitutes per day, one for Sped teacher and one for Gen Ed. teacher	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	3863
			Admin Support to be out	1000-1999: Certificated Personnel Salaries	Discretionary	234

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
J. Special Ed Team members will meet every fourth Wednesday of the month to determine the dates for IEPs, concerns about students and specific needs of Gen Ed teachers in supporting students in reading.	Special Ed. Teachers, Psych, Speech Thearapist, Principal	August 2016 through June 2017	Centralized Services	None Specified	District Funded	0
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 2016, Winter and Spring 2017	Teacher Extra help	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	14917
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	3510
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 2016 through June 2017	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 2016 through June 2017	See Goal#1 Strategy#1F			
N. Students in grades 1st through 5th grade will participate in an ELA intervention pilot using eSpark program.	Principal, DO, Teachers grades 1st-5th	October 2016 through June 2017	Centralized Services	None Specified	District Funded	0

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 Ice-cream social for In-Coming TK/Kindergarten students so parents are aware of school routines, academic and social expectations.	District, Principal, TK/Kinder teachers	August 2016 for incoming TK/K students	Centralized Services	None Specified	Centralized Services	0
B. Hold TK Program Options Parent Meeting	Principal, TK/Kindergarten teachers, ELS Personnel	December 2016/January 2017	Centralized Services	None Specified	District Funded	0
C. Collaboration meetings will be held between site Pre-K, K, and TK teachers.	PreK, TK and K Teachers	June 2017	PreK teacher extra help	2000-2999: Classified Personnel Salaries	Discretionary	62
			TK and K teacher extra help	1000-1999: Certificated Personnel Salaries	Discretionary	316

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 2017 One evening and 1 during the day	Teacher Extra Help, 1 hour per 3 teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	158
B. Provide time for Special Ed teachers to hold transition meetings for 5th grade students who will enter Middle School.	RSP and SDC teachers will meet with teachers at the next school students will attend.	April 2017 through June 2017	Centralized Services	None Specified	District Funded	0
C. Offer parents choice of 6th grade placement during Academy Open Enrollment.	DO, Principal	Spring 2017	Centralized Services	None Specified	District Funded	0
D. Provide field trip to Fremont for 5th grade students to ease transition to 6th grade.	Teachers, Principal	spring 2017	Cost for 2 buses	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	834

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 2016 through June 2017	Centralized Services	None Specified	District Funded	0
B. Provide Professional Development including implementation of iPads for reading instruction.	Principal , Site Tech., Coach, Teachers	October 2016 through June 2017	Cost of Conferences including travel expenses	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	2000
C. Coach will provide PD based on teacher/coach identified need.	Coach, teacher, Principal	August 2016 through June 2017	See Goal #1 Strategy #1C			
D. Offer opportunities for teachers to attend professional development in areas interest that will support their instruction and student achievement.	Teachers, Principal	August 2016 through June 2017	Cost for registration and teacher extra hours	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	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
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 2016 through June 2017	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 2016 through June 2017	Centralized Services	None Specified	District Funded	0
C. Hold meetings to jointly develop Parent Involvement Policy.	Principal, Teachers, Parents, ELAC and SSC	September 2016 through June 2017	Centralized Services	None Specified	District Funded	0
D. Hold Parent/Teacher Conferences	Tk-5 teachers	November 2016, February 2017	Centralized Services	None Specified	District Funded	0
E. Invite parents to Awards Assemblies every month and Celebration of learning Awards Assemblies.	Principal, Coach, PTA, Parents	September 2016 through June 2017	Centralized Services	None Specified	District Funded	0
F. Encourage parents to attend SST/IEP Meetings.	Teachers, ORC, Counselor, RSP, Psychologist, Principal	August 2016 through June 2017	Goal #1 Strategy #2H			
G. Conduct an Annual Survey to help identify parent needs to support their children.	Principal, Office staff	January 2017	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 2016 through June 2017	Counselor Salary	1000-1999: Certificated Personnel Salaries	District Funded	120550
			ORC Salary	2000-2999: Classified Personnel Salaries	District Funded	46979
			Extra Hours for ORC	2000-2999: Classified Personnel Salaries	LCFF - EL	498
			Classified Salaries including babysitting	2000-2999: Classified Personnel Salaries	LCFF - Targeted	125
			Loving Solution Materials	4000-4999: Books And Supplies	LCFF - EL	617
			4000-4999: Books And Supplies	Discretionary	755	
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 2016 through June 2017	Classified Extra hours or overtime	2000-2999: Classified Personnel Salaries	LCFF - EL	498
J. Send Connect Ed messages to keep parents informed.	Principal and Office staff	August 2016 through June 2017	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
<p>A. Teacher Liaison:</p> <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with and communicates with school staff as needed 	Principal, Teacher Liaison, City Staff and ASP coordinator	September 2016 through June 2017	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 2016 through June 2017	Centralized Services	None Specified	District Funded	0

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math

LEA GOALS:

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

SCHOOL GOAL #2:

Mathematics:

80% of students will obtain grade level standards by scoring proficient or advanced on My Math Benchmark Assessments and STAR 360 Assessments.

50% of our students in grades 3-5 will score At or Above Standard on CAASPP.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless.

Data Used to Form this Goal:

TK Math Progress Report
My Math Benchmark Assessments
STAR 360 Math
STAR 360 Early Math Assessments
CAASPP Grades 3-5

Findings from the Analysis of this Data:

A.

TK Progress Report:

75% of students count to 20

91.6% of students count one to one correspondence to 10

79.1% of students recognize #'s up to 10

97.5% of students continue a pattern

B.

Kindergarten:

My Math Benchmarks:

86.1% were at or above benchmark on the end of the year benchmark

C.

1st Grade STAR Math:

83% of students scored on grade level according to GE

D.

Grades 2-5:

Grade 2: 57% of students scored at or above grade level or went up 1.5 years growth

Grade 3: 74% of students scored at or above grade level or went up 1.5 years growth

Grade 4: 36% of students scored at or above grade level or went up 1.5 years growth

Grade 5; 35% of students scored at or above grade level or went up 1.5 years growth

How the School will Evaluate the Progress of this Goal:

TK Progress Reports

McGraw-Hill My Math Chapter tests

McGraw-Hill My Math Unit tests

Multiple Tiered System of Supports (MTSS)

Teachers will meet in grade level meetings after assessment periods to identify student strengths and weaknesses

Student Monitoring Conferences will be held to assess student needs and supports.

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 2016 through June 2017 2x monthly, teachers will meet in grade level or multiple grade levels to discuss progress of students. PLC 3 times per year	See Goal #1 Strategy #1A			
B. Provide materials to support implementation of curriculum.	Teachers, Principal	September 2016 through June 2017 Ongoing as assessments needed: teaching materials and supplies	See Goal #1 Strategy #1B			
C. 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 2016 through June 2017 2 times a year in the fall and spring (in lieu of grade level collaborative meetings)	Goal #1 Strategy 1D			
D. Subscriptions and Apps for iPads will be purchased to support implementation of Math CCSS.	Principal, Teachers, Coach, and Lab Tech	November 2016 through June 2017	Goal #1 Strategy #1E			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
E. 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 2016 and Spring 2017	Goal #1 Strategy #1F			
F. Extend maintenance agreement for Duplo machine to make copies to support implementation of curriculum.	Principal	Annual Charge	See Goal #1 Strategy #1G			
G. Extra clerical support will be provided to support the school.	All staff	August 2016 through June 2017	See Goal #1 Strategy #1I			
H. Incentives will be given for students who demonstrate success in the Big 4 program.	Principal, Teachers	August 2016 through June 2017	Copies for assessments and academic incentives	4000-4999: Books And Supplies	LCFF - Targeted	100

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. Three ISPs will be hired to provide intervention and enrichment in reading and math to first through third grade students, including Foster and Homeless Youth and English Learners.	Principals, Coach, Teacher and ISP	August 2016 through June 2017	Goal #1 Strategy #2A			
B. Para educator will be hired to provide support in reading and math to first grade students.	Principals, Teacher and Para	August 2016 through June 2017	Goal #1 Strategy #2B			
C. Materials and Supplies needed for math intervention will be provided to the ISP's.	Principal, Teachers, Coach, ISP	August 2016 through June 2017	Goal #1 Strategy #2C			
D. Ensure access to consumable and supplemental materials needed to implement project based math learning opportunities.	Principal, coach, teachers	August 2016 through June 2017	Materials and Supplies	None Specified	District Funded	0
E. 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 2016 through June 2017 - Hire 1 substitute per day	Goal #1 Strategy #2G			
F. 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 2016 through June 2017 - Hire 1 substitute per day	Goal #1 Strategy #2H			
G. 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 2016 through June 2017- Hire 2 substitutes per day, one for Sped teacher and one for Gen Ed. teacher	Goal #1 Strategy #2I			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. 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 2015 through June 2016	Goal #1 Strategy 2J			
I. 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 and tutoring.	Principal, Coach, Teachers	Fall 2016 and Spring 2017	Goal #1 Strategy #1F			

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Organize parent Ice-cream social for incoming TK/Kindergarten students so parents are aware of school routines, academic and social expectations.	District, Pricipal, TK/Kinder Teachers	June 2017	Goal #1 Strategy 3A			
B. Hold TK Program Options Parent meeting.	Principal, TK/Kindergarten teachers, ELS Personnel	December 2016/January 2017	Goal #1 Strategy 3B			
C. Collaboration Meetings will be held between site PreK, TK, and K teachers.	DO, Principal	June/July 2016	Goal #1 Strategy 3C			

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 2017 One in the evening and one during day	Goal #1 Strategy 4A			
B. Provide time for Special Ed teachers to hold transition meetings for 5th grade students who will enter Middle School.	RSP and SDC teachers	April through June 2017	Goal #1 Strategy 4B			
C. Offer parents choice of 6th grade placement during Academy Open Enrollment.	DO personnel, Principal	Spring 2017	Goal #1 Strategy 4C			
D. Provide field trip to Fremont for 5th grade students to ease transition to 6th grade.	Teachers, Principal	Spring 2017	Goal #1 Strategy 4D			

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 2016 through June 2017	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 2016 through June 2017	Goal #1 Strategy #5B			
C. Coach will provide PD based on teacher/coach identified need to improve instructional practice in Math.	Principal, Coach, and Teachers	August 2016 through June 2017	Goal #1 Strategy #1C			
D. Offer opportunities for teachers to attend professional development in areas interest that will support their instruction and student achievement.	Principal, Coach, and Teachers	August 2016 through June 2017	Goal #1 Strategy #5D			

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 2016 through June 2017	Goal #1 Strategy #6A			
B. Hold Meetings to jointly develop Parent Compact.	Principal, Teachers, ELAC and SSC	August 2016 through June 2017	Goal #1 Strategy #6B			
C. Hold meetings to jointly develop Parent Involvement Policy.	Principal, ELAC,SSC	August 2016 through June 2017	Goal #1 Strategy #6C			
D, Hold Parent/Teacher Conferences.	TK-5th teachers	November 2016, February 2017	Goal #1 Strategy #6D			
E. Invite parents to Awards Assemblies every month and Celebration of Learning Awards Assemblies.	Principal, Coach, PTA, Parents	September 2016 through June 2017	Goal #1 Strategy #6E			
F. Encourage parents to attend SST/IEP Meetings	Principal, ORC, Special Ed Team	August 2016 through June 2017	Goal 1 strategy #2H & I			
G. Conduct an Annual Survey to help identify parent needs to support their children.	Principal, Office Staff	January 2017	Goal #1 Strategy #6G			
H. Parent workshops focused on parenting skills will be conducted by ORC and School Counselor.	ORC, Counselor, Parents	October 2016 through June 2017	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 2016 through June 2017	Goal #1 Strategy #6I			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
J. Send Connect Ed messages to keep parents informed.	Principal and office staff	August 2016 through June 2017	Goal #1 Strategy #6J			

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A. Teacher Liaison:</p> <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with and communicates with school staff as needed 	Principal, Teacher Liaison, City Staff and ASAP Coordinator	August 2016 through June 2017	Goal #1 Strategy 7A			
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 2016 through June 2017	Goal #1 Strategy 7B			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
English Learners: A. AMAO #1: 100% of all English Learners will advance one level on the CELDT. B. AMAO #2: 25.4% of all EL students who have been in language instruction for less than five years will reach English proficiency level on CELDT. 52.8% of all EL students who have been in language instruction for more than five years will reach English proficiency level on CELDT.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CELDT• AMAO Data• STAR 360• CAASPP

Findings from the Analysis of this Data:

A. AMAO #1

CELDT:

1st Grade: 67% of EL students increased at least one level on the CELDT

2nd Grade: 85% of EL students increased at least one level on the CELDT

3rd Grade: 43% of EL students increased at least one level on the CELDT

4th Grade: 28% of EL students increased at least one level on the CELDT

5th Grade: 26% of EL students increased at least one level on the CELDT

Overall: 45.7% of EL students increased at least one level on the CELDT

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)
- CAASPP
- 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 2016 through June 2017	Centralized Services	None Specified	District Funded	0
B. Teachers will Implement ELD teaming daily.	K-5th Teachers	August 2016 through June 2017	Centralized Services	None Specified	District Funded	0
C. Teachers will implement the district-adopted ELD curriculum.	K-5th Teachers	August 2016 through June 2017	Centralized Services	None Specified	District Funded	0
D. Classroom visits made by principal and coach to provide support for implementation of effective EL instruction.	Principal, Coach, EL Tosa	August 2016 through June 2017	Goal #1 Strategy #1C			
E. EL students will participate in the Accelerated Reader program and STAR 360 Tests to monitor growth in reading.	Teachers, Library Tech	September 2016 through June 2017	Goal #1 Strategy #2D			
F. EL student progress will be monitored in Student Monitoring conferences and grade level meetings.	TK-5 Teachers, Principal, Coach	Winter 2016 and Spring 2017	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 and provide tutoring.	District EL department, Principal, Coach, 3rd-5th teachers	January 2016 through June 2017 18 hours of teacher extra help Teacher extra hours to write plans and provide 4 weeks of tutoring 4 days a week	LCFF Targeted: decrease the number of LTEL at site	1000-1999: Certificated Personnel Salaries	Title III	2340
G. Extra clerical support will be provided to support the needs of the school.	All Staff	August 2016 through June 2017	See Goal #1 Strategy #1I			

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 2016 and Spring 2017	Centralized Services	None Specified	District Funded	0
			Substitute Cost for IPT Team 3 subs for 10 days	1000-1999: Certificated Personnel Salaries	LCFF - EL	1486

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. Three ISPs will be hired to provide intervention and enrichment to first through fifth grade EL students in reading and math.	Teachers, Coach, Principal, ISP	August 2016 through June 2017	Goal #1 Strategy #2A			
B. Para educator will be hired to provide support to first grade students.	Teachers, Coach, Principal	August 2016 through June 2017	Goal #2 Strategy #2B			
C. Intervention materials will be utilized to support EL students during ELD instruction, intervention, and tutoring before/after school.	Principal, ISP, Teachers, Coach	August 2016 through June 2017	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 2016 through June 2017	Goal #1 Strategy 2K			
E. EL students who require additional support will be identified and provided with intervention.	Principal, Teacher Tutors, Coach	August 2016 through June 2017	Goal #1 Strategy 2K			
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 2016 through June 2017	Goal #1 Strategy #1E			
G. Academic incentives will be provided to motivate and engage students.	Teachers, PTA, Principal, Librarian	August 2016 through June 2017	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, 2017	Certificated Salaries 4 Ts	1000-1999: Certificated Personnel Salaries	LCFF - EL	6320
			Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - EL	500
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - EL	261
				4000-4999: Books And Supplies	Title III	80

Strategy #3

STRATEGY:
The school will implement a transition plan for students entering transitional kindergarten and/or kindergarten.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Organize Ice-cream social for Incoming TK/Kindergarten students so parents are aware of school routines, academic and social expectaions	District, Principal, TK/Kinder teachers	August 2016	Goal #1 Strategy 3A			
B. Hold TK Program Options Parent Meeting.	Principal, ELS Personnel	December 2016/January 2017	Goal #1 Strategy 3B			
C. Collaboration Meetings will be held between site PreK, TK and K teachers.	PreK, TK, K Teachers	June 2017	Goal #1 Strategy 3C			

Strategy #4

STRATEGY:

The school will implement a transition plan for 5th grade students transition to Middle School or K - 8 school.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide 5th grade students and their parents with information about transitioning to another school setting.	Principal, Parents, Teachers, DO personnel	Parent meetings - May/June 2017 One evening and 1 during the day	Goal #1 Strategy 4A			
B. Provide time for Special Ed teachers to hold transition meetings for 5th grade students who will enter Middle School.	RSP and SDC teachers will meet with teachers at the next school students will attend.	April through June 2017	Goal #1 Strategy 4B			
C. Offer parents choice of 6th grade placement during Open Enrollment.	DO, Principal	Spring 2017	Goal #1 Strategy 4C			
D. Provide field trip to Fremont for 5th grade students to ease transition to 6th grade. Middle school behavior expectations will be shared at this time.	Teachers, Principal	Spring 2017	Goal #1 Strategy 4D			

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 newly adopted ELD Curriculum.	TK-5 Teachers, DO	August 2016 through June 2017	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 2016 through June 2017	Centralized Services	None Specified	District Funded	0
C. Teachers will participate in district provided IPT Assessment training as needed.	Teachers, Coach	August 2016 through June 2017	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 2016 through June 2017	Materials and Supplies: provide food	4000-4999: Books And Supplies	LCFF - EL	500
B. Offer Classified Extra help for translation and parent support at meetings and conferences.	Principal, classified staff	September 2016 through June 2017	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 2016	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 2016 through June 2017 As needed	Centralized Services	None Specified	District Funded	0
E. Reclassification Meetings will be held with parents.	Principal, EL TOSA, Coach	Fall 2016 and Spring 2017	Centralized Services	None Specified	District Funded	0
			Academic incentive: Celebration cake and drinks	4000-4999: Books And Supplies	LCFF - EL	100
F. Hold meetings to jointly develop Parent Compact	Principal, Teachers, Parents, ELAC and SSC	September 2016	Goal #1 Strategy 6B			
G. Hold meetings to jointly develop Parent Involvement Policy	Principal, Teachers, Parents, ELAC and SSC	September 2016	Goal #1 Strategy 6C			
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			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
I. Offer Parent/teacher Conferences to discuss student progress.	TK-5 teachers	November 2016, February 2017	Goal #1 Strategy 6D			
J. Conduct Awards Assemblies every month and Celebration of learning Awards Assemblies.	Principal, Coach, PTA, Parents	September 2016 through June 2017	Goal #1 Strategy 6E			
K. Encourage parents to attend SST/IEP meetings	ORC, Special Ed Team	August 2016 through June 2017	Goal #1 Strategy 6F			
L. Parent workshops focused on parenting skills will be conducted by ORC and School Counselor.	ORC, Counselor, Parents	October 2016 through June 2017	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 2016 through June 2017	Goal #1 Strategy 6I			
N. Send Connect Ed messages to keep parents informed.	Principal, Office Staff	August 2016 through June 2017	Goal #1 Strategy 6J			

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with and communicates with school staff as needed 	Principal, Teacher Liaison, City Staff and ASP coordinator	August 2016 through June 2017	Goal #1 Strategy 7A			
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 2016 through June 2017	Goal #1 Strategy 7B			

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Safety
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #4:
<p>A. Positive Behavior Plan</p> <ul style="list-style-type: none">• All students will be educated in learning environments that are safe, drug-free and conducive to learning.• Students will be supported in attending school on time on a daily basis as evidence of 96% of monthly attendance rate.• All students will be supported in building positive peer relations as evidence of a reduction of office referrals. <p>B. Emergency Preparedness</p> <ul style="list-style-type: none">• All staff and students will participate in regular safety drills. <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, GATE, Foster Youth and Hispanic.</p>
Data Used to Form this Goal:
Office Referrals Discipline files Suspension report Attendance reports Review of School Safety Plan Review of OSD Crisis Intervention/Emergency Operation Plan

Findings from the Analysis of this Data:

Increase in complaints about bullying 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.
There is a need for continued training and refreshers for CHAMPS behavior management program.
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
Review teacher referrals to office
Hold Safety/Disaster Committee meetings

Strategy #1

STRATEGY:

The school will ensure the full implementation of a positive behavior support system aligned with CHAMPS and the School Safety Plan.

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 2016 through June 2017	Centralized Services	None Specified	District Funded	0
B. Incentives will be provided to increase and reward attendance.	ORC, Attendance Clerk, Counselor, Principal	September 2016 through June 2017	LCFF Targeted: Attendance incentives	4000-4999: Books And Supplies	LCFF - Targeted	778
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 2016 through June 2017	Posters LCFF Targeted: Positive student behavior program materials and supplies	4000-4999: Books And Supplies	LCFF - Targeted	725
D. Continue with Campus Supervision to ensure safety of students.	Principal	August 2016 through June 2017	salaries for Hire 6 playground aides - Playground, cafeteria and safety supervision	2000-2999: Classified Personnel Salaries	Discretionary	107300
E. Establish, implement, and monitor school wide expectations by use of CHAMPS to promote a safe, nurturing learning environment.	Principal, Teachers, CHAMPS team	August 2016 through June 2017	CHAMPS behavior expectations incentives	4000-4999: Books And Supplies	LCFF - Discretionary	800
F. Recognize positive behavior during monthly awards assemblies focusing on monthly character trait with use of incentives.	Teachers, Counselor, ORC, Principal	September 2016 and June 2017	Incentives	4000-4999: Books And Supplies	Discretionary	500

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
G. Develop and implement a Tier I progressive discipline matrix	Principal, Counselor, ORC, Psychologist, Teachers	August 2016 through June 2017 Summer 2016: Development	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Discretionary	742
H. All staff and students will participate in monthly emergency preparedness drills -fire, earthquake, and lock down drills.	All staff Certificated and Classified	August 2016 through June 2017	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 2016 through June 2017	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 2016 through June 2017	Centralized Services	None Specified	District Funded	0
K. Ensure Confidentiality of documents and information.	Principal, School office manager, Special Ed team	August 2016 through June 2017	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 2016 through June 2017	Purchase variety of balls, jump ropes, hoolas and crates for storage	4000-4999: Books And Supplies	Discretionary	1000
M. Monitor procedures and make changes as necessary during drop off/pick up of students to ensure student safety and alleviate traffic jams.	Principal and Safety Committee	August 2016 through June 2017	Purchase equipment necessary such as cones, bull horns, safety vests, etc.	4000-4999: Books And Supplies	LCFF - Discretionary	1000

Strategy #2

STRATEGY:

The School will ensure opportunity and educational access/interventions and enrichment for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hold Rtl/SST consultation meetings to discuss additional assistance for students with chronic misbehavior once a month.	Principal, ORC, COST/SST Team, Counselor	September 2016 through June 2017	Goal #1 Strategy 2H			
B. Implement a school-wide referral process of on site counseling services.	Principal, Counselor, ORC, COST/SST Team, Teachers, Coach	August 2016 through June 2017	Centralized Services	None Specified	District Funded	0
C. Students and families requiring additional assistance with behavior and family issues may be referred to Triple P/Loving Solutions	Teachers, Counselor, ORC, Principal	August 2016 through June 2017	Goal#1 Strategy 6H			
D. Implement Second Step Curriculum to instill social/emotional skills with students identified as needing additional support.	Counselor	August 2016 through June 2017	Centralized Services	None Specified	District Funded	0
E. Run different student groups for intervention/enrichment of social/emotional and leadership skills.	ORC, Counselor	August 2016 through June 2017	Centralized Services	None Specified	District Funded	0
F. Hold CHAMPS Training for Campus Supervisors once a month.	Counselor, Principal, Campus Supervisors	August 2016 through June 2017	Centralized Services	2000-2999: Classified Personnel Salaries	Discretionary	1245
G. Safety Information is shared with parents at incoming TK/K meetings	Principal, TK/K Teachers	August 2017				

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 Ice-cream social for In-Coming TK/Kindergarten students so parents are aware of school routines, academic and social expectations.	District, Principal, TK/Kinder Teachers	August 2016 for incoming TK/K students	See Goal #1 Strategy 3A			
B. Hold TK Program Options Parent Meeting	Principal, TK/Kindergarten teachers, ELS Personnel	December 2016/January 2017	Goal #1 Strategy 3B			
C. Collaboration meetings will be held between site Pre-K, K, and TK teachers.	PreK, TK and K Teachers	June 2017	Goal #1 Strategy 3C			
D. Safety information will be given to Pre-K to K parents during incoming parent meetings.	Principal, PreK-K Teachers	August 2017	Centralized Services	None Specified	District Funded	0

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 2017 One in the evening and one during the day	Goal #1 Strategy 4A			
B. Provide time for Special Ed teachers to hold transition meetings for 5th grade students who will enter Middle School.	RSP and SDC teachers	April through June 2017	Goal #1 Strategy 4B			
C. Offer parents choice of 6th grade placement during Academy Open Enrollment.	DO personnel, Principal	Spring 2017	Goal #1 Strategy 4C			
D. Provide field trip to Fremont for 5th grade students to ease transition to 6th grade.	Teachers, Principal	Spring 2017	Goal #1 Strategy 4D			

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 2016 through June 2017	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 2016 through June 2017	Teacher substitute to release CHAMPS team member	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	297
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 2016 through June 2017	Centralized Services	None Specified	District Funded	0

Strategy #6

STRATEGY:

The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Parents of students with continued behavior problems and needing additional behavior support will be referred to Triple P or Parent Project classes/Loving Solutions	SST/COST Team, ORC, Counselor	August 2016 through June 2017	See 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 2016 through June 2017	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 2016 through June 2017	Goal #1 Strategy #2G			
D. Counseling will be offered for students and families in need.	Principal, Counselor, ORC, Parents	August 2016 through June 2017	Goal #1 Strategy #6H			

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A. Teacher Liaison:</p> <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with and communicates with school staff as needed 	Principal, Teacher Liaison, City Staff and ASP Coordinator	September 2016 through June 2017	Goal #1 Strategy 7A			
<p>B. ASES Administrator and Liason meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services.</p>	Principal, Teacher Liaison, City Staff and ASP Coordinator	September 2016 through June 2017	Goal #1 Strategy 7B			

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Academic Strand Focus
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
At least 50% of all students K-5th grade will score proficient or advanced according to FOSS Science Assessments. All students will engage in learning opportunities to expand their experience with the school-wide Strand focus of Science and Technology.
Data Used to Form this Goal:
CST 2015-2016 Results
Findings from the Analysis of this Data:
CST Science scores revealed that we had 17% more students in grade 5 score Proficient or Advanced on 2015-2016 compared to 2014-2015.
How the School will Evaluate the Progress of this Goal:
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 2016 through June 2017	Centralized Services	None Specified	District Funded	0
B. Purchase additional Foss kits and refill kits to support grade level science units strand focus.	Coach, Teachers,	August 2016 through June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	6255
C. Incorporate the two school created integrated units with the focus on Science and Technology.	Coach, Teachers	August 2016 through June 2017	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 2016 through June 2017	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 2016 through June 2017	See Goal #1 Strategy #1E			
F. 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 2016 through June 2017	See Goal #1 Strategy #1A			
G. Enhance English Learners' listening, speaking, reading and writing skills through project based learning experiences focused on both Science and Technology.	Teachers	August 2016 through June 2017	Centralized Services	None Specified	District Funded	0

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. Begin the creation of Makerspace area to facilitate opportunities for all students to increase their Creativity, Collaboration, Communication and Critical Thinking Skills.	Principal, Makerspace Committee	August 2016 to June 2017	Materials and Supplies for Makerspace	4000-4999: Books And Supplies	LCFF - Targeted	8745
				4000-4999: Books And Supplies	LCFF - Discretionary	3629
				4000-4999: Books And Supplies	Discretionary	9000

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 2016 through June 2017	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 2016 through June 2017	Materials and Supplies	4000-4999: Books And Supplies	Discretionary	1000
C. Offer all ELs a 5 day week long Science and Technology Camp during Winter Vacation.	Principal, Teachers, Caoch	January 4-8, 2017	See Goal #3 Strategy #2H			

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
A. Hold Ice-Cream Social for In-Coming TK/Kindergarten students so parents are aware of Academic Strand Focus.	Principal, TK/K Teachers	August 2016	Goal #1 Strategy 3A			
B. Hold TK Program Option parent meetings.	Principal, K teachers and EL personnel	December 2016/January 2017	Goal #1 Strategy 3B			
C. Collaboration meetings will be held between site PreK, TK and K teachers.	PreK -K teachers	June 2017	Goal #1 Strategy 3C			

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 regarding Middle School Academy programs.	Principal, Parents, Teachers	Parent Meetings -May/June 2017 One evening and one during the day	Goal #1 Strategy 4A			
B. Provide time for Special Ed teachers to hold transition meetings for 5th grade students who will enter middle school.	RSP and SDC teachers will meet with teachers at the next school students will attend.	April 2017 through June 2017	Goal #1 Strategy 4B			
C. Offer parents choice of 6th grade placement during Academy Open Enrollment.	DO, Principal	Spring 2017	Goal #1 Strategy 4C			
D. Provide field trip to Fremont for 5th Grade students to ease transition to 6th grade	Teachers, Principal	Spring 2017	Goal #1 Strategy 4D			

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 staff for implementation of FOSS Kits as needed.	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, travel, and related materials.	Principal, Leadership Team	August 2016 through June 2017	Costs for conferences, membership and travel for participants.	5000-5999: Services And Other Operating Expenditures	Discretionary	1000
			Admin Support	1000-1999: Certificated Personnel Salaries	Discretionary	644
C. Provide opportunity for staff to attend the technology conferences (i.e. CUE, EdCamps), including membership, Travel, and related materials.	Principal, Leadership Team	August through June 2017	Costs for conferences, membership and travel for participants.	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	3000
			Admin Support	1000-1999: Certificated Personnel Salaries	Discretionary	644
D, Provide opportunity for staff to attend professional development on Makerspaces.	Principal, Makerspace Committee	July 2016 through June 2017	Costs for conferences, membership and travel for participants.	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	2000

Strategy #6

STRATEGY:

The school will coordinate meetings and distribute information to generate parent involvement in the Academic Strand Focus.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Schedule Family Science and Technology Nights to showcase student work related to the Academic Strand Focus.	Principal, Teachers, Coach	August 2016 through June 2017	Certificated extra hours	1000-1999: Certificated Personnel Salaries	Discretionary	318
			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 2016 through June 2017	Materials and supplies	4000-4999: Books And Supplies	LCFF - Discretionary	69
C. Incorporate parent input to plan Academic Strand Focus activities and events.	Principal	August 2016 through June 2017	No expense for meetings	None Specified	District Funded	0
D. Illicit parent and community support during the family nights.	Principal, PTA	August 2016 through June 2017	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"> Meets monthly with ASES Administrator and other Liaisons. Meets with and communicates with school staff as needed 	Principal, Teacher Liaison, City Staff and ASP coordinator	August 2016 through June 2017	Goal #1 Strategy 7A			
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 2016 through June 2017	Goal #1 Strategy 7B			

Centralized Services for Planned Improvements in Student Performance

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance
SCHOOL GOAL #1:
<p>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. 50% of our students in grades 3-5 will score At or Above Standard on CAASPP. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless. E. Kindergarten - 100% students will exit kindergarten at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.</p>

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
TOSA	August 2016 through June 2017		1000-1999: Certificated Personnel Salaries	District Funded	114,968.
Counselor	August 2016 through June 2017		1000-1999: Certificated Personnel Salaries	District Funded	120,550.
Site Computer Tech	August 2016 through June 2017		2000-2999: Classified Personnel Salaries	District Funded	65,451.
Library Tech	August 2016 through June 2017		2000-2999: Classified Personnel Salaries	District Funded	31,610.
ORC	August 2016 through June 2017		2000-2999: Classified Personnel Salaries	District Funded	46,979.
Copy Machines	August 2016 through June 2017		4000-4999: Books And Supplies	District Funded	10,433.

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	Centralized Services	0.00
1000-1999: Certificated Personnel Salaries	Discretionary	5,955.00
2000-2999: Classified Personnel Salaries	Discretionary	116,177.00
4000-4999: Books And Supplies	Discretionary	78,904.00
5000-5999: Services And Other Operating	Discretionary	4,250.00
5800: Professional/Consulting Services And	Discretionary	5,300.00
1000-1999: Certificated Personnel Salaries	District Funded	235,518.00
2000-2999: Classified Personnel Salaries	District Funded	144,040.00
5000-5999: Services And Other Operating	District Funded	10,433.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	6,807.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	1,121.00
4000-4999: Books And Supplies	LCFF - Discretionary	6,998.00
5000-5999: Services And Other Operating	LCFF - Discretionary	2,834.00
5800: Professional/Consulting Services And	LCFF - Discretionary	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	33,394.00
2000-2999: Classified Personnel Salaries	LCFF - EL	1,496.00
4000-4999: Books And Supplies	LCFF - EL	1,478.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	30,712.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	125.00
4000-4999: Books And Supplies	LCFF - Targeted	17,603.00
5800: Professional/Consulting Services And	LCFF - Targeted	0.00
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	43,142.00
2000-2999: Classified Personnel Salaries	Title I	7,643.00
1000-1999: Certificated Personnel Salaries	Title III	15,134.00
4000-4999: Books And Supplies	Title III	80.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Centralized Services	0.00
Discretionary	210,586.00
District Funded	389,991.00
LCFF - Discretionary	20,760.00
LCFF - EL	36,368.00
LCFF - Targeted	48,440.00
Title I	50,785.00
Title III	15,214.00

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 for teacher tutoring before and/or after school; Grade Level meetings and Student Monitoring Conferences; and Substitutes for IEPs and SSTs.

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.

Data records for discipline referrals.

What specific actions related to those strategies were eliminated or modified during the year?

Have an electronic system for keeping track of data for discipline referrals.

Identify barriers to full or timely implementation of the strategies identified above.

Systems were not in place to facilitate this.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Discipline referrals will be inputted into Zangle, the district's online reporting system.

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?

Unable to keep accurate results of discipline data to decide effective consequences for infractions.

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. ISP interventions impacted student learning as demonstrated by the growth in STAR Reading and Math. Providing one week of Science intersession for ELs with emphasis on vocabulary development and writing showed to be beneficial to students according to the increase of student scoring proficient or advanced on Science CST.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Some of the tutoring provided focused on too broad of a curricular area and we found it more beneficial when teachers targeted a specific standard.

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:

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 did not meet grade level proficiency in reading and math. AMAO targets were not met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
Some of the tutoring groups were not as focused on particular standards as they should have been to be more effective.

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.

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	
Stephanie Almstrom			X		
Tammy Smith		X			
Denise Evans		X			
John Ramirez		X			
Numbers of members of each category:	1	3	1	5	

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

Parent Involvement Policy



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



Emilie Ritchen Elementary School
A School of Science and Technology
2200 Cabrillo Way
Oxnard, California 93030

Phone: (805) 385-1572

Fax: (805) 981-4685

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.



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- ✓ 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



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- 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.

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

Pedro Flores

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on September 28, 2015..

Attested:

Bertha M. Anguiano

Typed Name of School Principal

B. Anguiano

Signature of School Principal

10/17/16

Date

Jacqueline Hernandez

Typed Name of SSC Chairperson

Jacqueline Hernandez

Signature of SSC Chairperson

10/17/16

Date

Emilie Ritchen Elementary School Compact 2015-2016

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction, including enriching experiences.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning , according to district guidelines.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.
- Monitor the use of student iPads and conduct periodic checks for inappropriate content.

Student Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and video game playing and study or read every day after school.
- Work hard and do my best.
- Respect the school, classmates, staff and families.
- Use the iPad for school related purposes only and follow all school rules related to iPads.

Family/Parent Pledge: I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework, verify its completion and monitor TV viewing and video game playing.
- Read to my child or encourage my child to read every day (20-30 minutes daily). Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.
- Monitor the use of my child's iPad and conduct periodic checks for inappropriate content.

Student Date

Teacher Date

Parent/Guardian Date

Contrato de la Escuela Emilie Ritchen 2015-2016

Es importante que las familias y las escuelas trabajen juntos para ayudar a los estudiantes a lograr altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes y representantes de la Comunidad, los siguientes son acuerdos y responsabilidades que nosotros como socios llevaremos a cabo para apoyar el éxito del estudiante en la escuela y en la vida.

Promesa de Personal: Estoy de acuerdo en llevar a cabo las siguientes responsabilidades a lo mejor de mi capacidad:

- Proporcionar calidad en el currículo e instrucción, incluyendo enriquecedoras experiencias.
- Esforzarme para motivar a mis alumnos a aprender.
- Tener altas expectativas y ayudar a todos los niños a desarrollar un amor al aprendizaje.
- Comunicarse regularmente con las familias sobre el progreso del alumno.
- Proporcionar un cálido, seguro y cuidadoso ambiente de aprendizaje.
- Proporcionar tareas significativas, diario para reforzar y ampliar el aprendizaje, de acuerdo con las guías del distrito.
- Participar en oportunidades de desarrollo profesional que mejoran la enseñanza, el aprendizaje, la formación de alianzas con las familias y la comunidad.
- Participar activamente en las decisiones de colaboración y trabajar constantemente con las familias y compañeros de escuela para hacer que las escuelas sean accesibles y acogedoras para las familias que ayudan a cada estudiante a lograr altos estándares académicos de la escuela.
- Respetar la escuela, los estudiantes, el personal y las familias.
- Monitorear el uso del iPad de los estudiantes y llevar acabo revisiones para evitar contenido inapropiado.

Promesa de Estudiante: Estoy de acuerdo de llevar a cabo las siguientes responsabilidades a lo mejor de mi capacidad:

- Venir a la escuela listo/a para aprender y trabajar duro.
- Traer los materiales necesarios, y las tareas completas.
- Conocer y seguir las reglas de escuela y clase.
- Pedir ayuda cuando la necesite.
- Comunicarse regularmente con mis padres y profesores sobre experiencias escolares que pueden ayudarme a tener éxito en la escuela.
- Limitar mirar la TV y jugar videojuegos en lugar de estudiar o leer todos los días después de la escuela.
- Trabajar duro y hacer lo mejor.
- Respetar la escuela, los estudiantes, el personal y las familias.
- Usar el iPad para propósitos escolares solamente y seguir todas las reglas de la escuela relacionadas con los iPads

Promesa de Padre: Estoy de acuerdo de llevar a cabo las siguientes responsabilidades a lo mejor de mi capacidad:

- Proporcionar un lugar y un tiempo tranquilo para tareas y asegurarse que la tarea este completa y supervisar mirar la TV y los videojuegos.
- Leer o alentar a leer a mi hijo/a todos los días (20-30 minutos diario).
- Comunicarme con el maestro/a o con la escuela cuando tenga alguna pregunta.
- Asegurarme de que mi hijo/a asista a la escuela todos los días, obtenga el sueño adecuado, regular atención médica y nutrición adecuada.
- Revisar regularmente el progreso de mi hijo/a en la escuela.
- Participar en actividades como tomar decisiones de la escuela, ser voluntario/a y asistir a conferencias de padres y maestros de escuela.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo/a.
- Respetar la escuela, los estudiantes, el personal y las familias.
- Monitorear el uso del iPad de mi hijo/a y llevar acabo revisiones para evitar contenido inapropiado.

Estudiante Fecha

Profesor/a Fecha

Padre/Guardián Fecha

The Single Plan for Student Achievement

School: Rose Avenue Elementary-The School of Science and Wellness
CDS Code: 56725386055370
District: Oxnard School District
Principal: Pablo Ordaz
Revision Date: 2016-2017

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

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

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

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School Vision and Mission

Rose Avenue Elementary-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 Avenue School was established in 1965, is one of twenty schools in the Oxnard Elementary School District. Rose Avenue School serves 782 Preschool, 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, four special education classes, 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 full time school school counselor, a speech pathologist, a resource teacher, an outreach specialist, an academic coach, 2 full-time Educational Support Teachers, as well as support from a full time school psychologist and the s district school nurse housed on site.

The focus behind the success at Rose Avenue School is in the area of teaching and learning. We have transitioned 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 have adopted Wonders and Maravillas, our reading/language arts curriculum and continue to use My Math from McGraw Hill, in addition to implementing PALS-Teacher Directed Instruction K-3, PASAPORTES K-1 TBE, and SIPPs as three 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 in the area of instruction through classroom visitations, grade-level collaboration 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 daily school activities. Understanding the school's educational 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 provides a 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 is dedicated to providing the best start in a journey of life-long learning for all students, families and the community. Rose Avenue communicates this information to all stakeholders on a regular basis including SSC, ELAC, Title One , ConnectED, Facebook, Twitter and Coffee with the Principal and PTA meetings.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	117	122	113	121	113	121	96.6	99.2
Grade 4	93	109	93	109	93	109	100.0	100
Grade 5	108	98	107	97	106	97	99.1	99
All Grades	318	329	313	327	312	327	98.4	99.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2334.5	2351.8	1	2	6	12	20	25	73	60
Grade 4	2365.9	2394.7	0	3	8	9	18	26	74	62
Grade 5	2419.9	2414.7	2	2	12	9	23	24	62	65
All Grades	N/A	N/A	1	2	9	10	21	25	69	62

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	2	28	36	72	63
Grade 4	1	4	34	37	65	60
Grade 5	5	5	31	26	64	69
All Grades	2	3	31	33	67	64

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	4	26	32	72	64
Grade 4	1	5	27	48	72	48
Grade 5	5	3	33	32	62	65
All Grades	3	4	29	37	69	59

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2	5	50	57	48	38
Grade 4	2	2	47	60	51	39
Grade 5	5	7	49	46	46	46
All Grades	3	5	49	55	48	41

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	5	41	37	58	58
Grade 4	0	4	40	39	60	57
Grade 5	7	6	51	45	42	48
All Grades	3	5	44	40	54	55

Conclusions based on this data:

1. Test scores were reported for the 2015-2016 school year through CAASSP.
2. An action plan has been implemented to make adequate growth for the 2016-2017 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	117	122	114	121	114	120	97.4	99.2
Grade 4	93	109	93	109	93	109	100.0	100
Grade 5	108	98	107	97	107	97	99.1	99
All Grades	318	329	314	327	314	326	98.7	99.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2365.5	2372.5	0	3	12	17	33	30	54	50
Grade 4	2415.1	2400.3	1	1	12	4	39	42	48	53
Grade 5	2427.9	2419.6	1	1	7	3	27	25	65	71
All Grades	N/A	N/A	1	2	10	8	33	33	56	57

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	5	12	31	31	64	58	
Grade 4	5	2	30	24	65	74	
Grade 5	1	1	24	21	75	78	
All Grades	4	5	28	25	68	69	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	8	40	34	60	58
Grade 4	3	2	40	31	57	67
Grade 5	3	0	27	20	70	80
All Grades	2	3	36	29	62	68

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	7	40	51	57	43
Grade 4	3	4	39	38	58	59
Grade 5	2	2	26	36	72	62
All Grades	3	4	35	42	62	54

Conclusions based on this data:

1. Test scores were reported for the 2015-2016 school through CAASSP.
2. An action plan has been implemented to make adequate growth for the 2016-2017 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	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					9		40	27	35	40	45	43	20	18	22
1		1	2	9	5	13	28	40	35	31	28	26	31	27	24
2	1	2	1	14	15	7	35	32	30	39	34	54	11	17	8
3	1	1	1	12	15	16	52	45	40	20	26	25	14	12	19
4	1	2	1	27	27	24	51	49	50	16	12	16	5	10	9
5	2	6	4	42	31	36	39	51	44	14	9	11	3	3	5
6	4			37			46			10			4		0
Total	1	2	1	21	16	16	41	42	38	24	24	30	13	16	14

Conclusions based on this data:

1. We will continue teaching in differentiated ELD groups of no more than two adjacent levels using Wonders Designated ELD, 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		
	2013-14	2014-15	2015-16
Number of Annual Testers	466	451	472
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	466	451	472
Number Met	248	241	219
Percent Met	53.2%	53.4%	46.4%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	468	114	482	84	495	83
Number Met	52	47	53	27	57	24
Percent Met	11.1%	41.2%	11.0%	32.1%	11.5%	28.9%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. According to the annual measurable achievement objectives the data suggests we did not met our goal in math and 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		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

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 2016-17.

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, maintain 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. English Learners, Migrant Students and Homeless Youth.

Data Used to Form this Goal:

Early Literacy Star 360

CAASPP

- Essential Literacy Skills Benchmaks for Kindergarten and 1st grade
- Accelerated Reader
- Interim Formative Assessments (IFA's) Grades K-5)

Findings from the Analysis of this Data:

The percentage of students attaining benchmark in Early Literacy STAR 360 at the end of the 15-16 year:

- Kindergarten - Of the students tested for the 2015-2016 school year, 69% met the end of the year benchmark in English.
- 1st grade - Of the students tested for the 2015-2016 school year, 80% met the end of the year benchmark in English.

The percentage of students attaining At or Above benchmark in the CAASPP at the end of the 15-16 year:

- 3rd grade - Of the students tested for the 2015-2016 school year in ELA, 14.9% met benchmark.
- 4th grade - Of the students tested for the 2015-2016 school year in ELA, 11.9% met benchmark.

- 5th grade - Of the students tested for the 2015-2016 school year in ELA, 11.3% met benchmark.
- 3rd grade - Of the students tested for the 2015-2016 school year in Math, 19.8% met benchmark.
- 4th grade - Of the students tested for the 2015-2016 school year in Math, 4.5% met benchmark.
- 5th grade - Of the students tested for the 2015-2016 school year in Math, 4.1% met benchmark.

The percentage of students attaining benchmark in Essential Skills at the end of the 15-16 year:

- Kindergarten - Of the students tested for the 2015-2016 school year 62% met the end of the year benchmark in Spanish and 48% met end of year benchmark in English.
- 1st grade - Of the students tested for the 2015-2016 school year 70% met the end of the year benchmark in Spanish and 29% 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 15-16 school year:

- 3rd grade - Of the students tested for the 2015-2016 school year in ELA CCSS Interim Formative Assessments 3.7% met benchmark
- 4th grade - Of the students tested for the 2015-2016 school year in ELA CCSS Interim Formative Assessments 1%students met the benchmark
- 5th grade - Of the students tested for the 2015-2016 school year in ELA CCSS Interim Formative Assessments 4.7% met the benchmark

The percentage of students attaining benchmark in the Accelerated Reader Quizzes at the end of the 15-16 school year:

- 1st grade - Of the students tested for the 2015-2016 school year in Accelerated Reader Quizzes, 54.5% met benchmark
- 2nd grade - Of the students tested for the 2015-2016 school year in Accelerated Reader Quizzes, 63% students met the benchmark
- 3rd grade - Of the students tested for the 2015-2016 school year in Accelerated Reader Quizzes, 69.8% met the benchmark
- 4th grade - Of the students tested for the 2015-2016 school year in Accelerated Reader Quizzes, 69.6% met benchmark
- 5th grade - For the 2015-2016 school year in Accelerated Reader Quizzes, 62.3% met benchmark

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade level meetings monthly and after assessment periods.
- Multi-Tiered System of Supports (MTSS)
- SMART Goals
- Accelerated Reader
- STAR Reading Early Literacy (K-1)
- STAR Reading 360 (2-5)
- Waterford TK-2nd Grade
- Benchmark Formative Assessments
- Wonders/Maravillas Unit 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. All Students will reach high standards, at a minimum attaining proficiency or better in Reading by 2016-2017. **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
A. Schedule & hold monthly grade-level collaboration meetings, with the use of floating substitute teachers, as well as grade level meetings after school to analyze common core results, language arts assessments, identify strategic instructional strategies, and identify needed resources and supports.	Instructional Coach Teachers from each grade level Principal	August 2016-June 2017	Substitute cost	1000-1999: Certificated Personnel Salaries	Title I	10000.00
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	9000.00
B. All Teachers will do Grade level Teaming in Language Arts daily in grades 2nd -5th, and Universal Access Teaming in grades K- 1st daily.	Teachers for their specific grades.	September 2016-June 2017	Not Applicable	None Specified		
C. AR Provide recognition to students for goals met and tests taken in AR Renaissance Learning. Three times a year students will receive certificates/incentives for meeting their trimester goal. At the end of the year for those who meet their annual goal a day of celebration and recognition will be provided for these students.	Principal, Coach, ORC and teachers	August 2016-June 2017	Academic Incentives	4000-4999: Books And Supplies	LCFF - Targeted	1,500.00
				4000-4999: Books And Supplies	Title III	1000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
D. Provide materials and supplies TK-5 to support the instructional program and Interventions.	Principal Teachers	August 2016-June 2017	Resources	4000-4999: Books And Supplies	Discretionary	25030.00
				4000-4999: Books And Supplies	Title I	7890.00
				4000-4999: Books And Supplies	LCFF - Discretionary	7161.00
				4000-4999: Books And Supplies	LCFF - Targeted	12304.00
E. ISP will be hired to provide intervention in reading and math to K through 1 grade students, including, SED, Foster and Homeless Youth and English Learners.	Coach, Principal, Teachers, ISP	September 2016 through June 2017	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	3,646.00
					Title III	2,804.50
					LCFF - EL	21,595.50
			Certificated Benefits (%)	3000-3999: Employee Benefits	LCFF - EL	4808.00
F. An ISP will be hired to provide intervention and enrichment in reading and math to second through third grade students including, SED, Foster and Homeless Youth and English Learners.	Principal, Coach, Teachers, ISP	September 2016 through June 2017	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	3,646.50
				1000-1999: Certificated Personnel Salaries	Title III	2,804.50
				1000-1999: Certificated Personnel Salaries	LCFF - EL	21,595.50
				Certificated Benefits (%)	3000-3999: Employee Benefits	LCFF - EL

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
G. The Instructional Coach (TOSA) will support teachers in implementing the adopted curriculum.	Coach, Teachers	August 2016 through June 2017	Certificated Salary	1000-1999: Certificated Personnel Salaries	District Funded	125,742.00
H. AR/STAR 360 Renaissance Learning Reading Monitoring program will be used to assess students three times a year	Teachers, ESTs, Coach	August 2016 through June 2017	Centralized Services	None Specified	District Funded	
I. Clerical help support will be provided to support the school with SST, IEP, SSC, ELAC, Interventions and during testing periods, parent meetings.	All Classified Personnel	August 2016 through June 2017	Classified Personnel Salary	2000-2999: Classified Personnel Salaries	Title I	1385.00
				2000-2999: Classified Personnel Salaries	LCFF - Discretionary	2000.00
			Librarian Extra Support	2000-2999: Classified Personnel Salaries	Title I	1500.00
J. Provide a 4 hour Kindergarten Para professionals to support the TK/Kindergarten ELA/MATH Program.	Principal Para Educator	August 2016-June 2017	Classified Personnel	2000-2999: Classified Personnel Salaries	LCFF - Targeted	6698.00
K. Provide Summer School Program targeted Intervention for students in ELA and Math, ELD.	Principal Teachers Playground Supervisor Office Staff Counselor	July 2016	Certicated Salaries	1000-1999: Certificated Personnel Salaries	LCFF - EL	12342.00
			Summer School, OSSA Salary	1000-1999: Certificated Personnel Salaries	Title I	1549.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Summer School, Admin Support	1000-1999: Certificated Personnel Salaries	Title I	1688.00
			Summer School, Clerical	2000-2999: Classified Personnel Salaries	Title I	2445.00
			Summer School Playground Supervisor	2000-2999: Classified Personnel Salaries	Title I	1622.00
			Certificated Benefits (%)	3000-3999: Employee Benefits	LCFF - Targeted	1558.00
				3000-3999: Employee Benefits	LCFF - Discretionary	171.00
L. Maintenance Agreement to maintain copiers in good working condition to support the instructional program for all students.	Principal Maintenance Agreement Provider	August 2016-June 2017	Maintenance Agreement for school copiers	5000-5999: Services And Other Operating Expenditures	Discretionary	2900.00

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
A. Subscription and Apps for devices to support student academic achievement.	Principal, Computer Technician Teachers	August 2016-June 2017	Apps Support Instructional Program	4000-4999: Books And Supplies	LCFF - Targeted	2000.00
B. District Migrant Education: Summer School to provide support for migrant students	Principal	June 2016-July 2017	Not Applicable	None Specified	District Funded	
C. Strategic Focus Groups Interventions (K-5) provided by ESTs and ISPs.	Principal Academic Coach Teachers Extra Support Teaceher	September 2016-June 2017	Refer to Goal #1 Strategy 1E and 1F).			
D. Provide Before and After school intensive intervention tutoring in ELA, Math, ELD: Kinder through Fifth grades	Principal Extra Support Teachers Teachers	September 2016-June 2017	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	10000.00
				1000-1999: Certificated Personnel Salaries	Title III	10,000.00
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	990.00
			Certificated Benefits (%)	3000-3999: Employee Benefits	Title I	5990.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Certificated Benefits (%)	3000-3999: Employee Benefits	Title III	2703.00
E. Provide Tutoring Intervention for Long Term English Learners and EL.	Principal Academic Coach Teachers	September 2016-June 2017	Refer to Goal 1, Strategy 2D			
F. Two ISPs provide intervention in reading and math to first through third grade students, including Foster and Homeless Youth and English Learners. ISPs work with small focus group K-3/4 times per week Groups monitored for 6-8 weeks.	ISPs Academic Coach Principal	October 2016-June 2017	Refer to goal #1, Strategy 1E and 1F			
G. Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction in ELA and Math	Teachers K-5, Instructional Coach, ISP Teachers, EST 2-3, EST 4-5.	August 2016-June 2017	See Goal 1, Strategy 1B			0
H. Intervention and enrichment materials will be utilized during Universal Access and interventions for ELA and Math..	Teachers K-5, Instructional Coach, ISP Teachers, EST 2-5.	August 2016-June 2017	Refer to Goal 1, Strategy 1D			
I. Implementation of Before and After School tutoring in Language Arts for targeted students, including Foster Youth and Homeless and EL.	K-5 Teachers	October 2016-June 2017	Refer to Goal 1, Strategy 2C and 2A			
J. Staff will monitor at-risk students through the MTSS process, COST and grade level meetings and analysis of data. Substitute teachers will be used for regular teachers to attend the meetings	Principal Instructional Coach Teachers TK-5	August 2016-June 2017	District Funded	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K. Students will have opportunities to access technology for intervention or enrichment (i.e. iPods, iPads, applications, software).	Teachers K-5, Site technology Technician	August 2016-June 2017	Refer to Goal 1, Strategy 2A			
L. Students will participate in field trips and enrichment activities.	Teachers, K-5	August 2016-June 2017	Transportation costs	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	10,000.00
			Admission Fees and Professional Presentations	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	7440.00
M. Extra Support Teachers will provide support to all teachers in 2nd-5th in the implementation of Science, Language Arts and Math. The Extra Support teachers will provide daily Intervention Language Arts and Math and Science Instruction at the Science Lab for (grades 2-5)	Extra Support Teachers, CoachCoach, Teachers, Principal	August 2016 through June 2017	Certificated Salary	1000-1999: Certificated Personnel Salaries	District Funded	
N. CoST meetings will be held at least one day a month to address the needs of at risk students after school.	Principal, ORC, COST/SST Team	September 2016 through June 2017- Hire 1 substitute per day	Centralized Services	None Specified	District Funded	
O. 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 2016 through June 2017-Hire 1 substitute per day	Not applicable	None Specified	District Funded	
P. 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	Special Ed. Teachers, General Ed. Teachers, Psych, Speech Thearapist, Principal	August 2016 through June 2017 - Hire 2 substitutes per day, one for Sped teacher and one for Gen Ed. teacher	See Goal 1, Strategy 1D			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
student needs.						
Q. Special Ed Team members will meet every fourth Wednesday of the month to determine the dates for IEPs, concerns about students and specific needs of Gen Ed teachers in supporting students in reading.	Special Ed. Teachers, Psych, Speech Thearapist, Principal	August 2016 through June 2017	Centralized Services	None Specified	District Funded	
R. 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 2016 through June 2017	Centralized Services	None Specified	District Funded	
S. Purchase of 4 computers and 6 LCD projectors needed to be replaced and support classroom instruction.	Principal Teachers SiteTechnology Technician	September 2016- June2017	Resources	4000-4999: Books And Supplies	LCFF - Discretionary	2186.00
				4000-4999: Books And Supplies	Title I	10012.50
T. Purchase of replacement of school library shelving and furniture and cafeteria stage to support the instructional program at the school site.	Principal School Librarian	August 2016-June 2017	Resources	4000-4999: Books And Supplies	Discretionary	40307.00
				6000-6999: Capital Outlay	Discretionary	3462.00
				6000-6999: Capital Outlay	LCFF - Discretionary	8902.00

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide Parent workshops for TK-Kindergarten grade parents to familiarize them with curriculum to acclimate to school.	Teachers, Principal, Instructional coach	May/June 2017	Refer to Goal 1, strategy 2D			
B. Incoming Workshops for Kindergarten students without pre-k education	Teachers Principal	May/June 2017	Refer Goal 1, Strategy 3A			
C. Arrange Pre-Kinder articulation meetings between preschool teachers and TK/K teachers.	Pre-K Teachers, Principal, and TK/K teachers	Sept 2016-June 2017	Not Applicable	None Specified		

Strategy #4

STRATEGY:
The school will implement a transitional plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hold vertical meetings between 5th grade teachers with intermediate feeder schools.	Teachers, Principal	March 2016 -June 2016	Not Applicable	None Specified		
B. 5th grade students to visit middle school campuses. Presentations at Rose Avenue by intermediate school students	Principal Teachers	March 2017-June 2017	Not Applicable	None Specified		
C. Transition meetings will be held for Special Education Students in grade 5 who will enter Middle schools.	RSP Teacher, Special Education Teachers	April 2017-June 2017	Not Applicable	None Specified		

Strategy #5

STRATEGY:
 Training and Support- The school will provide professional development to support the full implementation of the school wide science and wellness focus strand.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide professional development to support the full implementation of the state approved EL curriculum and support CCSS for ELA. Including: SIOP, Common Core Standards, Technology for Promethean Board, OARS, iPad, Step Up Writing, and, SIPPs Academic, PALS, Pasaportes,	Principal Academic Coach District EL TOSA Rose Ave Math Expert Team Teachers	August 2016-June 2017	Certificated Support	None Specified		
B. Provide training and support for Subscriptions and Apps to support student instruction in RazKids, MyOn, Waterford, Moby Max and Success Maker.	Principal Academic Coach (TOSA) School Technology Technician	August 2016-June 2017	Certificated and Classified Support	None Specified		
C. Teachers and support staff to attend professional development and conferences: PEAK, CAG, CABE, Indigenous Conference, Science, CUE.			Substitutes for Conferences	1000-1999: Certificated Personnel Salaries	Title I	10000.00
			Conference Cost	5000-5999: Services And Other Operating Expenditures	Title III	10634.00

Strategy #6

STRATEGY:

Community Support and Involvement: The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Conduct Title I quarterly meetings to discuss and implement Parent compact and Parent involvement Policy, Hold Coffee with the principal parent meetings	Principal	September 2016-June 2017	Not Applicable			
B. Provide students (2-5 grade) with academic agendas for the 2016-2017 school year to support Home-School communication.	2-5 Teachers,Principal	August 2016-June 2017	Reefer to Goal 1, Strategy 1D			
C. Provide Triple P and Parent Project classes, Loving Solutions, for parents of at-risk students a series of workshops.	ORC, Playground supervisors	August 2016-June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	2,350.00
			playground Aides and Babysitting	2000-2999: Classified Personnel Salaries	Discretionary	3200.00
			% Classified Benefits	3000-3999: Employee Benefits	LCFF - Discretionary	1080.00
D. Monthly parent meetings: ELAC, SSC, PTA	Principal, ELAC Officers, SSC officers	September 2016-June 2017	Not Applicable			
E. Monthly communication through ConnectEd, Facebook, Twitter, sent out to parents with Educational topics, safety, and	Principal	September 2016-June 2017	Not Applicable	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
school procedures.						
F. Parent Compact will be developed/revised at parent meetings	Principal Leadership Team, SSC, ELAC, Parents. ORC	August 2016-June 2017	Not Applicable	None Specified		
G. Parent/Teacher conferences will be held to inform families of student progress and as necessary throughout the school year.	Teachers K-5 Classified staff Principal	November 2016, February 2017	Verbal Translation Extra Help	2000-2999: Classified Personnel Salaries	Title I	600.00

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
A. Teacher Liaison to work with the After school Program and school site.	Principal ASES Administration Teacher Liaison	August 2016-June 2017	Certificated Liaison Support for ASP	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	3,640.00
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.	Principal, ASES Administration Teacher Liaison ASP Site Director	September 2016-May 2017	Not Applicable	None Specified	ASES	
C. Provide homework support and tutoring focusing on fluency and math facts via the Oxnard Scholars After School Program	ASP staff, Teacher Liaison	August 2016-June 2017	Not Applicable	None Specified	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:

Math: Students should be at grade level, maintain 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 students, Special Education Students, SED, Hispanic and Foster and Homeless Youth.

Data Used to Form this Goal:

- My Math Chapter Assesemnt (all grades)
- Excel Math Program
- Timed math fact test
- STAR 360

Findings from the Analysis of this Data:

- Kindergarten: 80% or higher of the students will attain proficiency in the Math End of Year Benchmark.
- 1st grade: 80% or higher of students will attain proficiency in the benchmark for End of Year Math benchmark.

- 2nd-5th 80% or higher will obtain proficiency on the STAR 360 Math
- 2nd grade - Of the students tested for the 2015-2016 school year in Math, 22.1% attained proficiency.
- 3rd grade - Of the students tested for the 2015-2016 school year in Math, 16.7% attained proficiency.
- 4th grade - Of the students tested for the 2015-2016 school year in Math, 17.1% attained proficiency.
- 5th grade - No data available on the students tested for the 2015-2016 school year in Math.

The percentage of students attaining At or Above benchmark in the CAASPP at the end of the 15-16 year:

- 3rd grade - Of the students tested for the 2015-2016 school year in Math, 19.8% met benchmark.
- 4th grade - Of the students tested for the 2015-2016 school year in Math, 4.5% met benchmark.
- 5th grade - Of the students tested for the 2015-2016 school year in Math, 4.1% met benchmark.

The percentage of students attaining benchmark in the Interim Formative Assessments at the end of the 15-16 school year:

- 3rd grade - Of the students tested for the 2015-2016 school year in Math CCSS Interim Formative Assessments 0% met benchmark
- 4th grade - Of the students tested for the 2015-2016 school year in Math CCSS Interim Formative Assessments 0% met the benchmark
- 5th grade - Of the students tested for the 2015-2016 school year in Math CCSS Interim Formative Assessments 4.7% met the benchmark

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in grade levels monthly and after assessment periods-Monthly Progress Monitoring
 - MTSS
 - SMART Goals
 - STAR 360 Math
 - My Math Chapter Assessment Tests
- 2nd-5th Success Maker
- 2nd-5th Excel Math

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of Common Core My Math Curriculum:

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Implement Math Universal Access Teaming and interventions for students to receive small group math re-teach. <ul style="list-style-type: none"> Teaming in Math 2nd -5th students based on students' needs daily. 	ISP Coach Principal Extra Support Teachers Teachers	September 2016-June 2017	Certificated Salary	None Specified		
B. Identify and provide small group Math Intervention for Homeless, Foster Youth and EL and SED students via ISPs.	Principal Teachers	September 2016-June 2017	Refer to goal #1 Strategy E and F			
C. Purchase subscriptions and Apps for devices to enhance the educational opportunities for students	Principal School Site Technology Tech	August 2016-June 2017	Refer to Goal #1 strategy 2A			
D. Second-Fifth Grade My Math and Excel Math Homework Program will be used	Principal Teachers After school Program	August 2016-June 2017	Supplemental Materials Refer to Goal 1, strategy 1D			
E. Provide Kinder-Fifth Grade District Adopted My Math Program Support via Math Expert Team	Principal Teachers Math Expert Group After School Program	August 2016-June 2017	Certificated Salary	None Specified		
F. Extra Support Teacher will provide support to all teachers in 2nd-5th in the implementation of Science, Language Arts and Math.	Coach, Teachers, Principal	August 2016 through June 2017	Certificated support	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2016 through June 2017- Hire 1 substitute per day	Refer Goal #1 Strategy 2N			
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 2016 through June 2017-Hire 1 substitute per day	Refer Goal 1 Strategy 2O			
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 2016 through June 2017 - Hire 2 substitutes per day, one for Sped teacher and one for Gen Ed. teacher	Refer to Goal 1, Strategy 2P			
J. Special Ed Team members will meet every fourth Wednesday of the month to determine the dates for IEPs, concerns about students and specific needs of Gen Ed teachers in supporting students in reading.	Special Ed. Teachers, Psych, Speech Thearapist, Principal	August 2016 through June 2017	Refer to Goal 1, Strategy 2Q			
K. Identify students, including Foster Youth, Homeless and EL and offer tutoring sessions before/after school	Teacher Tutors, Coach, Principal	October 2016-May 2017	Refer to Goal 1, Strategy 2A			
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 2016 through June 2017	Centralized Services	None Specified	District Funded	

Strategy #2

STRATEGY:

Rose Avenue will provide opportunity and equal access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. ISP- Kindergarten-3rd grade and EST 2nd-5th grade will provide Push-In and Pull out programs support intervention in math.	TK-5th Grade Teachers ISP's Coach Principal	October 2016-May 2017	Refer to Goal 1, Strategy 1E and 1F			
B. District Migrant Education: Saturday, Spring and Summer School to provide interventions for migrant students	Principal, ORC, Migrant Teachers	September 2016-July 2017	Centralized Services	None Specified	District Funded	
Excel for grades 2-5 will be used to support math program and homework extra support.	Principal, teachers	Sept 2016- June 2017	Refer to Goal 1, strategy 2D			
D. Follow MTSS to monitor student success and provide appropriate interventions.	Principal, Academic Coach Teachers	August 2016-June 2017	Not Applicable	None Specified		
E. Provide technology support as a tool for teachers to deliver Core Curriculum	Principal, Computer Technician, Academic Coach	September 2016-June 2017	Not Applicable	None Specified		
F. After school math tutoring for at-risk students (K-5) will be offered	Principal, Teachers	September 2016-June 2017	See Goal 1, Strategy 2D			
G. Conduct COST and SST meetings to address the needs of At-risk students	Principal, Parents, Academic Coach, teachers, ORC	September 2016-June 2017	Substitutes	None Specified	District Funded	
H. Provide Summer School Program targeted Intervention for students in ELA and Math, ELD.	Principal Teachers	July 2016	Refer to Goal 1, Strategy 1K			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Counselor Classified Personnel					

Strategy #3

STRATEGY:
Rose Avenue will provide access and opportunity for all in-coming kindergarten transition students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide parent workshops 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 2017	Refer to Goal 1, Strategy Strategy 3A			
B. Provide TK/K workshops and necessary support materials to parents of incoming TK/K students.	K/TK Teachers Principal, ORC	March 2016-June 2017	Refer to Goal 1, Strategy 3B			
C. Arrange for collaboration and articulation meetings between preschool teachers and TK/K teachers.	Principal, Teachers	August 2016-June 2017	Refer Goal 1, Strategy 3C			

Strategy #4

STRATEGY:
Rose Avenue will provide opportunity for 5th grade to 6th grade transition to feeder school

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hold vertical meetings between 5th grade team and 6th grade teachers to collaborate with intermediate feeder school.	5/6th Grade Teachers, Principal	August 2016-June 2017	Refer Goal 1, Strategy 4A			
B. 5th grade visit to middle school feeder schools. Presentation at Rose for 5th grade students by intermediate feeder schools	Principal, Administrative staff form feeder middle schools	March 2017-June 2017	Not Applicable	None Specified		
C. Transitions meetings will be held for Special Education Students in grade 5 who will enter Middle schools.	RSP Teacher, Special Education Teachers	April 2017-June 2017	Not Applicable	None Specified		

Strategy #5

STRATEGY:
Rose Avenue will provide professional development for Certificated Personnel

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. My Math grade level specific Professional Development.	Teachers Principal Math Expert Team Staff Memebrs OSD	August 2016-June 2017	Certificated Salary	1000-1999: Certificated Personnel Salaries	District Funded	
B. Provide Professional Development in technology, Common Core, use of data reports for analysis.	Principal Academic Coach	September 2016 -June 2017	Certificated Salary	None Specified	District Funded	
C. Teachers and support staff to attend Math Conferences, My Math and Common Core professional development training opportunities.	Principal Teachers Academic Coach (TOSA)		Refer to Goal 1, Strategy 5C			

Strategy #6

STRATEGY:
Rose Avenue will support and provide parent involvement opportunities.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hold Title I/Coffee with the Principal meetings in which parents learn how they can assist their child at home in Language Arts, Math. Learn about school goals, discuss and implement Parent Compact, and Parent Involvement Policy	Principal	September 2016-June 2017	Not Applicable	None Specified		
B. Provide Triple P, Parent Project, and Loving Solution classes for parents of At-risk students	ORC Other classified	September 2016-June 2017	Refer to Goal 1, Strategy 6B			
C. Hold monthly meetings: ELAC, SSC, and PTA	Principal Teachers Classified Staff	August 2016-June 2017	Refer to Goal 1, Strategy 6D			
D. Keep parents and all stakeholders informed of school functions and related activities via ConnectEd, School Website, Facebook and Twitter.	Principal Teachers Counselor School Technology Technician	August 2016-2017	Centralized Services	None Specified	District Funded	
D. Hold Parent/Teacher Conferences in the fall and spring	TK-5 Teachers	November 2016, February 2017	Centralized Services	None Specified	District Funded	
E. Invite parents to Awards Assemblies at the end of each trimester and Celebration of learning Awards Assemblies	Principal, Academic Coach , PTA, Parents	September 2016 through June 2017	Centralized Services	None Specified		
F. Encourage parents to attend	Teachers, ORC, Counselor, RSP,	August 2016 through June	Not Applicable	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SST/IEP Meetings.	Psychologist, Principal	2017				
G. Conduct an Annual Survey to help identify parent needs to support their children	Principal, Office staff	January 2017	Centralized Services	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
A. Teacher Liaison to work with the After School Program and school site, Meet monthly with ASES Administrator and other Liaisons. Meets with and communicates with school staff as needed.	Principal ASES Administrator Teacher Liaison Oxnard City Staff ASP coordinator	September 2016-May 2017	Centralized Services	None Specified	District Funded	
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.	Principal ASES Administrator Teacher Liaison Oxnard City Staff ASP Coordinator	September 2016-May 2017	Centralized Services	None Specified	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: 62.0% of all English Learners will advance one level on the CELDT
- B. AMAO #2: 25.5% of students that have been in U.S. schools less than 5 years and should reach proficiency and 52.8% who have been receiving instruction in the US for 5 or more years should receive proficiency in English.
- 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 2017 school year establishing a baseline.

Data Used to Form this Goal:

- CAASPP
- CELDT
- Individual Performance Test (IPT)
- ELRT 3-5
- Unit assessments

Findings from the Analysis of this Data:

AMAO Data

AMAO1: 46.4% of all English Learners advanced one level on the CELDT.

AMAO2: 13.7% students that have been in U.S. schools less than 5 years reached proficiency on common core assessments.

CELDT Data

- Overall, 14.2% of English Learners attained Early Advanced or Advanced on the CELDT at the end of the 2015-16 school year.
- In kindergarten, 0.0% of English Learners attained Early Advanced or Advanced on the CELDT at the end of the 2015-16 school year.
- In first grade, 14.4% of English Learners attained Early Advanced or Advanced on the CELDT at the end of the 2015-16 school year.
- In second grade 8.7% of English Learners attained Early Advanced or Advanced on the CELDT at the end of the 2015-16 school year.
- In third grade 17.2% of English Learners attained Early Advanced or Advanced on the CELDT at the end of the 2015-16 school year.
- In fourth grade 24.4% of English Learners attained Early Advanced or Advanced on the CELDT at the end of the 2015-16 school year.
- In fifth grade 39.3% of English Learners attained Early Advanced or Advanced on the CELDT at the end of the 2015-16 school year.

How the School will Evaluate the Progress of this Goal:

- Teachers will meet in monthly grade level meetings and after assessment periods
- Multi-tiered System of Supports (MTSS)
- Progress Monitoring Meetings with Principal
- SMART Goals
- IPT

Strategy #1

STRATEGY:
TEACHING AND LEARNING: Full Implementation of Common Core ELD Curriculums

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Implement the District Master Plan for English Language Learners	ELD Team Teachers Academic Coach Principal District EL TOSA	August 2016-June 2017	Observation and collaboration	None Specified	District Funded	
B. Academic Coach to support the English Language Learners via SIOP Implementation support.	Principal Academic Coach	August 2016-June 2017	Certificated Support	None Specified	District Funded	
C. EL- ISP Strategically providing English Language development intervention and instructing EL students.	Principal Academic Coach (TOSA)	October 2016-June 2017	Refer to Goal #1 Strategy 1E and 1F			
D. Hold Quaterly ELRT meetings to decrease LTEL/Complete ELRT/Implement Interventions.	Principal ELRT Team	August 2016-June 2017	ELRT Meetings	None Specified		
E. Subscriptions and Apps for devices to enhance student learning.	Principal Computer Technician Academic Coan	August 2016-June 2017	refer to goal #1 Strategy 2A			
F. Continue to refine implementation of ELD state standards through the implementation of Wonders Embedded ELD and ensure instruction at each grade level through monitoring and classroom observations.	Principal Academic Coach Teachers	August 2016-June 2017	Not Applicable	None Specified	District Funded	
G. Implement SIOP for ELLs and Grade level teaming to differentiate instruction by	Teachers Academic Coach	August 2016-June 2017	Certificated Salaries	None Specified	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
student needs for a minimum of 45 minutes for Designated ELD daily.						

Strategy #2

STRATEGY:
OPPORTUNITY AND EQUAL EDUCATIONAL INTERVENTIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Intervention Language Arts and ELD (grades K-5) ISPs work with small focus group K-1 and 2nd and 3rd grade. EST's provide interventions for 2nd-5th students daily and monitor progress every 6-8 weeks.	Principal Academic Coach	September 2016-June 2017	Refer to goal #1 Strategy 2			
B. 1st-5th grade ELD teaming for 45 minutes daily.T/K and Kinder will do 30 minutes of daily teaming for ELD.	Teachers Principal	September 2016-June 2017	Not Applicable	1000-1999: Certificated Personnel Salaries	District Funded	
C. Migrant education tutoring for migrant ELL's	Principal teachers	September 2016-June 2017	Migrant aprogram	None Specified	District Funded	
D. Provide Summer School Program targeted Intervention for students in ELA and Math, ELD.	Principal Teachers counselor Classified personnel	July 2016	Refer to goal 1, Strategy 1K			

Strategy #3

STRATEGY:
IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Migrant –School Readiness Program (MESRP) Increase Educational Opportunities and Field Trips	Principal	July 2016-June 2017	N/A	None Specified	District Funded	
B. Provide TK/K workshops for parents and provide necessary materials to parents of incoming students	Principal	August 2016-June 2017	Refer to goal #1, Strategy 3A and 3B			

Strategy #4

STRATEGY:
Rose Avenue will monitor the 5TH to 6TH GRADE TRANSITION

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. ELRT (English Learner Review Team) Progress Monitor ELD students from 5th to 6th so they are identified prior to Intermediate School Entrance	Principal	September 2016-June 2017	Not Applicable	None Specified		
B 5th to 6th grade informational assemblies and field trip to Intermediate feeder schools.	Principal Administrative staff from Intermediate Feeder schools	March 2017-June 2017	Not Applicable	None Specified		
C. Vertical team meetings between 5th grade teachers and 6th grade teachers form the Intermediate feeder schools.	Principal Teachers	March 2017 -June 2017	Not Applicable	None Specified		

Strategy #5

STRATEGY:
Rose Avenue will provide professional development for Certificated Personnel.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. All teachers will receive Wonders and SIOP training to support ELL students.	District EL TOSA Principal Instructional Coach	August 2016-June 2017	Certificated Support	None Specified	District Funded	
B. MyOn and Waterford, Success Maker to support ELL students.	Principal Academic Coach	September 2016-June 2017	Certificated Support	None Specified		
C. ELD TOSA to work with teachers and Coach to improve instruction in ELD and implementation of SIOP model and provide assistance in grade level teaming.	Principal Academic Coach	September 2016-June 2017	Certificated Support	None Specified	District Funded	
D. Attend local CABE and State CABE conference for professional development opportunities.	Principal Teachers Academic Coach Support Staff	September 2016-June 2017	Refer to Goal #1, Strategy 2A and 2C			

Strategy #6

STRATEGY:
 Community Support and 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
A. Hold Title I quarterly meetings for ELL parents to revise and distribute parent policy and parent compact	Principal	August 2016-June 2017	Not Applicable	None Specified		
B. Inform parents at ELAC meetings the needed growth in ELD as measured by CELDT and IPT assessments, EL Master Plan, Reclassification and EL related information.	Principal	October 2016-June 2017	Centralized Services	None Specified		
C. Staff to provide translation support for parents of ELL students during conferences and other meetings.	Principal Teachers and other staff	September 2016-June 2017	Refer to Goal 1, Strategy 6G			

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
A. Teacher Liaison to support the ASES staff with ELL students during the after school program	Principal ASES Administrator	August 2016-June 2017	Certificated Liaison Support for ASP	1000-1999: Certificated Personnel Salaries	ASES	
B. ASES administrator to meet monthly with site principal to evaluate programs and work on correlating the after school program.	Principal ASES Administrator	August 2016 -June 2017	Not Applicable	None Specified	ASES	
C. Provide homework and tutoring support via Oxnard Scholars After School Program for EL attending the ASP Program.	ASP Staff, Teacher Liaison	August 2016-June 2017	Not Applicable	None Specified	ASES	

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Safety

LEA GOALS:

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

SCHOOL GOAL #4:

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, foster youth, homeless youth and Hispanic. Implement the Olweus anti-bullying program school wide to help reduce tardies, absences, discipline referrals, suspensions and expulsions, while increasing attendance. In addition to that program, the CHAMPS program will be implemented to improve school-wide behavior. The comprehensive school safety plan will also be implemented to establish a sound environment where dangers and distractions are eliminated and students can successful in academics.

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
- Daily cafeteria monitoring

Findings from the Analysis of this Data:

- Increased 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 classroom to learn.
 - Parent concerns about students' well being and safety
 - Continued implementation of CHAMPS and Olweus.
 - continue student self-control from lessons implementation in the classroom on Olweus and CHAMPS
- Staffing changes require review of Safety Plan

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
- Meeting with CHAMPS committee

Strategy #1

STRATEGY:
PROVIDING A SUPPORTIVE ENVIRONMENT WITH FULL IMPLEMENTATION of CCSS AND SCHOOL WIDE INSTRUCTIONAL PROGRAM.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide support for parents, staff and students in areas of attendance, social skills, and resiliency through meetings, notes, connect ed.	Principal Counselor	August 2016-June 2017	Counseling, SARB meetings, parent conferences	None Specified		
B. Create and schedule enrichment Activities (field trips)	Principal Teachers Academic Coach	September 2016 -June 2017	Refer to Goal 1, Strategy2L			
C. Implement and provide academic Incentives for all students	Principal	September 2016-June 2017	Refer to Goal 1, Strategy 1C			
D. Implement and provide attendance Incentives: <ul style="list-style-type: none"> • School wide attendance program. • Parent mediation meetings. • Attendance Club. • A2A program (Attention to attendance) 	Principal	September 2016 -June 2017	Refer to Goal 1, Strategy 1C			
E. Implementation of the Olweus anti-bullying program (bully prevention/positive student behavior)	Principal Olweus Committee Teachers Counselor	September 2016-June 2017	Centralized Services	None Specified		
F. Hold Positive behavior assemblies tied into academic reading program, CHAMPS and	Principal	September 2016-June 2017	Not Applicable	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Olweus						
G. Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)	Principal	September 2016-June 2017	Centralized Services	None Specified	District Funded	
H. Playground Aides-contract Positions to provide school safety supervision, before school, during recesses, lunch and during school dismissal during school.	Playground Aides	August 2016-June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	114073.00
			Classified Benefits (%)	3000-3999: Employee Benefits	Discretionary	29111.00
			Classified Benefit (%)	3000-3999: Employee Benefits	Title I	865.00
			Classified Benefit (%)	3000-3999: Employee Benefits	LCFF - Targeted	1663.00
I. Ensure Confidentiality of documents and information.	Principal Teachers School Counselor Office Personnel	August 2016-June 2017	Contract for Shredding Services(United Document Storage)	5000-5999: Services And Other Operating Expenditures	Discretionary	500.00

Strategy #2

STRATEGY:
THE SCHOOL WILL ENSURE EDUCATIONAL ACCESS, INTERVENTIONS, AND ENRICHMENT FOR ALL STUDENTS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Outreach Consultant and Counselor will work with students, parents, and staff who need additional support and provide resources	Principal Counselor	August 2016-June 2017	Social emotional support	None Specified		
B. Establish and implement Comprehensive Safe School Plan <ul style="list-style-type: none"> • Monthly fire drill • Bi-monthly Priority 1/2 drills • Quarterly earthquake drills • Annual evacuation drill • Professional development for first aid and safety. 	Principal Safety Committee Student Council District Nurse	August 2016-June 2017	Not Applicable	None Specified	District Funded	
C. Hold regular Student Study Team and Coordination of Service team meetings to support at-risk students	Principal Teachers	September 2016-June 2017	Refer to Goal 1, Strategy 2J and 2O			
D. Provide Social Emotional support for students and parents through groups and meetings.	Counselor	August 2016-June 2017	Centralized Services	1000-1999: Certificated Personnel Salaries	District Funded	
E. Provide a music program for students via in class instruction.	Principal Teachers Students Academic Coach	September 2016-June 2017	Music Teacher	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	5797.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Music Teacher					
F. Provide enrichment assemblies for students expectations and academic incentives.	Principal Counselor Professional Consulting Services	September 2016-June 2017	Refer to Goal 4, Strategy 2E			

Strategy #3

STRATEGY:
SUPPORT IN-COMING KINDERGARTEN TRANSITIONS

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Pre-school and TK is included in Olweus anti-bullying program, CHAMPS and all safety drills.	Principal Student Council Olweus committee	August 2016-June 2017	Not Applicable	None Specified		
B. Provide workshops for Incoming Kindergarten and TK parents to familiarize them with school and classroom student expectations.	Principial Kindergarten/TK Teachers School Counselor	April 2017-June 2017	Not Applicable	None Specified		

Strategy #4

STRATEGY:
The school will implement a transitional plan for 5th to 6th grade transition.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide time for 5th grade team and 6th grade teachers to collaborate <ul style="list-style-type: none"> Reciprocal Visits 	Principal 5th grade teachers	April 2016-June 2017	Not Applicable	None Specified		
B. 5th grade students visit to Middle School Campuses and Middle School assemblies at Rose Ave.	Principal 5th grade Teacher 6th grade teacher Academic Coach Middle Schools	April 2017-June 2017	Not Applicable	None Specified		

Strategy #5

STRATEGY:
Rose Avenue will provide professional development for all certificated and classified staff

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Review, discuss and implement the Olweus anti-bullying program requirements to be implemented school wide.	Principal Olweus committee	August 2016-June 2017	Not Applicable	None Specified		
B. Review, discuss and implement the Generation Ready program requirements to be implemented.	Principal	August 2016-June 2017	Not Applicable	None Specified		
C. All staff certificated and classified to be trained on CHAMPS, further review, discussion and implementation of CHAMPS will be conducted by CHAMPS Committee.	Principal CHAMPS Committee Teachers Support Staff Counselor	August 2016-June 2017	Not Applicable	None Specified	District Funded	
D. All office staff and Playground campus supervisors will receive training on CHAMPS,	Principal Outreach Consultant Counselor	September 2016-June 2017	Professional Development Training	2000-2999: Classified Personnel Salaries	District Funded	
E. Campus supervisor will be trained and On the Playground Program Safety Program.	School Counselor Outreach Consultant	September 2016-December 2016	Professional Development Training	2000-2999: Classified Personnel Salaries	District Funded	

Strategy #6

STRATEGY:
Rose Avenue will support and provide parent involvement opportunities

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Use the Outreach Specialist to coordinate parenting classes and workshops (Triple P and Parent Project)	Principal	August 2016-June 2017	Refer to Goal 1, Strategy 6A			
B. Identify and involve parents to participate on ELAC meetings	Principal ELAC committee	September 2016-June 2017	Not Applicable	None Specified		
C. Identify and involve parents to participate on SSC	Principal SSC Committee	September 2016-June 2017	Not Applicable	None Specified		
D. Identify and involve parents to participate in PTA	Principal PTA Committee/Officers Teachers	September 2016-June 2017	Not Applicable	None Specified		

Strategy #7

STRATEGY:
AFTER SCHOOL PROGRAM: Rose Avenue will support the district's implementation of the ASES Program

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Designate a Teacher Liaison to coordinate the After School Program with principal and staff. <ul style="list-style-type: none"> Attend monthly coordination meetings at District and on site. 	Principal District ASES Administrator	September 2016-June 2017	Refer to Goal #1, Strategy 7A			
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.	Principal District ASES Administrator Teacher Liaison ASP Site Director	September 2016-June 2017	Refer to goal 1, Strategy 7B			
C. Discuss and implement CHAMPS in the After school Program.	Principal Teacher Liason After School Coordinator	September 2016-June 2017	Centralized Services	None Specified	ASES	

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Science and Wellness Strand Focus

LEA GOALS:

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

SCHOOL GOAL #5:

Science and Wellness. For the 2016-2017 school year, the school site will incorporate integrated science units which will improve student achievement school wide and anti-bully assignments that correlate with Olweus and Champs programs.

Data Used to Form this Goal:

Integrated Science Units
Science Field Trips
Discipline Referrals
Suspension Rate
Olweus Anti-Bullying Program
Champs Classroom Management Program
Recycling and Zero Waste Program
Monarch butterfly garden
Harvest of the month TK-5
Annual Science and Wellness Carnival
Science Lab Foss NG Science Units

Findings from the Analysis of this Data:

School wide achievement progress in all areas has occurred.

Teachers implemented first integrated science unit in grade TK through 5th grade.

All students participated on a least one science field trip related to the integrated science units as part of the culminating activity.

CHAMPS implementation year one, all teachers and school staff attended training for champs, all teachers implemented CHAMPS classroom management in the classrooms.

Rose Avenue teachers continues to implement weekly Olweus Anti-Bullying lessons as evident per teacher lessons plans

Rose Avenue continues to implement the Recycling and Zero Waste Program in the school cafeteria.

Extra Support Teachers stated implementing the Foss NG Science Units in the science lab this school year.

How the School will Evaluate the Progress of this Goal:

Weekly, monthly, quarterly and annual progress monitoring and evaluation.

Strategy #1

STRATEGY:
Implement integrated science unit #1

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Monitor and Report-out units taught and present culminating activity data results.	Principal Leadership Team Teachers	Every Trimester	Not Applicable	None Specified		
B .Plan and begin implementation of second integrated science unit in the classrooms/Science Lab.	Principal Academic Coach (TOSA) Teachers	second School trimester December 2016-March 2017	Not Applicable	None Specified		

Strategy #2

STRATEGY:
Science Strand- Support and expand Science standards and curriculum

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Create, publish and update School Brochure which highlights annual Science field trips per grade level based on Science units implemented by grade level to make it available to stakeholders.	Principal All Rose Ave. Stakeholders Leadership Team Teachers	Annually	Resources	4000-4999: Books And Supplies	Discretionary	500.00
B. Conduct at least one annual field trip related to the science strand focus per grade level.	Principal Leadership Team Teachers	September 2016-June 2017	Refer to Goal 1, Strategy 2L			
B. Two Monarch butterfly gardens have been planted for students and teachers to further study and provide hands on learning.	Principal Teachers Students	August 2016-June 2017	Maintainance	4000-4999: Books And Supplies	Discretionary	500.00
C. School Wide Harvest of the month implementation with local farmers for all grades TK-5th grade.	Principal Teachers Students Community	August 2016-June 2017	Harvest of month	None Specified	District Funded	
D. School-wide Recycling Zero Waste Program continues to be implemented.	Principal Teachers Students	August 2016-June 2017	Not Applicable	None Specified		
C. Science and Wellness Carnival for students, parents and school community will be held.	Principal Teachers Students Stakeholders	May 2017	Not Applicable	None Specified		

Strategy #3

STRATEGY:
Lower the amount of Discipline Referrals

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Weekly School-wide Olweus Anti-Bully Lessons will be taught in all classrooms.	Principal Teachers Classified Staff	August 2016-June 2017	Not Applicable	None Specified		
B. Model Olweus principles school wide	All Rose Ave. Stakeholders	Daily August 2016-June 2017	Not Applicable	None Specified		
C. Implement CHAMPS program	All Rose Ave. Stakeholders	Daily	Not Applicable	None Specified		
D. Hold Assemblies, Marches, make a School Anti-bullying Video and Bully Stopper Program as part of the Olweus Anti-Bullying Program.	Principal Outreach Specialist Teachers and Staff Members Academic Coach School Counselor	August 2016-June 2017	Not Applicable	None Specified		

Strategy #4

STRATEGY:
The school will implement a transitional plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Integrate CHAMPS program	All Rose Ave. Stakeholders	Daily	Not Applicable	None Specified		
B. Integrate Olweus Anti-Bully program	All Rose Ave. Stakeholders	Weekly	Not Applicable	None Specified		
C. Bridging the 5th to 6th grade transition by coordinating a visit to the middle school campuses/Middle school assemblies.	Principal 5th grade Teachers 5th grade students Academic Coach Jr. High stakeholders	Annually by February 2017	Not Applicable	None Specified		

Strategy #5

STRATEGY:
Training and Support- The school will provide professional development to support the full implementation of the school wide science and wellness focus strand.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Daily separation of liquids and food waste in the cafeteria will be supported by all stakeholders at Rose Avenue.	Principal Teachers Custodians Students Counselor Support Staff	August 2016-June 2017	Not Applicable	None Specified		
B. Teach all students to participate in the Recycling and Zero Waste Program.	Principal Counselor Academic Coach Teachers	August 2016-June 2017	Not Applicable	None Specified		

Strategy #6

STRATEGY:
Rose Avenue will implement Harvest of the Month school-wide Transitional Kindergarten- 5th Grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Nutrition Specialist will visit a grade level classroom monthly, teach a lesson to introduce a farmer and a vegetable and/or fruit for the students to learn its history, local farmers production and taste the vegetable or fruit.	Child Nutrition Service Cafeteria Staff teachers Community Members	September 2016-June 2017	Harvest of the Month Produce	None Specified	District Funded	
B. All grade levels will implement the Harvest of the Month Lessons.	Child Nutrition Services Cafeteria Staff Teachers Community Members	September 2016-June 2017	Harvest of the Month Produce	None Specified	District Funded	

Strategy #7

STRATEGY:
Rose avneue will hold its Annual Science and Wellness Carnival

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Rose Avenue will hold an annual Science and Wellness Carnival which includes outside agencies, food booths and community partners.	Principal Teachers Students Community Stakeholders	May 2017	Not Applicable	None Specified		
B. 2nd to 5th Grade- Attend science lab for science lessons and labs.	Principal Teachers Students	September 2016-June 2017	Not Applicable	None Specified		
B. Science Lab- Students in will participate in the carnival by displaying their science experiment culminating results for the for parents and the community to view during the Carnival.	Principal Teachers Students	September 2016- June 2017	Not Applicable	None Specified		

Centralized Services for Planned Improvements in Student Performance

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance
SCHOOL GOAL #1:
<p>Goal 1: Language Arts</p> <ol style="list-style-type: none"> 1. All students will reach high standards, at a minimum attaining proficiency or better in reading by 2016-2017. 2. All limited-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. All students will be educated in learning environments that are safe, drug free, and conducive to learning. 4. The Percent of students scoring below proficiency on the previous year's CAASPP will be reduced by 10% as these students will move toward Met the Standard or Exceeded Standard.

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA) Library	August 2016-June 2017	Coach	1000-1999: Certificated Personnel Salaries	District Funded	125742.00
Library Technician	August 2016-June 2017	Library	2000-2999: Classified Personnel Salaries	District Funded	22240.00
Computer Lab Tech	August 2016-June 2017	Site Lab Tech	2000-2999: Classified Personnel Salaries	District Funded	62827.00
Maintenance Agreement for Copy Machine(s)	August 2016-June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	8100.00
School Counselor	August 2016-June 2017	Counselor	1000-1999: Certificated Personnel Salaries	District Funded	105968.00
Professional Development for L.A.	August 2016-June 2017	Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Outreach Specialist	August 2016-June 2017	Outreach	2000-2999: Classified Personnel Salaries	District Funded	49198.00
Professional Development for ELD	July 1 2016-June 2017	Prof Development	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Migrant Education	July 1, 2016-June 2017	Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
EL Testing	July 1, 2016-June 2017	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
2000-2999: Classified Personnel Salaries	Discretionary	117,273.00
3000-3999: Employee Benefits	Discretionary	29,111.00
4000-4999: Books And Supplies	Discretionary	66,337.00
5000-5999: Services And Other Operating	Discretionary	3,400.00
6000-6999: Capital Outlay	Discretionary	3,462.00
1000-1999: Certificated Personnel Salaries	District Funded	125,742.00
1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	990.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	4,350.00
3000-3999: Employee Benefits	LCFF - Discretionary	1,251.00
4000-4999: Books And Supplies	LCFF - Discretionary	9,347.00
6000-6999: Capital Outlay	LCFF - Discretionary	8,902.00
	LCFF - EL	21,595.50
1000-1999: Certificated Personnel Salaries	LCFF - EL	33,937.50
3000-3999: Employee Benefits	LCFF - EL	9,616.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	9,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	6,698.00
3000-3999: Employee Benefits	LCFF - Targeted	3,221.00
4000-4999: Books And Supplies	LCFF - Targeted	15,804.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	10,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	13,237.00
1000-1999: Certificated Personnel Salaries	Title I	40,529.50
2000-2999: Classified Personnel Salaries	Title I	7,552.00
3000-3999: Employee Benefits	Title I	6,855.00
4000-4999: Books And Supplies	Title I	17,902.50
	Title III	2,804.50
1000-1999: Certificated Personnel Salaries	Title III	12,804.50
3000-3999: Employee Benefits	Title III	2,703.00
4000-4999: Books And Supplies	Title III	1,000.00
5000-5999: Services And Other Operating	Title III	10,634.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	3,640.00
Discretionary	219,583.00
District Funded	125,742.00
LCFF - Discretionary	24,840.00
LCFF - EL	65,149.00
LCFF - Targeted	57,960.00
Title I	72,839.00
Title III	29,946.00

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. Increase student achievement in Language Arts, Mathematics, English Language Development and monitor implementation of CHAMPS and Olweus.

Identify the major expenditures supporting these priorities.

Certificated and Classified employees, ISP teachers, extra hours teacher tutoring before and/or after school, CHAMPS training, grade level collaboration planning and substitutes for collaboration.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Professional Development, Collaboration, and Teaming; ISP support for interventions and extra hours for before and after school tutoring

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 and support staff being trained on CHAMPS and full implementation of the program

What specific actions related to those strategies were eliminated or modified during the year?

Provide training for all classified in CHAMPS and On the Playground Program

Identify barriers to full or timely implementation of the strategies identified above.

difficulty to get identified students to before and after school academic support due to transportation.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Give opportunity for students who were invited for tutoring to attend the after school program and offer interventions 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 the student attendance at tutoring sessions and comparing CELDT test results for those students attended and who did not benefit from attending the 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 and MyON participation by student- those who met their reading and math goals for the year scored higher on the CAASPP and STAR 360 test. we will wait this year to see if the intervention and tutoring before CELDT testing administration was of a benefit to students who received this tutoring. ISP intervention impacted student learning. Teaming and collaboration, when students met their grade level goal they were exited and more students were added.

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 due to the availability of substitute teachers.

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.
All parent meetings did take place-ELAC, SSC, PTA, Title 1 parent meeting etc.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
All students in kindergarten and first grade will exit K and first at benchmark on First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation and nonsense word fluency.

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 of the before and after school tutoring where student who were being targeted did not complete the intervention as other siblings of students being targeted ,parent had to drop them off at school at the same time. This cause too many academic needs for one teacher to handle and not many teachers were willing to offer before and after school tutoring.

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,CHAMPS, conduct Universal Access school wide, teaming in grade 2-5 for ELA, Math, K-1 universal Access Teaming and implement STAR 360 school wide, review and monitor IPT as well as IFA's. More ISP teachers to provide intervention in ELA and Math could be more effective if they serve in a push in capacity rather than a pullout.

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
Pablo Ordaz	X				
Raquel Rodriguez			X		
Laura Ambriz		X			
Elizabeth Favila		X			
Susana Estrada				X	
Ignacio Zaragoza				X	
Benllocef Torres				X	
Mayra Rivera				X	
Numbers of members of each category:	1	2	1	4	

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

Parent Involvement Policy

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Leo Ramos

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 09/29/2016.

Attested:

Pablo Ordaz

Typed Name of School Principal

Pablo Ordaz

Signature of School Principal

10/12/16

Date

Susana Estrada

Typed Name of SSC Chairperson

Susana Estrada

Signature of SSC Chairperson

10/12/16

Date



Oxnard school district

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Rose Avenue Elementary School

The School of Science and Wellness

220 South Driskill Street, Oxnard CA 93030

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School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is 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.
- ✓ Rose Avenue 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 Avenue School will make the School Parental Involvement Policy available to the local community via public posting in the front lobby of the school.
- ✓ Rose Avenue School periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Rose Avenue School has adopted the school's school-parent compact as a component of its School Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Rose Avenue School convenes annual and regular meetings to inform parents of the following (babysitting, flexible meetings 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, Rose Avenue School conducts an open forum for parents and community members for further involve parents in the joint development and joint agreement of its School Parental Involvement Policy.

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Parents are provided with a description and explanation of the curriculum 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.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestion as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions. The principal distributes newsletters along with automated telephone calls to inform parents of upcoming events and activities. The principal maintains an open door policy to discuss any questions or concerns parents may have.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy. The compact was developed by teachers, parents and administrators. It describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- ✓ Parent Meetings.
- ✓ Annual Needs Assessment.



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Normas de Política Acerca de la Participación de los Padres en la Escuela

PROPOSITO DE LA DECLARACION:

La participación de los padres de familia y los miembros de la comunidad es un componente esencial en el desarrollo del alumnado. Se realizo 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 desarrollo el siguiente criterio de participación entre la escuela, los padres y la comunidad.

La participación de los padres de familia significa que los padres conllevan una comunicación regular, reciproca y significativa que implica temas del aprendizaje académico del alumno y otras actividades escolartes, 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 voluntarios, 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 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 estos 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 Avenue 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 Avenue verificara que las normas de la política acerca de la participación de los padres de familia en la escuela estén disponibles para la comunidad local (Explique como).
- ✓ La Escuela Rose Avenue periódicamente actualizara 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 Avenue 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 POLITICA ACERCA DE LA ESCUELA, LAS OPORTUNIDADES DE PARTICIPACION POR PARTE DE LOS PADRES Y LAS REUNIONES

La Escuela Rose Avenue convoca reuniones anuales y ordinarias con el fin de informarles a los padres de familia lo siguiente (Cuidado de niños, flexibilidad para atender diferentes temas en las reuniones):

- ✓ Explicarles a los padres de familia que la escuela de sus hijos participa en el programa Titulo I
- ✓ Explicarles a los padres de familia los requisitos del programa Titulo I,

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- ✓ Informarles a los padres de familia los derechos que estos tienen para participar en la educación formal de sus hijos (se proporciona copia de la participación general de los padres de familia en el distrito)
- ✓ Informarles 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 Avenue 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 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 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 salón y los recursos para padres.
- ✓ Se distribuye un folleto para cada nivel de grado escolar 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 estos presenten sus sugerencias y pueden participar, según sea apropiado, en la toma de decisiones relacionadas con la educación de sus hijos y se analiza el procedimiento a cualquiera de sus sugerencias presentadas a la mayor brevedad. A los padres de familia y a los miembros de la comunidad se les facilitaran respuestas a cualquiera de sus inquietudes y sugerencias a la brevedad posible. La directora distribuye un boletín cada dos meses con información telefónicas para informarles 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 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:

- ✓ Junta de Padres
- ✓ Accesorio Académicos

The Single Plan for Student Achievement

School: Sierra Linda Elementary School
CDS Code: 56725386055388
District: Oxnard School District
Principal: Carmen Serrano
Revision Date: October 12, 2016

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: Carmen Serrano
Position: Principal
Phone Number: (805) 385-1581
Address: 2201 Jasmine Avenue
Oxnard, CA 93036
E-mail Address: cserrano@oxnardsd.org

The District Governing Board approved this revision of the SPSA on November 02, 2016.

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School Vision and Mission

Sierra Linda Elementary School's Vision and Mission Statements

Sierra Linda Elementary's mission, vision, values, and goals include:

Vision:

Empowering All Children to Achieve Excellence

Mission:

"We encourage children to become creative, academically competent, responsible citizens within a safe and healthy environment where all individuals are nurtured and respected."

VALUES-

We can achieve our vision by on-going reflection and collaboration regarding best instructional practices, using data, prioritizing time and money, 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 by using technology as an integral part of instruction.

GOALS- How will we make our progress?

All instructional staff will:

- *provide daily instruction and/or intervention in reading and mathematics that is aligned to the state framework and district adoption.

- *review formative assessment data, chart student progress, and alter instruction to better meet the needs of students every theme in ELA and in mathematics.

- *receive classroom support for ELA and mathematics.

- *evaluate student interventions based on data and develop an intervention pyramid for the school and each grade level for the upcoming trimester based on proven results.

All students will

- *receive the daily requirements for reading and mathematics for 180 days.

- *receive intervention if needed to assess curriculum

- *all English learners will meet or exceed annual targets on the California English Language Development Test (CELDT).

All Parents will:

- *support school and district behavior, homework and dress-code policies.

- *ensure that their child completes homework and daily assignments.

- *attend Back to School Night, parent conferences and other school related activities to support their child's academic and social-emotional growth.

- *be available for communication regarding their 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 explicitly taught during designated ELD instructional time. These students are closely monitored during grade level meetings, student monitoring conferences and through the Multi-Tiered System of Supports (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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	123	109	122	107	122	107	99.2	98.2
Grade 4	104	132	103	130	103	128	99.0	98.5
Grade 5	98	109	95	108	95	108	96.9	99.1
All Grades	325	350	320	345	320	343	98.5	98.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2352.0	2358.4	3	1	12	17	21	34	63	49
Grade 4	2389.2	2401.5	5	5	11	18	21	16	63	61
Grade 5	2421.6	2439.1	2	5	14	19	23	24	61	53
All Grades	N/A	N/A	3	4	12	18	22	24	63	55

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	1	31	49	63	50
Grade 4	5	7	38	38	57	55
Grade 5	5	7	33	38	62	55
All Grades	5	5	34	41	61	53

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	4	39	39	57	57
Grade 4	5	4	41	46	54	50
Grade 5	4	6	33	44	63	51
All Grades	4	4	38	43	58	53

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	6	53	61	43	34
Grade 4	3	4	54	71	43	25
Grade 5	0	7	53	53	47	40
All Grades	2	6	53	62	44	32

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	8	43	48	51	44
Grade 4	7	5	41	48	52	47
Grade 5	6	13	51	52	43	35
All Grades	6	8	45	49	49	43

Conclusions based on this data:

1. We have two years of data to compare and identify specific areas of strength/weakness per grade level. The percentage of student in the "at or above" standard increased while the percentage of students in the "below" standard decreased between 14-15 and 15-16 school years.
2. Comprehension and Writing continue to be a primary focus based on this data. As a result, our Extra Support Teachers (EST) are providing explicit instructional support to students.
3. Teachers will 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 Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	123	109	123	108	123	106	100.0	99.1
Grade 4	104	132	103	129	103	127	99.0	97.7
Grade 5	98	109	95	108	95	108	96.9	99.1
All Grades	325	350	321	345	321	341	98.8	98.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2362.8	2356.8	2	0	14	10	24	33	60	57
Grade 4	2411.1	2400.8	1	1	11	13	42	24	47	62
Grade 5	2420.5	2413.8	2	1	4	2	21	25	73	72
All Grades	N/A	N/A	2	1	10	9	29	27	60	64

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	5	5	27	30	68	65	
Grade 4	3	2	31	17	66	80	
Grade 5	2	0	16	17	82	83	
All Grades	3	2	25	21	72	77	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	3	42	37	52	60
Grade 4	2	3	34	36	64	61
Grade 5	5	2	18	22	77	76
All Grades	4	3	32	32	63	65

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	1	39	49	54	50
Grade 4	2	6	39	34	59	61
Grade 5	1	2	32	33	67	65
All Grades	4	3	37	38	60	59

Conclusions based on this data:

1. We have two years of data to compare and identify specific areas of strength/weakness per grade level.
2. Based on this data, it seems that the grade level with the highest need is fifth grade. The area of highest need is "Concepts and Procedures" for all grade levels.
3. Staff, students and parents will continue to focus on mastery of basic math facts.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K							***	50	12		33	59	***	17	29
1		3	3	12	11	9	27	40	41	31	26	24	29	20	23
2	2			15	8	15	38	38	30	38	35	37	8	18	18
3	2	4		17	18	14	56	42	47	17	21	19	7	15	20
4	3		4	44	32	23	47	42	49	6	14	14		12	10
5	10	5	2	36	49	21	41	30	62	8	11	12	5	5	2
6				32			37			26			5		
Total	3	2	2	23	20	15	40	40	43	23	23	24	11	15	16

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. EL instruction will be a primary focus during professional development. Closely monitoring of our 3rd-5th graders that have been in our school system since kindergarten.
3. Intermediate level has the highest percentage of students. 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 to ensure students are picking up academic language.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	251	301	352
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	251	301	352
Number Met	138	151	175
Percent Met	55.0%	50.2%	49.7%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	248	54	326	45	395	56
Number Met	42	19	48	18	43	13
Percent Met	16.9%	35.2%	14.7%	40.0%	10.9%	23.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. Students did not meet any of the AMAO targets in 2015-2016, 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. Both portions of AMAO #2 are areas need and require 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		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. Sierra Linda's AMAO #1 was at the district's average. We will use the new ELD adopted materials to provide designated and integrated ELD for all our students.
2. Sierra Linda's AMAO #2, were both below the district average. We wil desegregate our data by the students that have been at Sierra Linda since kindergarten and provide MTSS to those students in need.
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:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #1:
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:
<ul style="list-style-type: none">• Essential Literacy Skills Benchmarks (Kindergarten and 1st grades)• Early Literacy Skills Assessments (Kindergarten and 1st grades)• STAR 360 Reading Assessments (Second thru Fifth grade)• Interim Formative Assessments (Kindergarten thru Fifth grade)
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: <ul style="list-style-type: none">• Kindergarten: 17%• 1st Grade: 23% STAR Reading Assessment: <ul style="list-style-type: none">• 2nd Grade: 29%

- 3rd Grade: 24%
- 4th Grade: 24%
- 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
- Multi-Tiered Support System (MTSS)
- Progress Monitoring

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure the full implementation of the state approved language arts curriculum and support the Common Core State Standards for language arts.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Instructional Coach will support teachers in implementing the adopted Language Arts curriculum.	Instructional Coach	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 Language Arts instructional decisions.	Teachers TK-5 Instructional Coach	August 2016-June 2017	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 Language Arts assessment results.	Teachers K-5 Principal Instructional Coach Teacher substitutes	August 2016-June 2017	Certificated Salaries for substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4000.00
			Substitute teachers	2000-2999: Classified Personnel Salaries	Discretionary	5000.00
Implementation of systematic instruction on writing process (K-5) based on writing standards.	Teachers TK-5 Instructional Coach	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Classified Salaries: Library Technician	2000-2999: Classified Personnel Salaries	District Funded	28,184.00
Materials and supplies will be purchased to support the core Language Arts instructional program.	All staff	August 2016-June 2017	Instructional Materials including but not limited to books, furniture, computer/iPad supplies (head-phones) and copies	4000-4999: Books And Supplies	Discretionary	36,332.00
				4000-4999: Books And Supplies	Title I	29,383.00
				4000-4999: Books And Supplies	Title III	9,273.00
				4000-4999: Books And Supplies	LCFF - Discretionary	3,182.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				4000-4999: Books And Supplies	LCFF - Targeted	9,390.00
				4000-4999: Books And Supplies	LCFF - EL	4,820.00
Teachers will have use of the laminator, Duplo copy machines and Xerox copy machines in order to make necessary copies of Language Arts instructional materials.	Teachers TK-5	August 2016-June 2017	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 2016-June 2017	Classified Salaries for extra help and overtime	2000-2999: Classified Personnel Salaries	Discretionary	9000.00
Implementation of Universal Access (K-5) targeted to all groups to reinforce Language Arts standards-based instruction. (4.9 hrs daily/4 days a week)	Teachers TK-5 Instructional Coach ISP Teachers Extra Support Teachers	August 2016-June 2017	Implementation of instruction. No funding needed.	None Specified		
Order subscriptions and applications for use with technology in the Language Arts program (VPP for App purchases);	Teachers TK-5 Technology Technician Principal	August 2016-June 2017	Technology Support	5800: Professional/Con sulting Services And Operating Expenditures	LCFF - Targeted	5,000.00
Teachers will have at least two grade level collaboration days to review ELA data and plan for the following trimester	Teachers TK-5 TOSA Support Staff Principal	August 2016-June 2017	Grade level collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	6000.00
			Substitutes	2000-2999: Classified Personnel Salaries	Discretionary	5000.00

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 Language Arts interventions for targeted services for all students including Foster, EL and Sp.Ed students in grades K-5. (4.9 hrs/day, 4 days/week)	ISP Teachers	October-June 2017	Certificated Salaries for 2 ISPs for ELA Support	1000-1999: Certificated Personnel Salaries	Title I	26,244.00
				1000-1999: Certificated Personnel Salaries	Title III	7,779.00
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	14,580.00
Implementation of Universal Access (K-5) targeted to all groups to reinforce Language Arts standards-based instruction.	Teachers K-5 Instructional Coach ISP Teachers	September 2016-June 2017	Implementation of instruction. No funding needed.	None Specified		
Intervention and enrichment Language Arts materials will be utilized during Universal Access.	Teachers TK-5 Instructional Coach ISP Teachers	September 2016-June 2017	Materials and Supplies - See Goal 1, Strategy 1 for budget indication			
Lexia Core 5 will be used to support and maintain ELA skills for Kindergarten and 1st grade students	Teachers TK-1 Site Technology Technician	September 2016-June 2017	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 2016-June 2017	Certificated Salaries - Extra Help for Teachers	1000-1999: Certificated Personnel Salaries	Discretionary	5,000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	5,000.00
				1000-1999: Certificated Personnel Salaries	LCFF - Discretionary	2,000.00
				1000-1999: Certificated Personnel Salaries	LCFF - EL	2,500.00
Student progress will be monitored using formative and summative assessments. Intervention strategies will be based on results.	Teachers K-5 Instructional Coach	September 2016-June 2017	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	September 2016-June 2017	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	September 2016-June 2017	Subscriptions and Applications to support instruction	4000-4999: Books And Supplies	Title I	5,000.00
Students will participate in field trips and enrichment activities to support Language Arts instruction.	Teachers TK-5	September 2016-June 2017	Transportation and admission costs for field trips at \$10/student	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	5,000.00
				5700-5799: Transfers Of Direct Costs	LCFF - Discretionary	4,000.00
Academic incentives will be provided to motivate and engage students in ELA growth.	Teachers TK-5 Instructional Coach Principal	September 2016-June 2017	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	1,500.00

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent workshop will be provided for families of in-coming Kindergarten students reading readiness, instruction, and kindergarten expectations.	Principal Instructional Coach Kindergarten Teachers	August 2016-June 2017	Parent Outreach - Teacher extra hours	2000-2999: Classified Personnel Salaries	Discretionary	500.00
				1000-1999: Certificated Personnel Salaries	LCFF - Targeted	500.00
Collaboration between site Kindergarten Teachers and site Pre-school Teachers regarding reading readiness, instruction, and kindergarten expectations.	PreSchool Teachers Kindergarten Teachers	August 2016-June 2017	Articulation of instruction. No funding needed.			

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will articulate with 6th grade teachers regarding ELA instruction and individual student progress.	5th & 6th grade teachers, Instructional Coach	February 2017-- June 2017	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 2017 - June 2017	District Funded Substitutes for release days	1000-1999: Certificated Personnel Salaries	District Funded	

Strategy #5

STRATEGY:
 The school will provide professional development on STEAM 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 2016-June 2017	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 ELA curriculum, analyzing data and instructing in best practices.	Instructional Coach Teachers TK-5	August 2016-June 2017	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 2016-June 2017	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 ELA data, monitor student progress and plan for the instructional program and interventions.	Instructional Coach Teachers TK-5	August 2016-June 2017	Grade level meeting discussions - no funding needed.			
Leadership Team will meet to discuss, plan and monitor ELA school improvement.	Principal Teachers Instructional Coach	August 2016-June 2017	Cost for extra hours for Leadership meetings before school	1000-1999: Certificated Personnel Salaries	Discretionary	5000.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conference costs to provide ELA professional development and technology support for teachers	Teachers TK-5 Instructional Coach Principal	August 2016-June 2017	Conference Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	4,000.00
				5000-5999: Services And Other Operating Expenditures	LCFF - EL	2,500.00

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 ELA school goals, programs and activities.	Principal Parents	September 2016-June 2017	Babysitting Costs	2000-2999: Classified Personnel Salaries	LCFF - Discretionary	500
				2000-2999: Classified Personnel Salaries	LCFF - EL	1500
The Parent Compact will be developed/ revised at parent meetings.	Principal SSC Members Leadership Team ELAC Parents	August 2016-June 2017	Parent Meeting - no funding needed			
The Parent Involvement Policy will be developed/ revised at parent meetings.	Principal SSC Members Leadership Team ELAC Parents	August 2016-June 2017	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). The importance of literacy will be discussed.	ORC Parents	August 2016-June 2017	Classified Salaries - ORC	2000-2999: Classified Personnel Salaries	District Funded	70,996.00
Parent/Teacher conferences will be held to inform families of ELA student progress.	Teachers TK-5	November 2016 February 2017	Parent Teacher Conferences - no funding needed			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	August 2016-June 2017	Materials and Supplies	5000-5999: Services And Other Operating Expenditures	Discretionary	500.00
SST/IEP meetings will be held to plan individual student support in ELA	Teachers TK-5 Support Staff Principal Substitute Teachers	August 2016-June 2017	Substitute Costs for release for teachers for meetings - see Goal 1, Strategy 1 for budget indication for substitute teachers.	1000-1999: Certificated Personnel Salaries	Discretionary	5000.00
Parent workshops/meetings which focus on ELA 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 2016-June 2017	Extra Certificated Hours for evening meetings	1000-1999: Certificated Personnel Salaries	Discretionary	1,500.00
			Babysitting Costs	2000-2999: Classified Personnel Salaries	LCFF - Targeted	500.00

Strategy #7

STRATEGY:

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher Liaison ASP Staff Grade 1-5 Teachers	August 2016-June 2017	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 2016-June 2017	Coordinated ASES Meeting - no funding needed			

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #2:
Mathematics: Students shall obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative assessments. This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.
Data Used to Form this Goal:
-STAR Math Assessments (grades K-5)
Findings from the Analysis of this Data:
The percentage of students at/above benchmark on the STAR Math Assessment: <ul style="list-style-type: none">• Kindergarten - not given• 1st grade - 68%• 2nd grade - 36%• 3rd grade - 53%• 4th grade - 44%• 5th grade - 44%

How the School will Evaluate the Progress of this Goal:

- McGraw-Hill My Math chapter tests
- McGraw -Hill My Math benchmark tests
- Interim Formative Assessments
- Teachers will meet in grade level meetings after assessment periods to analyze data
- MTSS
- Progress Monitoring

Strategy #1

STRATEGY:

TEACHING AND LEARNING: The school will ensure the full implementation of the state approved math curriculum and support the Common Core State Standards for math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Instructional Coach will support teachers in implementing the adopted Math curriculum.	Instructional Coach	August 2016-June 2017	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 2016-June 2017	Implementation of instruction. No funding needed.			
District adopted Math curriculum implementation guides will be used to guide instruction and assessment.	Teachers TK-5	August 2016-June 2017	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 2016-June 2017	Implementation of instruction. No funding needed.			
McGraw-Hill My Math chapter and benchmark assessments will be administered.	Teachers TK-5	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	OARS Software - District funded		District Funded	
Staff will input all formative assessment results into OARS, evaluate and analyze results and	Teachers TK-5 Instructional Coach	August 2016-June 2017	OARS Software - District funded		District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
use information to inform Math instructional decisions.						
Principal will conduct data conferences with teachers at least twice a year to discuss Math assessment results.	Teachers TK-5 Principal Instructional Coach Substitute Teachers	August 2016-June 2017	Substitute Costs - See Goal 1, Strategy 1 for budget indication			
Site Technology Technician will maintain equipment and software to support student Math learning through technology.	Site Technology Technician	August 2016-June 2017	Classified Salary - District Funded - See Goal 1, Strategy 1 for budget indication			
Materials and supplies will be purchased to support the core Math instructional program.	All staff	August 2016-June 2017	Materials and Supplies - See Goal 1, Strategy 1 for budget indication			
Extra clerical support will be provided to support the school.	All staff	August 2016-June 2017	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 2016-June 2017	Subscriptions - See Goal 1, Strategy 1 for budget indication			

Strategy #2

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Before and After School tutoring in Math for targeted students, including Foster Youth, EL and Sp.Ed	Teachers TK-5	August 2016-June 2017	Certificated Extra Help Salaries - See Goal 1, Strategy 2 for budget indication			
Purchase of Intervention Math Materials for before and after school tutoring.	Principal Teachers TK-5	August 2016-June 2017	Materials and Supplies - See Goal 1, Strategy 1 for budget indication			
Student progress will be monitored using formative and summative Math assessments. Intervention strategies will be based on results.	Teachers TK-5 Instructional Coach	August 2016-June 2017	Monitoring of instruction. No funding needed.			
Staff will monitor at-risk students in Math through the MTSS process, grade level meetings and analysis of data.	Teachers TK-5 Instructional Coach Principal	August 2016-June 2017	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 2016-June 2017	Subscriptions- See Goal 2, Strategy 1 for budget indication			
Students will have opportunities to access technology for Math intervention or enrichment (i.e. iPads, applications, software).	Teachers TK-5 Site Technology Technician Instructional Coach	August 2016-June 2017	Technology Hardware - District funded Renaissance Software - District funded			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Subscriptions/Apps - see Goal 1, Strategy 1 for budget indication			
Students will participate in field trips and enrichment activities to enhance Math CCSS.	Teachers TK-5	August 2016-June 2017	Field Trips - See Goal 1, Strategy 2 for budget indication			
Academic incentives will be provided to motivate and engage students in Math growth.	Teachers TK-5 Principal Instructional Coach	August 2016-June 2017	Materials and Supplies - see Goal 1, Strategy 1 for budget indication.			

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration between site Kindergarten Teacher and site Pre-school Teachers regarding Math readiness and instruction.	PreSchool Teachers TK and Kindergarten Teachers	August 2016-June 2017	Articulation of instruction - no budget needed.			
Parent Math workshop will be provided for families of in-coming Kindergarten students	Principal Instructional Coach Kindergarten Teachers	May-August, 2017	Parent Outreach/Teacher Extra Hours - See Goal 1, Strategy 3 for budget indication.			

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will articulate with 6th grade teachers regarding Math instruction and individual student progress.	5th and 6th Grade Teachers Instructional Coach	August 2016-June 2017	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, 2017	Substitutes for release days - District funded.			

Strategy #5

STRATEGY:
The school will provide professional development to support math instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development will be provided for teachers for Math.	Teachers TK-5 Instructional Coach Principal	August 2016-June 2017	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 Math curriculum, analyzing data and instructing in best practices.	Instructional Coach Teachers TK-5	August 2016-June 2017	TOSA Salary - see Goal 1, Strategy 1 for budget indication.			
Instructional Coach will present Math professional development to teachers to improve instructional practice in Math.	Instructional Coach Teachers TK-5	August 2016-June 2017	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 Math data, monitor student progress and plan for the regular instructional program as well as interventions.	Instructional Coach Teachers TK-5	August 2016-June 2017	Grade level meeting discussions - no funding needed			
Leadership Team will meet to discuss, plan and monitor Math school improvement.	Principal Instructional Coach Leadership Team	August 2016-June 2017	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 Math school goals, programs and activities.	Principal Parents	August 2016-June 2017	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 2016-June 2017	Parent Meeting - no funding needed			
The Parent Involvement Policy will be developed/revised at parent meetings.	Principal Parents SSC Members Leadership Team	August 2016-June 2017	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) to support the importance of Math skills.	ORC Parents	August 2016-June 2017	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 2016 February 2017	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 2016-June 2017	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 2016-June 2017	Substitute Costs for teacher release for meetings regarding student progress - See Goal 1, Strategy 6 for budget indication			
Parent Math 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 2016-June 2017	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"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher Liaison ASES Administrator Teachers - Grade 1-5	August 2016-June 2017	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 2016-June 2017	Coordinated ASES Meeting - no funding needed.			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
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. AMAO #2: 60% of all EL students who have been in language instruction educational programs for more than five years will reach English Proficient Level on CELDT.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CELDT• AMAO data• Interim Formative Assessments
Findings from the Analysis of this Data:
CELDT data <ul style="list-style-type: none">• AMAO #1 - 50.2%• AMAO #2 - a. less than 5 years - 14.7% 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 2016-June 2017	Implementation of instruction. No funding needed.			
Teachers will implement the district-adopted ELD curriculum.	Teachers TK-5	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Substitute Costs - See Goal 1, Strategy 1 for budget indication			
Teachers will use SIOP strategies to teach academic subjects	Teachers TK-5	August 2016-June 2017	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 2016-June 2017	TOSA Salary - See Goal 1, Strategy 1 for budget indication			
Core5 will be used on a daily base to facilitate the acquisition of English for EL students	Teachers TK-5 Site Technology Technician Instructional Coach	August 2016-June 2017	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 ELD instructional program.	All staff	August 2016-June 2017	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	September 2016-June 2017	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, 2017	Summer School - District funded			
Intervention Service Provider will provide necessary interventions for targeted EL services.	ISP Teachers Instructional Coach	September 2016-June 2017	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 2016-June 2017	Materials and Supplies - See Goal 1, Strategy 1 for budget indication.			

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration to discuss EL students needs between site Kindergarten Teachers and site Pre-school Teachers.	Collaboration to discuss EL students needs between site Kindergarten Teachers and site Pre-school Teachers.	August 2016-June 2017	Articulation of Instruction - no funding needed.			
Parent EL workshop will be provided for families of in-coming Kindergarten students	Principal Instructional Coach Kindergarten Teachers	May-August, 2017	Parent Outreach/Teacher extra hours - See Goal 1, Strategy 3 for budget indication.			

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade teachers will articulate with 6th grade teachers regarding ELD instruction and individual student progress.	5/6 Grade Teachers Instructional Coach	August 2016-June 2017	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, 2017	Substitutes for release days - District funded.			

Strategy #5

STRATEGY:
The school will provide professional development to support ELD instruction.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will take advantage of district provided professional development as needed (EL, SIOP).	Teachers TK-5	August 2016-June 2017	Professional Development through District or during staff meetings or grade level meetings. District funded for non calendar days.			
EL TOSA will provide EL instructional support to teachers and grade level teams.	Teachers TK-5 EL Support Services Personnel	August 2016-June 2017	EL TOSA - District funded	1000-1999: Certificated Personnel Salaries	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 2016-June 2017	OARS Software - District funded			
Teachers will meet in grade level teams at least twice a month (in grade level meetings) to analyze EL 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 2016-June 2017	Monitoring of instruction during grade level meetings. No funding needed.			

Strategy #6

STRATEGY:

The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELAC will give input to the School Site Council on implementation of programs and necessary materials specifically for ELs.	Principal ELAC Board Parents SSC Members	August 2016-June 2017	Parent Meeting - no funding needed			
Parent options meeting will be held to inform EL parents of instructional programs	Principal EL Services Personnel Teachers	August 2016-June 2017	Parent Meeting - no funding needed			
Reclassification meetings will be held with parents.	Principal TOSA EL TOSA TEACHERS	August 2016-June 2017	Parent Meeting - no funding needed			
Parent workshops will be provided regarding subjects specific to EL students.	Principal TOSA EL TOSA TEACHERS	August 2016-June 2017	Parent ELAC Meetings - no funding needed			

Strategy #7

STRATEGY:

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher Liaison Teachers Grades 1-5 ASP Staff	August 2016-June 2017	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 2016-June 2017	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. Usage of CHAMPS (PBIS) will be consistent school-wide.
- 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
- Student Discipline files
- School Suspension report
- Monthly Attendance reports
- Review of School Safety Plan
- Review of OSD Crisis Intervention/Emergency Operations Plan
- CHAMPS survey, visual CHAMPS posters and training of all staff

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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	CoST Meetings - no funding needed. Implementation of instruction. No funding needed.			
All staff and students will participate in monthly fire drills and at least 2 earthquake drills.	All staff	August 2016-June 2017	Drills on site - no funding needed			
All staff and students will participate in lockdown drills at least twice a year.	All staff	August 2016-June 2017	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 2016-June 2017	Drills on site - no funding needed.			
The Safety Committee will monitor the Safety Plan and make revisions as necessary.	Teachers TK-5	August 2016-June 2017	Safety Committee meeting - no funding needed.			
Student attendance will be monitored. Incentives for great attendance will be provided to individual students and classes. Support to all students and families will be provided.	Teachers Principal Attendance Tech ORC	August 2016-June 2017	Materials and Supplies - Attendance Incentives	4000-4999: Books And Supplies	LCFF - Targeted	1000.00
Campus Supervisors will ensure student safety before school, at lunch and all recesses.	Campus Supervisors	August 2016-June 2017	Classified Salaries	2000-2999: Classified Personnel Salaries	Discretionary	101,676.45

Strategy #2

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students requiring additional assistance with behavior may be referred to CoST and/or SST.	Teachers TK-5 Principal Counselor School Psychologist ORC	August 2016-June 2017	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 2016-June 2017	District Funded (Mental Health Grant Funds) District Funded ORC salary - see Goal 1, Strategy 5 for budget indication. Counselor salary - see Goal 4, Strategy 1 for budget indication			

Strategy #3

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Preschool will participate in all fire, earthquake and lockdown drills.	All staff and students	August 2016-June 2017	Site drills - no funding needed			

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff from the Middle School meets with 5th grade students in order to inform them of rules, expectations and academic and social opportunities at the Middle School.	Principal Instructional Coach Middle School Staff	April 2016-June 2017	Articulation of program - no funding needed			

Strategy #5

STRATEGY:

The school will provide professional development to support the school's Positive Behavior Support Plan, General Safety Plan and Attendance Program

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff will participate in CHAMPS training for Positive Behavior Support.	All Staff	August 2016-June 2017	District funded	1000-1999: Certificated Personnel Salaries	District Funded	
Staff will participate in Lesson One training for Positive Behavior Support.	Counselor Teachers TK-5	August 2016-June 2017	District funded - Counselor salary - See Goal 4, Strategy 1 for budget indication			
Staff will participate in training for Disaster Preparedness.	All staff	August 2016-June 2017	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 2016-June 2017	Parent Meeting - no funding needed			
Parent workshops will be offered regarding social skills, behavior and discipline.	Principal ORC Counselor Triple P Personnel	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	District Funded salaries: ORC- See Goal 1, Strategy 5 for budget indication. Counselor - See Goal 4, Strategy 1 for budget indication.			

Strategy #7

STRATEGY:

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Liaison: <ul style="list-style-type: none"> Meets monthly with ASES Administrator and other Liaisons. Meets with school staff as needed 	Teacher liaison ASP Staff Teachers TK-5	August 2016-June 2017	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 2016-June 2017	Coordinated ASES Meeting - no funding needed			

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Academic Strand Focus

LEA GOALS:

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

SCHOOL GOAL #5:

All students will engage in learning opportunities to expand their experience with health and art.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Hispanic, Foster Youth and Homeless Youth.

Data Used to Form this Goal:

Artists in the classroom
Student participation in art contest
200 mins of PE every two weeks

California Physical Fitness Test for 5th graders (6 batteries)

Findings from the Analysis of this Data:

California Physical Fitness Test for 5th graders. We passed 4 out of 6 batteries.

Pacer	56.6%
Curl-up	34.6%
Body Mass Index	58.9%
Trunk Lift	89.7%
Push-up	34.6%
Shoulder Stretch	51.9%

How the School will Evaluate the Progress of this Goal:

- Classroom observation
- Performance Task assessment outcomes
- Physical Fitness Testing

Strategy #1

STRATEGY:
TEACHING AND LEARNING: The school will ensure implementation of the Academic Focus Strand of Health and Art.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Integrate the Wonders/Maravillas adopted ELA program into the focus Academic Strands of Health and Art	Teachers TK-5	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Implementation of instruction. No funding needed.			
Purchase materials to support the Physical Education program.	All staff	August 2016-June 2017	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	August 2016-June 2017	Art Program Costs - Artist in the Classroom, Art Trek, and Focus on the Masters	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	5,000.00
				5800: Professional/Consulting Services And Operating Expenditures	Discretionary	350.00

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			5800: Professional/Consulting Services And Operating Expenditures	Title I		5000.00
			5800: Professional/Consulting Services And Operating Expenditures	Title III		2000.00

Strategy #2

STRATEGY:

The school will ensure opportunities and educational access of Health and Art for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage all students in enrichment activities related to Art (i.e.assemblies, field trips, additional support staff).	Principal Teachers TK-5	August 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	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
Parent workshop will be provided for families of incoming Kindergarten students	Principal Instructional Coach (TOSA) Kindergarten Teachers	May-June 2017	Parent Outreach/Teacher Extra Hours - See Goal 1, Strategy 3 for budget indication.			
Collaboration between site Kindergarten teachers and site Preschool Teachers with a focus on strand concepts.	Preschool Teachers Kindergarten Teachers	August 2016-June 2017	Articulation of Instruction - no funding needed.			

Strategy #4

STRATEGY:
The school will implement a transition plan for 5th grade students to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2017	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 2017	Parent Meeting - no funding needed			

Strategy #5

STRATEGY:
The school will provide professional development on STEAM 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 Academic Strand focused professional development opportunities for staff (conferences, workshops).	Principal Teachers TK-5 Instructional Coach	August 2016-June 2017	Provide Professional Development during grade level or staff meetings - no funding needed. Same funding as Goal #1 Strategy #5			
Staff will engage in grade level planning to create additional integrated units or enhance existing district created units.	Teachers TK-5 Instructional Coach	August 2016-June 2017	Implementation/Monitoring of instruction. Same funding as Goal #1 Strategy #5			

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 2016-June 2017	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 2016-June 2017	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 2016-June 2017	Parent Meetings - no funding needed.			

Strategy #7

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The ASP will support the strand focus by having Art and Health focus areas during instruction.	Site Coordinator Teacher Liaison Principal ASES Administrator	August 2016-June 2017	Liaison Salary - See Goal 1, Strategy 7 for budget indication			

Centralized Services for Planned Improvements in Student Performance

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance

SCHOOL GOAL #1:

GOAL #1: ELA

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

GOAL #2: MATH

Students shall obtain grade level proficiency by scoring 70% or higher on the K-5 publisher summative assessments.

GOAL #3: ENGLISH LEARNERS

EL students will progress at least one level or demonstrate progress in each of the four domains (speaking, listening, reading and writing) as measured by the CELDT.

A. AMAO #1: 100% of all English Learners will advance one level on the CELDT.

B. AMAO #2: 25% of all EL students who have been in language instruction educational programs for less than five years will reach English Proficient Level on CELDT.

60% of all EL students who have been in language instruction educational programs for more than five years will reach English Proficient Level on CELDT.

GOAL #4: SAFETY

A. Positive Behavior Plan:

- All students will be educated in learning environments that are safe, respectful, 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.

GOAL #5-- Strand Focus (Health and ART)

A. Health

- Health will be the focus of Science instruction in every class
- All students will receive 200 minutes of PE every two weeks
- TK thru Fifth grade will practice the six skills addressed in the PE Fitness

B. Art

- Artist in the classroom
- Art contest (district and county-wide)
- Three school performances (Fall, Winter and Spring)

These goals pertain 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 2016-June 2017	Instructional Coach (TOSA)	1000-1999: Certificated Personnel Salaries	District Funded	107,246.00
Library Technician	August 2016-June 2017	Library	2000-2999: Classified Personnel Salaries	District Funded	28,184.00
Computer Lab Tech	August 2016-June 2017	Site Lab Tech	2000-2999: Classified Personnel Salaries	District Funded	54,827.00
Maintenance Agreement for Copy Machine(s)	August 2016-June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	District Funded	13,577.00
Counselor	August 2016-June 2017	Counselor	2000-2999: Classified Personnel Salaries	District Funded	97,774.00
OutReach Consultant	August 2016-June 2017	ORC	2000-2999: Classified Personnel Salaries	District Funded	70,996.00
Extra Support Teacher	August 2016-June 2017	EST	1000-1999: Certificated Personnel Salaries	District Funded	140,000.00

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
1000-1999: Certificated Personnel Salaries	Discretionary	16,500.00
2000-2999: Classified Personnel Salaries	Discretionary	121,176.45
4000-4999: Books And Supplies	Discretionary	36,332.00
5000-5999: Services And Other Operating	Discretionary	500.00
5800: Professional/Consulting Services And	Discretionary	350.00
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 - Discretionary	8,000.00
2000-2999: Classified Personnel Salaries	LCFF - Discretionary	500.00
4000-4999: Books And Supplies	LCFF - Discretionary	3,182.00
5700-5799: Transfers Of Direct Costs	LCFF - Discretionary	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	2,500.00
2000-2999: Classified Personnel Salaries	LCFF - EL	1,500.00
4000-4999: Books And Supplies	LCFF - EL	4,820.00
5000-5999: Services And Other Operating	LCFF - EL	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	24,080.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	500.00
4000-4999: Books And Supplies	LCFF - Targeted	11,890.00
5000-5999: Services And Other Operating	LCFF - Targeted	4,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	5,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	26,244.00
4000-4999: Books And Supplies	Title I	34,383.00
5800: Professional/Consulting Services And	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title III	7,779.00
4000-4999: Books And Supplies	Title III	9,273.00
5800: Professional/Consulting Services And	Title III	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,600.00
Discretionary	174,858.45
District Funded	372,574.00
LCFF - Discretionary	15,682.00
LCFF - EL	11,320.00
LCFF - Targeted	55,470.00
Title I	65,627.00
Title III	19,052.00

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. Professional Development for ELA, Math, ELD and Strand Focus
2. Tutoring
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.

1. Teaching and Learning
2. Opportunity and Equal Educational Access/Interventions and Enrichment
3. Professional Development
4. Parent Involvement
5. 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.

1. Pre-School and TK transition to Kindergarten
2. Fifth and Sixth grade transition to seventh grade

What specific actions related to those strategies were eliminated or modified during the year?

1. Cross grade level articulation - due to limited sub coverage
2. Grade level collaboration-- due to limited sub coverage

Identify barriers to full or timely implementation of the strategies identified above.

1. 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?

1. Planned dates to gather teams together to articulate during the 2016-2017 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?

1. 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?

1. 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.
2. 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 2016-2017 year.
3. 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 will use our new "Wonders" 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.

1. 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 or Kagan Engagement Professional Development.

Involvement/Governance

How was the SSC involved in development of the plan?

Reviewed progress, reviewed results of goals from 2016-2017, 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 #5--Increased Parent Involvement

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

School Goal #4- School Safety

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 discuss with middle school staff as to when we can have transitional meetings

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 student engagement strategies)

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
Natalie Aguirre		X			
Georganna "Lynn" Pauley		X			
Julianne Newman		X			
Daniel Kubilos		X			
Maria Amezcua				X	
Erika Avendaño				X	
Gilbert Castro				X	
John Lindhorst				X	
Lisa Postas				X	
Eduardo Sanchez				X	
Eva Shell			X		
Carmen Serrano	X				
Blanca Juarez (Alternate)				X	
Veronica Mora (Alternate)				X	
Numbers of members of each category:	1	4	1	6	0

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

Parent Involvement Policy

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X

English Learner Advisory Committee

Ivonne Muñoz, VP

Ivonne Muñoz R.

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 .

Attested:

Carmen Serrano _____  _____ 10/19/16
 Typed Name of School Principal Signature of School Principal Date

Lynn Pauley _____  _____ 10/19/16
 Typed Name of SSC Chairperson Signature of SSC Chairperson 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.

Normas de Política Acerca de la Participación de los Padres en la Escuela Sierra Linda La Póliza de Participación Paternal Escolar

NOTE: en Apoyo del rendimiento académico de estudiante fortificante, cada escuela que recibe el Título I y/o, Parte A (Título I) fondos debe desarrollarse conjuntamente con, convenir con, y distribuir a, padres de niños participantes una Póliza de Participación Paternal Escolar que contiene la información requerida por la sección 1118 (b) del Acto de Educación Elemental y Secundario (ESEA). La póliza establece las expectativas de la escuela para la participación paterna y describe como la escuela pondrá en práctica varias actividades de participación paternas específicas. El compacto escolar entre padres y de la escuela es incorporado en la Póliza de Participación Paternal Escolar.

Las escuelas, en la consulta con padres, son animadas a incluir otras relevante y convinieron en actividades y acciones también que apoyarán la participación paterna eficaz, y reforzarán el rendimiento académico de estudiante.

* * * * *

DECLARACIÓN DE OBJETIVO:

La participación de padres y miembros de comunidad es un componente esencial de nutrir a estudiantes. Cada esfuerzo para invitar y considerar a padre y entrada de comunidad fue hecho para asegurar el éxito de nuestros estudiantes. Un equipo de padres, maestros y administradores desarrolló la póliza de participación de escuela/padre/comunidad siguiente. La participación paterna 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 paterna directo en la manera siguiente:

- ✓ La Póliza de Participación de Padre/Comunidad Escolar y el Compacto de Padre a escuela son distribuidos a padres y estudiantes en la Forma de Participación Paternal Escolar Sierra Linda, que es distribuida anualmente a principios del año escolar. Los maestros examinan la Forma de Participación Paternal Escolar de Sierra Linda y pólizas con los estudiantes a principios del año. A padres les piden leer y hablar de la Forma de Participación Paternal Escolar de Sierra Linda con sus estudiantes y firmar y regresar una forma de reconocimiento. (Muestra en Folletos)
- ✓ La Escuela Sierra Linda notifica los padres sobre la Póliza de Participación Paternal Escolar de una forma comprensible y uniforme y, al grado practicable, distribuyen esta póliza a padres en una lengua que los padres pueden entender.

- ✓ La Escuela Sierra Linda hará disponible la Póliza de Participación Paternal Escolar a la comunidad local. La Forma de Participación Paternal de la Escuela Sierra Linda estará disponible en el sitio Web escolar, en la oficina escolar, y a padres que se registran después del principio del año escolar.
- ✓ La Escuela de Sierra Linda de vez en cuando actualiza la Póliza de Participación Paternal Escolar para encontrar las necesidades que traen los cambios de padres y la escuela.
- ✓ La Escuela Sierra Linda ha adoptado el compacto de padre y de la escuela como un componente de su Póliza de Participación Paternal Escolar.

POLÍTICAS ESCOLARES, OPORTUNIDADES DE PARTICIPACIÓN, Y REUNIONES

La Escuela Sierra Linda convoca una reunión anual y regular para informar a padres del siguiente (transporte, cuidado de niños, los tiempos de reunión flexibles serán dirigidos):

- ✓ La participación de la escuela de su niño/a en Título I
- ✓ Sobre los requisitos de Título I,
- ✓ De sus derechos para estar implicados, (una copia del distrito de la póliza del distrito amplia de participación paternal)
- ✓ Sobre la participación en un programa de Título I que abarca toda la escuela

Además, la Escuela Sierra Linda conduce un foro abierto para padres y miembros de comunidad para implicar más a padres en el desarrollo conjunto y el acuerdo conjunto de su Póliza de Participación Paternal Escolar.

Los padres son proveídos con una descripción y la explicación del plan de estudios que se usan en la escuela, las formas de la evaluación académica que se usa para medir el progreso de estudiantes, y se espera que los estudiantes de niveles de habilidad se encuentren será proporcionada.

- Póliza de Participación Paternal Escolar
- Calendared de Secular/Junta
- Guía de Padre/Estudiante
- Aplicaciones/Información de Voluntarios
- Información de Evaluación (DIBELS, IDEL K-2, SBAC)
- Descripciones de Plan de estudios para Lengua en ingles, Matemáticas, y otras áreas
- ✓ El Sitio Web de la Escuela proporciona la información sobre el personal, actividades de clases y recursos paternales – está en el progreso.
- ✓ PTA
- ✓ Día de Campo/Jog A Thon
- ✓ Asambleas de logros de estudiante
- ✓ Equipo de Estudio de estudiante (SST)
- ✓ Talleres Paternales

De ser solicitado por padres, oportunidades de reuniones regulares para formular sugerencias y participar, como apropiado, en decisiones acerca de la educación de sus niños, y responder a cualquier tal sugerencia tan pronto como practicablemente posible será hablado. Darán a miembros de padres/comunidad respuestas oportunas a cualquier preocupación y sugerencias.

- Consejo de Sitio Escolar
- Comité Asesor de Principiante de Inglés

La Escuela/Padre/Estudiante Compacto es una parte de la Póliza de Participación Paternal Escolar. El compacto fue desarrollado por maestros, padres y administradores. Esto describe las responsabilidades de la escuela y padres para mejorar la interpretación de estudiante y los medios para lograrlo.

El edificio de la capacidad para la participación de padre/comunidad es puesto en una lista de Póliza de Participación de padres del Distrito. Las actividades específicas incluyen: SSC, ELAC, Café con Padres, PTA, SST y la Noche de Regresar a Clases.

The Single Plan for Student Achievement

School: Juan Lagunas Soria Elementary School
CDS Code: 56725380119412
District: Oxnard School District
Principal: Aracely Fox
Revision Date: 10/18/16

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 11/02/16.

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School Vision and Mission

Juan Lagunas Soria Elementary School's Vision and Mission Statements

School Vision: Providing a happy, caring, stimulating environment through the integration of Technology, Arts, and Language (Te.A.L) where children will achieve their fullest potential.

School Mission: Educate and prepare students to become college and career ready in an ever changing global society.

School Profile

Juan L. Soria Elementary is a kindergarten through eighth grade school serving over one thousand students and their families. Since its inception in 2009 Soria School has been known for its innovations and high quality educational opportunities. Soria was recognized as a 2016 Gold Ribbon School as well as a Title 1 Academic Achievement School by the California Department of Education. The school has an overall focus of Technology, the Arts and Language through its Te.A.L Academy. In addition, Soria has developed a Spanish Dual Language Immersion (DLI) Instruction Program Strand. Soria's DLI program follows a 90/10 model and is expected to develop into eighth grade by the 2017-2018 school year. Soria's staff and faculty 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 student to persevere and become academically successful. Students participate in student centered lessons with a focus on real life problem solving skills, fulfilling the expectations outlined in the California State Common Core Standards. Soria follows a Multi-Tier System of Support which allows all students to receive what they need when they need it. Students 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 support and enrichment, Soria places special attention to students' social emotional needs and in promoting positive student behaviors. The students and families at Soria are currently supported by a full time Counselor and a Outreach Specialist. The site also has a school wide CHAMPS approach to support positive behavior in and out of the classroom setting. Soria's staff and faculty are committed to promoting academic excellence as well as the respect and understanding for the diversity of others. Aside from classroom instruction and projects based on Te.A.L, the school offers a variety of elective classes for seventh and eighth grade students such as AVID, STEM, Robotics, Multi Media Applications, Spanish and Creative Writing. These courses are designed to promote academic enrichment while still fostering students' individual skills and interests. Also, students from various grade levels have an opportunity to participate in after school clubs such as Art (2-8), ASB (6-8), Music (6-8), Coding (6-8), Yearbook (5-8) and Multicultural Club (5-8). Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in parent site groups such as the School Site Council (SSC), Parent Teachers Association (PTA) and the English Advisory Committee (ELAC). These parent groups play an active role in developing and monitoring school goals. Thanks to its partnership with parents and community, Juan Soria School has been able to provide extracurricular and enrichment activities for students in the area of sports, technology, science, art, and music. Soria staff and faculty pride themselves in offering a high quality education for students while still creating a family environment of respect and understanding where all students and families feel welcomed and respected.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	142	117	140	113	140	113	98.6	96.6
Grade 4	139	147	137	144	137	144	98.6	98
Grade 5	122	150	119	141	119	141	97.5	94
Grade 6	108	112	105	110	105	110	97.2	98.2
Grade 7	117	112	117	108	117	108	100.0	96.4
Grade 8	109	117	108	115	108	115	99.1	98.3
All Grades	737	755	726	731	726	731	98.5	96.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2366.3	2394.7	7	16	14	18	24	26	55	41
Grade 4	2404.6	2420.4	7	9	10	17	21	24	61	49
Grade 5	2447.0	2480.9	4	9	22	31	25	27	49	33
Grade 6	2502.0	2520.3	10	12	30	34	32	32	28	23
Grade 7	2495.7	2528.5	3	8	20	31	31	35	46	26
Grade 8	2535.2	2542.9	5	3	31	35	37	42	27	21
All Grades	N/A	N/A	6	9	20	27	28	31	46	33

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	12	34	44	57	43
Grade 4	9	10	33	43	58	47
Grade 5	7	9	41	48	52	44
Grade 6	14	13	44	45	42	43
Grade 7	6	9	44	51	50	40
Grade 8	13	17	54	52	33	30
All Grades	10	12	41	47	50	41

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	15	37	43	55	42
Grade 4	7	7	45	54	48	39
Grade 5	10	16	39	49	50	35
Grade 6	13	17	52	56	34	26
Grade 7	9	16	54	68	37	17
Grade 8	10	12	57	63	32	24
All Grades	10	14	47	55	44	31

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	10	56	66	36	24
Grade 4	7	6	59	69	34	24
Grade 5	6	12	62	70	32	18
Grade 6	11	13	72	70	16	17
Grade 7	6	17	60	64	34	19
Grade 8	8	6	71	70	20	24
All Grades	8	10	63	68	29	21

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	20	42	39	50	41
Grade 4	7	10	39	47	34	43
Grade 5	14	26	45	61	40	13
Grade 6	20	32	58	58	22	10
Grade 7	7	16	56	58	38	26
Grade 8	10	15	60	59	30	26
All Grades	11	19	49	54	36	27

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, seventh 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 reading and writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	142	117	141	113	141	113	99.3	96.6
Grade 4	139	147	137	144	137	144	98.6	98
Grade 5	122	150	119	141	119	141	97.5	94
Grade 6	108	112	105	110	105	110	97.2	98.2
Grade 7	117	112	117	108	117	108	100.0	96.4
Grade 8	109	117	108	115	108	115	99.1	98.3
All Grades	737	755	727	731	727	731	98.6	96.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2380.0	2393.4	4	2	21	18	23	46	53	35
Grade 4	2389.7	2423.2	1	1	7	17	25	41	68	41
Grade 5	2437.8	2448.0	2	3	10	9	26	28	62	60
Grade 6	2464.6	2489.9	5	9	12	14	35	41	48	36
Grade 7	2483.2	2485.7	3	6	9	14	41	36	47	44
Grade 8	2507.3	2498.1	8	6	15	8	30	37	47	49
All Grades	N/A	N/A	4	4	12	13	29	38	55	45

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	11	35	42	59	48
Grade 4	3	5	11	32	86	63
Grade 5	4	6	22	22	74	72
Grade 6	5	15	31	30	64	55
Grade 7	4	7	36	32	60	60
Grade 8	17	7	27	31	56	62
All Grades	6	8	27	31	67	61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	7	34	48	54	45
Grade 4	4	4	29	43	67	53
Grade 5	3	6	31	30	66	65
Grade 6	6	8	44	43	50	49
Grade 7	5	7	40	42	55	51
Grade 8	6	8	62	57	31	36
All Grades	6	7	39	43	55	50

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	7	50	63	43	30
Grade 4	3	7	28	51	69	42
Grade 5	2	4	44	43	55	53
Grade 6	9	9	49	56	43	35
Grade 7	4	9	75	44	21	47
Grade 8	7	4	50	55	43	41
All Grades	5	7	49	51	46	42

Conclusions based on this data:

1. The percentage of students not meeting the overall math standards decreased by ten percent.
2. Fifth grade has the largest percentage of students not meeting the overall mathematics standards.
3. Scores reflect a need to focus on Concepts and Procedures.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					29	13	42	43	50	42	14	38	17	14	
1	3	5		24	20	17	32	38	40	19	32	37	22	5	6
2	2		2	23	11	16	38	53	44	31	25	35	7	12	4
3	1	3		10	21	7	56	41	67	22	25	22	10	10	4
4	2		6	26	24	36	57	57	46	4	16	8	11	3	4
5	4	5		39	46	51	36	46	40	11	3	9	11		
6		4		27	40	38	32	36	52	32	20	10	9		
7	12	16	6	41	32	28	47	47	44		5	11			11
8	6	11		65	50	42	29	28	58		11				
Total	3	4	2	25	26	27	43	45	49	19	20	20	11	6	3

Conclusions based on this data:

1. A large amount of English Learners remain at the intermediate level, further support needs to be given to Long Term English Learners (LTEL).
2. The amount of sixth grade English Learners at the intermediate level increased by sixteen.
3. Eleven students in seventh grade scored at a beginning level.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	330	338	298
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	330	338	298
Number Met	147	168	154
Percent Met	44.5%	49.7%	51.7%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	299	82	271	96	233	101
Number Met	47	35	53	43	39	44
Percent Met	15.7%	42.7%	19.6%	44.8%	16.7%	43.6%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

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

Conclusions based on this data:

1. For the past three years there has been growth in the percentage of English Learners meeting AMAO 1.
2. The number of English Learners with less than five years of English Language Instruction decreased by 14 students between the 2014-2015 and the 2015-2016 school year.
3. The percentage of English Learners with less than five years of English Language Instruction meeting AMAO 2 decreased by 3 percent.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	7411	7830	7,647
Percent with Prior Year Data	100.0		100
Number in Cohort	7411	7830	7,646
Number Met	3846	3802	3,767
Percent Met	51.9	48.6	49.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6653	2316	6693	2596	6,489	2,541
Number Met	877	939	862	992	798	889
Percent Met	13.2	40.5	12.9	38.2	12.3	35
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The site data reflects higher AMAO scores when compared to district data.
2. Limited progress has been made in AMAO1 and AMAO2 during the past three years.
3. Substantial growth needs to be made in order for the district to achieve its AMAO targets.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Language Arts

LEA GOALS:

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

SCHOOL GOAL #1:

All students will reach high standards, at a minimum, attaining proficiency or better in reading.

- Students at grade level will attain at a minimum one year's growth as measured by the STAR 360 Assessment.
- Students below grade level will attain at a minimum one and a half year's growth as measured by the STAR 360 Assessment.

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:

- STAR 360 Early Literacy (K-1st)
- STAR 360 (2nd-8th)
- ELA CAASPP

Findings from the Analysis of this Data:

Percentage of students at or above benchmark as measured by the STAR 360 Early Literacy Assessment at the end of the 15-16 school year:

Kinder- 56%
1st Grade- 70%

Percentage of students at or above benchmark as measured by the STAR 360 Reading Assessment at the end of the 15-16 school year:

2nd Grade-70%

3rd Grade- 53%
4th Grade- 56%
5th Grade- 23%
6th Grade- 41%
7th Grade- 69%

Percent of students at or above benchmark as measured by the 15-16 CAASPP:

3rd Grade- 34%
4th Grade- 26%
5th Grade- 40%
6th Grade- 46%
7th Grade- 39%
8th Grade- 38%

How the School will Evaluate the Progress of this Goal:

- Essential Literacy Skills (K-1st)
- Instructional Formative Assessments
- 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
- BPST

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 2016-May 2017 Teachers will collaborate once a month to plan and modify instructional lessons.	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	10000
	Site Academic Coach	September 2016-May 2017 Prepare data prior to collaboration meetings. Provide support, input, and guidance.	Site Academic Coach	1000-1999: Certificated Personnel Salaries	Centralized Services	112797
	Site Administration	September 2016-May 2017 Arrange for teacher coverage, provide support, input and guidance.				
The site will provide coaching support for teachers in the implementation of Language Arts including the incorporation of SIOP and EL strategies.	Site Academic Coach	September 2016-May 2017 Prepare and deliver demonstration lessons to the various 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 2016-May 2017 Actively participate in Instructional Rounds. Develop their own Language Arts lessons.				
	Site Administration	September 2016-May 2017 Provide needed support and resources.				
	District EL TOSA	September 2016-May 2017 Prepare and deliver demonstration lessons to the various grade levels (K-8). Engage teachers in the process of Instructional Rounds.				
The site 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 2016- June 2017 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	N/A	None Specified		
	Site Academic Coach	August 2016- June 2017 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 2016- June 2017 Prepare and deliver professional development based on the SIOP Protocol.				
SIP Days: The site will provide staff development for teachers in the area of the Language Arts Common Core Standards.	Site Administration	August 2016 and October 2016 Facilitate and provide professional development in the area of Language Arts.	Staff Hospitality Fund	4000-4999: Books And Supplies	Donation	1500
	Teachers	August 2016 and October 2016 Be active participants during the professional development.	Video License- "Most Likely to Succeed"	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	357
	Site Academic Coach	August 2016- June 2017 Prepare and deliver professional development in the area of Language Arts				
School Leadership Meetings: The site's Leadership Team will meet regularly to discuss and collaboratively develop a school plan in order to improve students academic progress in Language Arts.	Leadership Team	August 2016- June 2017 The team will meet regularly to develop school wide goals and actions to support student achievement.	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, MyOn and CORE 5.</p>	Teachers	<p>August 2016-July 2017</p> <p>Integrate MyOn, 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>	<p>District Funded</p>		
			<p>Yearly Subscription to CORE 5</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCFF - Targeted</p>	<p>3260</p>	
			<p>Yearly Subscription to CORE 5</p> <p>MyOn</p>	<p>None Specified</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCFF - Discretionary</p> <p>District Funded</p>	<p>5240</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 2016-July 2017</p> <p>Integrate iPad application lessons in order to reinforce and/or enrich academic concepts.</p>	<p>Purchase academic applications and subscriptions for devices.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCFF - Targeted</p>	<p>1000</p>	
<p>Technology will be integrated consistently with the Common Core Language Arts Standards:</p> <p>The site will provide and replenish technology equipment in order to enhance current technology for students (Student Headphones, Smart Board Adapters, etc.).</p>	Teachers	<p>August 2016-July 2017</p> <p>Teachers will use the Smart Board Adapters and Apple TVs to enhance daily lessons for students.</p>	<p>Ink for student printers</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	<p>3000</p>	
			<p>Teachers will allow students to use headphones when needed for their iPads.</p>	<p>Student Headphones</p>	<p>4000-4999: Books And Supplies</p>	<p>Discretionary</p>	<p>1709</p>
				<p>Replace technology equipment as needed (laptops, clickers, printers, etc.)</p>	<p>4000-4999: Books And Supplies</p>	<p>Discretionary</p>	<p>4000</p>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Replace technology equipment as needed (projectors, smart board, etc.)	4000-4999: Books And Supplies	Discretionary	3386
The site will purchase materials and supplies to support the core instructional program.	Teachers	August 2016-June 2017	Materials and Supplies	4000-4999: Books And Supplies		
		Identify and request supplemental materials.	Classroom set of novels	4000-4999: Books And Supplies	Title I	3000
	Site Administration	August 2016- June 2017	Books other than textbooks	4000-4999: Books And Supplies	Title I	2000
		Allocate funds to purchase the needed supplemental materials.	Spanish books for DLI program	4000-4999: Books And Supplies	LCFF - Targeted	6000
			Materials and supplies for students-Office Depot	4000-4999: Books And Supplies	Discretionary	2292
Teachers will have the opportunity to copy instructional materials in order to supplement and reinforce Language Arts Lessons.	Site Academic Coach	August 2016-June 2017	Laminator Repair	4000-4999: Books And Supplies	Discretionary	110
		Work with teachers to identify the needed supplemental materials to enrich and review lessons for students.	Publications	5000-5999: Services And Other Operating Expenditures	Discretionary	6000
	Teachers	August 2016-June 2017	Warehouse Charges	4000-4999: Books And Supplies	Discretionary	15603
		Identify the needed supplemental materials to enrich and review lessons for students.	Maintenance Agreement/Duplo	4000-4999: Books And Supplies	Discretionary	4000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Maintenance Agreements/ Printech, Duplo Ink, Masters	5000-5999: Services And Other Operating Expenditures	Discretionary	5000
			Printech/Repair Collator-Stapler	4000-4999: Books And Supplies	Discretionary	765
			Shred It Services	4000-4999: Books And Supplies	Discretionary	700
			Copy Machines	4000-4999: Books And Supplies	Centralized Services	11637
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 2016-June 2017 Teachers who attend a conference will be present information regarding the conference to faculty.	Conference registration	5000-5999: Services And Other Operating Expenditures	Discretionary	11375
	District Office	August 2016-June 2017 Allocate financial resources to pay for conference, travel and accommodations.	CAASPP Summer PD Teacher Pay	1000-1999: Certificated Personnel Salaries	Discretionary	2000
	Site Administration	August 2016-June 2017 Allocate financial resources to pay for conference, travel and accommodations.	GATE Summer Institute reimbursement	5000-5999: Services And Other Operating Expenditures	Discretionary	1200
			OARS /AVID hotel	5000-5999: Services And Other Operating Expenditures	Discretionary	1623
			GATE Summer Institute Teacher Pay	1000-1999: Certificated Personnel Salaries	Discretionary	9000
			Teacher Extra Pay Conferences	1000-1999: Certificated Personnel Salaries	Discretionary	2000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Professional Memberships	5000-5999: Services And Other Operating Expenditures	Discretionary	500
			ATDLE Flight	5000-5999: Services And Other Operating Expenditures	Discretionary	152
			Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	5000
The site will continue the implementation of a systematic writing process (K-5) based on the California Common Core Writing Standards.	Teachers	August 2016-June 2017 Will implement the school wide writing program.	EST (2-5)	1000-1999: Certificated Personnel Salaries	District Funded	
	EST (2-5)	August 2016-June 2017 Will provide support to teachers in the area of writing.				
The site will continue the implementation of systematic instruction of Language Arts using the district adopted curriculum materials.	Teachers	August 2016-June 2017	Materials	4000-4999: Books And Supplies	District Funded	
		Will fully implement the district adopted language arts curriculum.	Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	
		SEI: McGraw-Hill Wonders DLI: McGraw-Hill Maravillas	FED-EX Freight Charges-Wonders	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	120

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 site will provide support to teachers in the area of educational applications in order to directly support students access to the required technology.</p> <p>The site's Technology Technician will maintain equipment and software to support student learning through technology.</p>	Site Administration	August 2016-June 2017 Provide required support.	EST (2-5) Salary	1000-1999: Certificated Personnel Salaries	District Funded	
	EST (2-5)	August 2016-June 2017 Support teachers in the areaof technology.	Site Technology Technician	2000-2999: Classified Personnel Salaries	Centralized Services	43335
	Site Technology Technician	August 2016-June 2017 Maintain equipment and software.				
<p>The site will provide the required clerical staff to support all of the school's goals and actions.</p>	Site Administration	August 2016-June 2017 Allocate the needed resources.	Extra clerical support	2000-2999: Classified Personnel Salaries	Discretionary	7000
			Clerical substitutes	2000-2999: Classified Personnel Salaries	Discretionary	1000
			Office Materials and Supplies-Office Depot	4000-4999: Books And Supplies	Discretionary	10000
			Monitors for the front office	4000-4999: Books And Supplies	Discretionary	2564
			Clerical over time	2000-2999: Classified Personnel Salaries	Discretionary	2000
Administration will meet with teachers prior and post their evaluations to provide coaching support in the area of Language Arts.	Site Administration	August 2016-June 2017 Provide the needed resources.	Teacher substitute coverage for pre and post evaluation meetings	1000-1999: Certificated Personnel Salaries	Discretionary	1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site and district will provide support to teachers in the implementation of the new Language Arts adopted materials (McGraw-Hill Wonders/Maravillas)	District Administration	August 2016-June 2017 Provide the needed resources and training.	N/A	None Specified		

Strategy #2

STRATEGY:
 OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS AND ENRICHMENT: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will monitor at risk students through the MTSS process, grade level meetings and overall analysis of data.	Site Administration	August 2016-June 2017 Facilitate Professional Development for all teachers.	N/A	None Specified		
	Site Academic Coach	August 2016-June 2017 Support and guide teachers in the MTSS process.				
	Teachers	August 2016-June 2017 Interpret data and monitor student progress.				
Teachers and grade levels will implement Universal Access during the school day for their students including EL and Foster Youth Students.	Site Administration	August 2016-June 2017 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	1000
	Site Academic Coach	August 2016-June 2017 Support and guide teachers in developing a scheduled time for Universal Access.				
	Leadership Team	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers	<p>Guide their grade levels and give feedback to administration of the needed resources in order to implement a successful Universal Access time.</p> <p>August 2016-June 2017</p> <p>Actively participate in collaboration with their grade levels and inform their leadership representatives of needed resources.</p>				
The site will conduct Coordinated Services (COST) and Student Success Team (SST) meetings to address the emotional and academic needs of at risk students.	Site Administration	<p>August 2016-June 2017</p> <p>Facilitate meetings and provide resources and support.</p>	Substitutes for the classroom teachers	1000-1999: Certificated Personnel Salaries	Discretionary	1500
	Outreach Resource Specialist	<p>August 2016-June 2017</p> <p>Offer and coordinate services for families and students.</p>	ORC	2000-2999: Classified Personnel Salaries	Centralized Services	76296
	COST Team	<p>August 2016-June 2017</p> <p>Identify possible interventions and support that facilitates academic success for students.</p>	Counselor	2000-2999: Classified Personnel Salaries	Centralized Services	96906
	SST Team	<p>August 2016-June 2017</p> <p>Work with students and</p>				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	School Counselor	families to identify the best possible interventions and support that facilitates academic success for students. August 2016-June 2017 Offer counseling services to students.				
The site's MTSS team will identify students, including ELs and Foster Youth, through data analysis in grade level meetings and student monitoring conferences. Identified students will participate in a focused, skill-based intervention program with an Intervention Service Provider (ISP) and/or a para-educator during the school day.	Site Administration	August 2016-May 2017 Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester.	ISP	1000-1999: Certificated Personnel Salaries	LCFF - EL	19068
	Teachers	Provide Substitutes	Para-Educators	2000-2999: Classified Personnel Salaries	Title I	38129
		August 2016-May 2017	Para-Educators	2000-2999: Classified Personnel Salaries	LCFF - EL	13397
	Outreach Resource Specialist	Be active participants of Student Monitoring Meetings and Grade Level meetings.	ISP Fringes	1000-1999: Certificated Personnel Salaries	LCFF - EL	3242
		August 2016-May 2017	Para-Educators Training/Meeting	1000-1999: Certificated Personnel Salaries	Discretionary	1600
	Academic Coach	Support teachers with resources for students and their families.	Para-Educators Fringes	2000-2999: Classified Personnel Salaries	Title I	9284
		August 2016-May 2017	Guide and support ISPs with resources.			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	ISP	August 2016-May 2017 Provide targeted instruction to students K-8.	Para-Educators Fringes	2000-2999: Classified Personnel Salaries	LCFF - EL	3283
	Para-Educator	August 2016-May 2017 Support the classroom teacher in providing targeted instruction to students K-8.				
	School Counselor	August 2016-June 2017 Offer counseling services to students.				
The site's MTSS team will identify students, including ELs and Foster Youth, through data analysis in grade level meetings and student monitoring conferences. Identified students will participate in a focused, skill-based intervention program with a credentialed teacher before and/or after school.	Site Administration	August 2016-May 2017 Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester.	Teacher Extra Pay	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	2000
		Allow for Grade Level Meetings at least once a month.	Student Monitoring Teacher Coverage	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	1050
	Teachers	August 2016-May 2017 Be active participants of Student Monitoring Meetings and of Grade Level Meetings.	Teacher Extra Pay	1000-1999: Certificated Personnel Salaries	Title III	13000
		Provide academic intervention sessions before or after school hours.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	<p>Outreach Resource Specialist</p> <p>Site Academic Coach</p> <p>School Counselor</p>	<p>August 2016-May 2017</p> <p>Support Teachers with resources for students and their families.</p> <p>August 2016-May 2017</p> <p>Guide and support ISPs , and teachers with resources.</p> <p>August 2016-June 2017</p> <p>Offer counseling services to students.</p>				
Teachers and the Site Principal will hold meetings with 7th and 8th grade students who are not meeting proficient academic levels.	<p>Site Administration</p> <p>Teachers</p> <p>Outreach Resource Specialist</p>	<p>January 2017-May 2017</p> <p>Meet with students at least two times during the school year.</p> <p>August 2016-June 2017</p> <p>Provide information to school administration of students' progress.</p> <p>August 2016-June 2017</p> <p>Support students and their families with resources.</p>	N/A	None Specified		
The site will provide students, including ELs and Foster Youth, the opportunity to access technology for intervention	Teachers	<p>August 2016-June 2017</p> <p>Guide students in the use of appropriate technology</p>	Site Technology Technician Salary	2000-2999: Classified Personnel Salaries	Centralized Services	60145

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and/or enrichment opportunities (e-books, iPads, applications, programs, software, etc.)	Site Technology Technician	tools. August 2016- June 2017 Maintain equipment and software to support student learning.	AR 360 CORE 5 Refer to strategy # 1 Axis 360-Ebooks	2000-2999: Classified Personnel Salaries None Specified	District Funded	
EST (2-5) will develop a technology based enrichment program and activities for GATE students (2-5).	EST (2-5)	August 2016-June 2017 Develop technology project based lessons using depth and complexity to challenge GATE students.	EST (2-5) Materials	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded LCFF - Targeted	1244
The site will hold monthly IEP meetings with parents in order to monitor/modify Instructional Educational Plans for Special Education students.	Site Administration Special Education Team Parents	August 2016-June 2017 Schedule IEP meetings and attend as the district representative. August 2016-June 2017 Prepare IEPs and communicate with families IEP goals and student progress in meeting goals. August 2016-June 2017 Attend meetings and provide feedback to the team.	Floater Substitute	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Administration will hold end of the year Grade Level Meetings to discuss future placement of students.	Site Administration	May 2016 Allocate resources and facilitate a collaborative meeting.	Floater Substitute	1000-1999: Certificated Personnel Salaries	Discretionary	500
	Teachers	May 2016 Prepare students' articulation cards and provide feedback on students' needs.				
The site will hold Awards Assemblies for (K-5) students each trimester to recognize academic achievements. DLI students will be recognized for meeting bi literacy benchmarks.	Site Administration	August 2016-June 2017 Allocate the needed resources.	Academic Incentives/ Awards Hospitality	4000-4999: Books And Supplies	LCFF - Targeted	3000
	Teachers	August 2016-June 2017 Identify students who will be recognized.				
The site will hold Awards Assemblies for (6-8) students each trimester to recognize academic achievements. DLI students will be recognized for meeting bi literacy benchmarks.	Site Administration	August 2016-June 2017 Allocate the needed resources.	Honor Roll T-Shirts Student/Parent Breakfast	4000-4999: Books And Supplies None Specified	LCFF - Targeted	4000
	Teachers	August 2016-June 2017 Identify students who will be recognized.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will actively promote students' attendance by offering each trimester rewards for attending school every day on time.	Site Administration	August 2016-June 2017 Allocate the needed resources.	Attendance Incentives/ Staples	4000-4999: Books And Supplies	LCFF - Targeted	700
	ORC	August 2016-June 2017 Provide tools and assist families with appropriate resources.	Attendance Incentives/ Walmart	4000-4999: Books And Supplies	LCFF - Targeted	300
	Attendance Technician	August 2016-June 2017 Monitor student attendance.				
The site will offer Middle School Students the opportunity to enroll in rigorous elective courses and promote activities which support and promote college and career readiness.	Site Administration	June 2016 Develop a master schedule which includes AVID.	AVID Field Trips	5700-5799: Transfers Of Direct Costs	Discretionary	500
	Teachers	June 2016 Active recruitment of students for the AVID elective.	AVID Tutors	2000-2999: Classified Personnel Salaries	LCFF - Targeted	1000
			AVID Materials	4000-4999: Books And Supplies	Discretionary	200
			AVID Agendas	4000-4999: Books And Supplies	LCFF - Targeted	1500
			Transportation College Field Trips- Middle School	5700-5799: Transfers Of Direct Costs	LCFF - Targeted	1000
Teachers	August 2016-June 2017 Identify and organize field trips which will enrich current units of study.	Buses to support field trips	5700-5799: Transfers Of Direct Costs	PTA		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Buses to support field trips	5700-5799: Transfers Of Direct Costs	PTA	
			Field Trip Fees	5800: Professional/Consulting Services And Operating Expenditures	PTA	17000
Middle School Teachers will work collaboratively with Elementary School Teachers to provide students with enrichment lessons/activities based on the California Common Core Standards.	Middle School Teachers	August 2016-June 2017	Extra Hours for Middle School Teachers	1000-1999: Certificated Personnel Salaries	Discretionary	1000
		Develop and deliver project based lessons.				
	August 2016-June 2017					
	Work collaboratively with Elementary School Teachers.					
	Elementary School Teachers	August 2016-June 2017				
	Work collaboratively with Middle School Teachers.					
Site Administration	August 2016-June 2017					
The site will provide kinder through eighth grade students the opportunity to participate in after school enrichment clubs based on	Art Teacher	September 2016-June 2017	Extra hours for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	8000
		Provide art lessons to students K-2 grade.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Language Arts such as yearbook and theater.	Club Advisors	September 2016-June 2017 Monitor students during club meetings and advise them of best practices.	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Targeted	2000
The site will promote reading by creating an AR incentive program.	Site Administration	September 2016-June 2017 Allocate the needed resources.	AR incentives	4000-4999: Books And Supplies	LCFF - Targeted	2000
	Site Academic Coach	September 2016-June 2017 Develop a school wide incentive program. Support teachers with data accessibility and with managing the AR site.				
	Teachers	September 2016-June 2017 Promote and implement the AR reading program.				
The site will create a school wide reading focus time.	Site Administration	September 2016-June 2017 Allocate the needed resources.	N/A	None Specified		
	Teachers	September 2016-June 2017 Incorporate the AR reading program in their daily schedule.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will identify GATE students and will place them in grade level GATE clusters in order to meet their academic and social/emotional needs.	District	September 2016-June 2017				
		Test and identify Gifted and Talented Students.				
	Site Administration	June 2016				
		Identify GATE students at each grade level.				
		Place students in an appropriate GATE grade level cluster.				
		Allocate resources to train teachers in GATE.				
	Teachers	September 2016-June 2017				
		Differentiate instruction for gifted students- paying close attention to their specific academics and social emotional needs.				

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 site will hold incoming Parent Night Meetings for families of entering kindergarten students for the DLI and SEI programs.	Site Administration	June 2016 Allocate resources for teachers to successfully conduct the meetings.	Teacher Extra Pay	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	500
	Kindergarten Teachers	June 2016 Prepare and facilitate the parent meetings.	Materials	4000-4999: Books And Supplies	LCFF - Targeted	500
			ORC	1000-1999: Certificated Personnel Salaries	LCFF - Targeted	500
	Outreach Resource Specialist	June 2016 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 site 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 2017-June 2017 Provide release time to allow for the Collaboration Meetings.	Substitutes	1000-1999: Certificated Personnel Salaries	Discretionary	1000
	Site Academic Coach	April 2017-June 2017 Provide student data.				
	Teachers	April 2017-June 2017 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 2017-June 2017 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 site 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 2017 Provide release time to allow for the Collaboration Meetings.	Collaboration Substitutes	None Specified		
	Site Academic Coach	June 2017 Provide student data.				
	Teachers	June 2017 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 2016-June 2017 Teachers who attend a conference will present information regarding the conference to faculty.	Refer to Goal # 1 Strategy # 1			
	District Office	August 2016-June 2017 Provide financial resources to pay for conference, travel and accommodations.				
	Site Administration	August 2016-June 2017 Allocate financial resources to pay for conference, travel and accommodations.				
The site 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 2016- June 2017 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 2016- June 2017 Prepare and deliver professional development based on the Common				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	District EL TOSA	Core. August 2016- June 2017 Prepare and deliver professional development based on SIOP.				
SIP Days: The site will provide professional development for teachers in the area of the Language Arts Common Core.	Site Administration Teachers	August 2016 and October 2016 Facilitate and provide professional development. August 2016 and October 2016 Be active participants during the professional development.	Refer to Goal # 1 Strategy # 1			
Teachers, administration and support staff will attend workshops at VCOE in order to improve practice in the area of Language Arts.	Site Administration Teachers	August 2016-June 2017 Allocate resources for registration fees and teacher coverage. August 2016-June 2017 Be active participants during the professional development.	Substitutes Registration Fees	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Discretionary Discretionary	2000 2000
Teachers and administration will participate in school visitations to successful (K-8) DLI sites.	Site Administration	August 2016-June 2017 Allocate resources and schedule visits.	Collaboration Substitutes	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	DLI Teachers	August 2016-June 2017 Be active participants during the visits.				
Middle School AVID teachers will continue to develop AVID strategies and skills.	Site Administration AVID Teachers	August 2016-June 2017 Allocate resources to develop the AVID program. August 2016-June 2017 Be active participants during the professional development.	Refer to Goal # 1 Strategy #1			
Site Administration will work with the district's Dual Language Director to offer professional development and support to Dual Language Immersion Teachers in the area of ELD, SLD, ELA, and SLA.	Site Administration DLI Teachers	August 2016-June 2017 Allocate resources and collaborate directly with OSDs Director of DLI. August 2016-June 2017 Be active participants during the professional development.				

Strategy #6

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will coordinate and hold Title I quarterly meetings for parents and community.	Site Administration	September 2016-June 2017	Child Care			
		Facilitate Title I meetings at least three times during the school year.	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	LCFF - Targeted	1000
			Solicit Parent Involvement (Parent Hospitality- ELAC)	4000-4999: Books And Supplies	Title III	2022
The site will actively promote the participation and involvement of parents in school committees such as PTA, ELAC and SSC.	Site Administration	August 2016-June 2017	Child Care			
		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 Strategy # 1			
			Interpreting Services			
			Refer to Goal 1 Strategy # 7			
	Site Administration	August 2016-June 2017				
		Administration will provide				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		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 Parents/Community	August 2016 Organize and facilitate with parents/community the development of the school's Parent Compact. August 2016 Work collaboratively with Site Administration in developing the school's Parent Compact.	N/A	None Specified		
School Administration and parents/community will jointly develop a Parent Involvement Policy.	Site Administration Parents/Community	August 2016 Organize and facilitate with parents/community the development of the school's Parent Involvement Policy. August 2016 Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will organize and conduct three 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 2016- June 2017 Allocate the needed resources.	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	Title I	2000
	Teachers	August 2016-2017 Prepare materials and prepare content for family nights.				
	Parents	August 2016-2017 Attend family nights and be active participants.				
The site will offer a series of parent outreach/informational meetings with a focus on student academic achievement.	Administration	August 2016-2017 Prepare materials and prepare content for the meeting.	Solicit Parent Involvement (Parent Hospitality) Refer to Goal 1 Strategy # 7 Child Care Refer to Goal 1 Strategy # 1 Interpretation Services Refer to Goal 1 Strategy # 7			
	Parents	August 2016-2017 Attend meetings and be active participants.				
Parent/Teacher Conferences will be held to inform families of students' progress.	Teachers	August 2016-June 2017 Schedule and prepare content for parent/teacher	N/A	None Specified		

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 and the After School Program will maintain constant communication.	After School Teacher Liaison	August 2016-June 2017 Will maintain communication with the After School Program Personnel.	ASES ASP Liasion	None Specified 1000-1999: Certificated Personnel Salaries	ASES	3251
	Site Administration	August 2016-June 2017 Will maintain open communication with the After School Teacher Liaison.				
ASES Administrator will meet monthly with the site principal to evaluate the program and work on correlating the After School Program to the regular school day programs and services.	ASES Administrators	August 2016-June 2017 Arrange to meet monthly with school administration and communicate needs of the program.	ASES	None Specified		
	Site Administration	August 2016-June 2017 Communicate student academic needs to ASES administration. Provide input on activities that are offered by the After School Program.				

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math

LEA GOALS:

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

SCHOOL GOAL #2:

All students will reach high standards, at a minimum, attaining proficiency or better in math.

- Students at grade level will attain at a minimum one year's growth as measured by the STAR 360 Mathematics Assessment.
- Students below grade level will attain at a minimum one and a half year's growth as measured by the STAR 360 Mathematics Assessment.

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:

- STAR 360 Mathematics (K-8)
- CAASPP Math Data
- STAR Early Literacy (Early Numeracy)

Findings from the Analysis of this Data:

Percentage of students at or above benchmark as measured by the STAR 360 Math Assessment at the end of the 15-16 school year:

- Kindergarten (Early Numeracy): Number Identification-78% Number Object Correspondence-63% Sequence Completion-73% Composing and Decomposing-86% Measurement-82%
- First Grade: 87%
- Second Grade: 72%
- Third Grade: 67%
- Fourth Grade: 61%
- Fifth Grade: 66%
- Sixth Grade: 75%
- Seventh Grade: 61%
- Eighth Grade: 72%

Percent of students at or above benchmark as measured the 15-16 CAASPP:

3rd Grade- 21%
4th Grade- 18%
5th Grade- 12%
6th Grade- 23%
7th Grade- 20%
8th Grade- 14%

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 Mathematics
- STAR Early Literacy (Early Numeracy)
- McGraw Hill My Math Benchmark Assessments Gr. K-5
- McGraw Hill My Math Chapter Tests
- Pearson CMP3 Unit Tests

Strategy #1

STRATEGY:

TEACH AND LEARNING: The school will ensure the full implementation of the state approved math curriculum.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Collaboration Meetings: Grade levels will collaborate to analyze data and plan instruction with the focus of incorporating SIOP and EL strategies with the Math Common Core.	Teachers	September 2016 -May 2017 Collaborate once a month to plan and modify instructional lessons based on the Common Core.	Refer to goal # 1			
	Site Academic Coach	September 2016 -May 2017 Prepare data prior to Collaboration Meetings. Provide support, input, and guidance.				
	Site Administration	September 2016 -May 2017 Allocate time for collaboration. Provide support, input and guidance.				
The site 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 2016-May 2017 Prepare and deliver demonstration lessons based on the Common Core to the various grade levels (K-8). Engage teachers in the coaching cycle.	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers	September 2016-May 2017 Actively participate in the coaching cycle. Develop their own Common Core lessons.				
	District EL TOSA	September 2016-May 2017 Support teachers and the Academic Coach in integrating SIOP with the Common Core.				
	Site Administration	September 2016-May 2017 Arrange coverage for teachers.				
The site will provide the required clerical staff to support all of the school's goals and actions.	Site Administration	August 2016-June 2017 Provide the needed resources.	Refer to goal #1			
Administration will meet with teachers prior and post their evaluations to provide coaching support in the area of Math.	Site Administration	August 2016-June 2017 Provide the needed resources.	Refer to goal #1			
School Leadership Meetings: The site's Leadership Team will meet regularly to discuss and collaboratively develop a school plan in order to improve students academic progress in Math.	Leadership Team	August 2016-June 2017 Meet regularly to develop school wide goals and actions to support student achievement and safety.	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 Math Common Core Standards:</p> <p>Teachers will integrate iPad applications in their lessons in order to reinforce and enrich academic concepts.</p>	Teachers	<p>October 2016-July 2017</p> <p>Integrate iPad applications lessons in order to reinforce and/or enrich academic concepts.</p>	Refer to goal #1			
<p>Technology will be integrated consistently with the Common Core Math standards:</p> <p>The site will provide and replenish technology equipment in order to enhance the current technology for students (Student Headphones, Smart Board Adapters, etc.).</p>	Teachers	<p>August 2016-July 2017</p> <p>Teachers will use the Smart Board Adapters to enhance daily lessons for students.</p> <p>Teachers will allow students to use headphones when needed for their iPads.</p>	Refer to goal #1			
<p>The site will provide materials and supplies to support the core instructional program.</p>	<p>Teachers</p> <p>Site Administration</p>	<p>August 2016-June 2017</p> <p>Identify and request supplemental materials.</p> <p>August 2016- June 2017</p> <p>Allocate funds to purchase the needed supplemental materials.</p>	Refer to goal #1			
<p>Teachers will have the opportunity to copy instructional materials in order to supplement and reinforce Math Common Core Lessons.</p>	Site Academic Coach	<p>August 2016-June 2017</p> <p>Work with teachers to identify the needed supplemental materials to enrich and review lessons for students.</p>	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers	August 2016-June 2017 Identify the needed supplemental materials to enrich and review lessons for students.				
Technology will be integrated consistently with the Common Core Math Standards: An EST will provide extra support to teachers in the area of educational applications to support students direct access to the required technology. The Site's Technology Technician will maintain equipment and software to support student learning through technology.	Site Administration EST (2-5) Site Technology Technician	August 2016 -June 2017 Provide the needed resources. August 2016-June 2017 Support teachers in the are of technology. August 2016-June 2017 Maintain equipment and software.	Refer to goal #1			
The site will provide the IXL Math software/iPad program to students K-8 for differentiated Math Common Core practice.	Teachers Site Administration	August 2016-June 2017 Structure time and monitor student use of the IXL Math program. Students will work at their independent Math level. August 2016-June 2017 Allocate resources to acquire the IXL yearly site license.	Yearly License Fee	5000-5999: Services And Other Operating Expenditures	LCFF - Discretionary	9295

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site will provide STAR 360 Math program to students K-8 for differentiated Math Common Core practice.	Teachers	<p>August 2016-June 2017</p> <p>Structure time and monitor student use of STAR 360 Math program.</p> <p>Students will work at their independent Math level.</p>	Yearly Licence Fee	None Specified		

Strategy #2

STRATEGY:

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS AND ENRICHMENT: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will monitor at risk students through the MTSS process, grade level meetings and overall analysis of data.	Site Administration	August 2016-June 2017 Facilitate professional development for all teachers.	Refer to goal # 1			
	Site Academic Coach	August 2016-June 2017 Support and guide teachers in the MTSS process.				
	Teachers	August 2016-June 2017 Interpret data and monitor student progress.				
Teachers and grade levels will implement Universal Access during the school day for their students including EL and Foster Youth Students.	Site Administration	August 2016-June 2017 Provide the required tools for teachers to implement Universal Access time during the instructional day.	Refer to goal # 1			
	Site Academic Coach	August 2016-June 2017 Support and guide teachers in developing time for Universal Access.				
	Leadership Team	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers	<p>Guide their grade levels and give feedback to administration of the needed resources to implement a successful Universal Access time.</p> <p>August 2016-June 2017</p> <p>Actively participate in collaboration with their grade levels and inform their leadership representatives of needed resources.</p>				
The site will conduct Coordinated Services (COST) and Student Success Team (SST) meetings to address the emotional and academic needs of at risk students.	Site	<p>September 2016-June 2017</p> <p>Facilitate the meetings and provide resources and support.</p>	Refer to goal # 1			
	Outreach Resource Specialist	<p>August 2016-June 2017</p> <p>Offer and coordinate services for families and students.</p>				
	COST team	<p>September 2016-June 2017</p> <p>Identify possible interventions and support that would facilitate academic success for students.</p>				
	SST team	<p>August 2016-June 2017</p>				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	School Counselor	<p>Work with students and families to identify the best possible interventions and support that would facilitate academic success for students.</p> <p>August 2016-June 2017</p> <p>Offer counseling services to students.</p>				
<p>The site's MTSS team will identify students, including ELs and Foster Youth, through data analysis in grade level meetings and student monitoring conferences. Identified students will participate in a focused, skill-based intervention program with an Intervention Service Provider (ISP) and/or a para-educator during the school day.</p>	Site Administration	<p>August 2016-May 2017</p> <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>	Refer to goal # 1			
	Teachers	<p>August 2016-May 2017</p> <p>Be active participants at Student Monitoring Meetings and at Grade Level Meetings.</p>				
	Outreach Resource Specialist	<p>August 2016-May 2017</p> <p>Support Teachers with resources for students and their families.</p>				
	Site Academic Coach	<p>August 2016-May 2017</p>				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	ISP	Guide and support ISPs with resources. August 2016-May 2017				
	Para-Educator	Provide targeted instruction to students K-8. August 2016-May 2017				
	Site Counselor	Support the classroom teacher in providing targeted instruction to students K-8. August 2016-June 2017				
		Offer counseling services to students.				
Site administration will hold meetings with 7th and 8th grade students who are not meeting proficient academic levels.	Site Administration	January 2016-May 2017 Meet with students at least two times during the school year.	Refer to goal # 1			
	Teachers	August 2016-June 2017 Provide information to school administration of students' progress.				
	Outreach Resource Specialist	August 2016-June 2017 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
<p>The site's MTSS team will identify students, including ELs and Foster Youth, through data analysis in grade level meetings and student monitoring conferences. Identified students will participate in a focused, skill-based intervention program with a credentialed teacher before and/or after school.</p>	Site Administration	<p>August 2016 -May 2017</p> <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>	Refer to goal # 1			
	Teachers	<p>August 2016-May 2017</p> <p>Be active participants at Student Monitoring Meetings and at Grade Level Meetings.</p> <p>Provide academic intervention sessions before and/or after school hours.</p>				
	Outreach Resource Specialist	<p>August 2016-May 2017</p> <p>Support Teachers with resources for students and their families.</p>				
	Site Academic Coach	<p>August 2016-May 2017</p> <p>Guide and support ISPs and teachers with resources.</p>				
<p>Students including ELs and Foster Youth will be given the opportunity to access technology for intervention and/or</p>	Teachers	<p>August 2016-June 2017</p> <p>Guide students in the use of appropriate technology</p>	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
enrichment opportunities (e-books, iPads, applications, programs, software, Star 360 Math, etc.)	Site Technology Technician	tools. August 2016- June 2017 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 2016-June 2017 Develop technology project based lessons using depth and complexity to challenge GATE students.	Refer to goal #1			
The school will hold monthly IEP meetings with parents in order to monitor/modify Instructional Educational Plans for Special Education students.	Site Administration Special Education Team Parents	August 2016-June 2017 Schedule IEP meetings and attend as the district representative. August 2016-June 2017 Prepare IEPs and communicate with families IEP goals and student progress in meeting such goals. August 2016-June 2017 Attend meetings and provide feedback to the team.	Refer to goal #1			
Site Administration will hold end of the year grade level meetings to discuss future placement of	Site Administration	May 2016	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students.	Teachers	Allocate resources and facilitate a collaborative meeting. May 2016 Prepare students' articulation cards and provide feedback on students' needs.				
The site will hold Awards Assemblies for (K-5) students each trimester to recognize academic achievements.	Site Administration Teachers	August 2016-June 2017 Allocate the needed resources. August 2016-June 2017 Identify students who will be recognized.	Refer to goal #1			
The site will hold Awards Assemblies for (6-8) students each trimester to recognize academic achievements.	Site Administration Teachers	August 2016-June 2017 Allocate the needed resources. August 2016-June 2017 Identify students who will be recognized.	Refer to goal #1			
The site will actively promote students' attendance by offering each trimester rewards for attending school every day on time.	Site Administration Outreach Resource Specialist	August 2016-June 2017 Allocate the needed resources. August 2016-June 2017	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Attendance Technician	<p>Provide tools and assist families with appropriate resources.</p> <p>August 2016-June 2017</p> <p>Monitor student attendance.</p>				
The site will offer Middle School Students the opportunity to enroll in rigorous elective courses and promote activities which support and promote college and career readiness.	<p>Site Administration</p> <p>Teachers</p>	<p>March 2016</p> <p>Develop a master schedule which includes AVID.</p> <p>March 2016</p> <p>Active recruitment of students for AVID.</p>	Refer to goal # 1			
The site will provide teachers the opportunity to take students on field trips in order to enrich math units of study.	Teachers	<p>August 2016-June 2017</p> <p>Identify and organize field trips which will enrich current units of study.</p>	Refer to goal # 1			
The site will provide kinder through eighth grade students the opportunity to participate in after school enrichment clubs based on Math such as engineering and science.	<p>Art Teacher</p> <p>Club Advisors</p>	<p>September 2016-June 2017</p> <p>Develop and deliver art lessons based on specific grade level.</p> <p>September 2016-June 2017</p> <p>Monitor students during club meetings and advise them of best practices.</p>	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 site will hold incoming 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.				
	Outreach Resource Specialist	June 2016 Assist teachers in gathering materials for the meeting and reaching out to incoming kindergarten parents.				

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 site will offer transition meetings to allow collaboration time between Elementary and Middle School Teachers to discuss students' overall academic needs including EL, SPED and Foster Youth students.	Site Administration	April 2017-June 2017 Provide release time to allow for the Collaboration Meetings.	Refer to goal # 1			
	Site Academic Coach	April 2017-June 2017 Provide student data.				
	Teachers	April 2017-June 2017 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 2017-June 2017 Facilitate parent and student meetings.	Refer to goal # 1			
The site 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 2017 Provide release time to allow for collaboration meetings.	Refer to goal # 1			
	Site Academic Coach	February 2017 Provide student data.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers	February 2017 Be active participants of all Collaboration Meetings.				

Strategy #5

STRATEGY:

PROFESSIONAL DEVELOPMENT: The school will provide professional development to support the Common Core State Standards for Math.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and administration will attend academic conferences in order to enhance their current practices (AVID, CAG, CABE, CUE).	Teachers	August 2016-June 2017 Teachers who attend a conference will present information regarding the conference to faculty.	Refer to goal # 1			
	District Office	August 2016-June 2017 Provide financial resources to pay for conference, travel and accommodations.				
	Site Administration	August 2016-June 2017 Allocate financial resources to pay for conference, travel and accommodations.				
The site 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 2016- June 2017 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	Refer to goal # 1			
	Site Academic Coach	August 2016- June 2017 Prepare and deliver professional development based on the Common				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	District EL TOSA	Core. August 2016- June 2017 Prepare and deliver professional development based on SIOP.				
SIP Days: The site will provide professional development for teachers in the area of Math Common Core.	Site Administration Teachers	August 2016 and October 2016 Facilitate and provide professional development. August 2016 and October 2016 Be active participants during the professional development.	Refer to goal # 1			
Teachers, administration and support staff will attend workshops at VCOE in order to improve their practice in the area of Math.	Site Administration Teachers	August 2016-June 2017 Allocate resources for registration fees and teacher coverage. August 2016-June 2017 Be active participants during the professional development.	Refer to goal # 1			
Teachers and administration will participate in school visitations to successful (K-8) DLI sites.	Site Administration	August 2016-June 2017 Allocate resources and schedule visits.	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	DLI Teachers	August 2016-June 2017 Be active participants during the visits.				
Middle School AVID Teachers will continue to develop AVID strategies and skills.	Site Administration AVID Teachers	August 2016-June 2017 Allocate the needed resources to develop the AVID program. August 2016-June 2017 Be active participants during the professional development.	Refer to goal # 1			

Strategy #6

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will organize and hold Title I quarterly meetings for parents and community.	Site Administration	September 2016-June 2017 Facilitate Title I meetings at least three times during the school year.	Refer to goal # 1			
The site will actively promote the participation and involvement of parents in school committees such as PTA, ELAC and SSC.	Site Administration	August 2016-June 2017 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 2016-June 2017 Administration will provide incentives for parent/community participation in school sponsored meetings.				
Site Administration and parents/community will jointly develop the school's Parent Compact.	Site Administration	August 2016 Organize and facilitate with parents/community the development of the school's	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Parents/Community	Parent Compact. August 2016 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 Parents/Community	August 2016 Organize and facilitate with parents/community the development of the school's Parent Involvement Policy. August 2016 Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.	N/A	None Specified		
The site will offer a series of parent Outreach/Informational Meetings to inform parents of math expectations.	Site Administration Parents	August 2016-2017 Prepare materials and prepare content for the meeting. August 2016-2017 Attend meetings and be active participants.	Refer to goal #1			
Parent/Teacher conferences will be held to inform families of students' progress.	Teachers	August 2016-June 2017 Schedule and prepare	Refer to goal #1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Parents	<p>content for parent/teacher conferences</p> <p>August 2016-June 2017</p> <p>Attend meetings and be active participants.</p>				

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 and the After School Program will maintain constant communication.	After School Teacher Liaison	August 2016-June 2017 Will maintain constant communication with the After School Program Personnel.	Refer to goal # 1			
	Site Administration	August 2016-June 2017 Will maintain open communication with the After School Teacher Liaison.				
ASES Administrator will meet monthly with the site principal to evaluate the program and work on correlating the After School Program to the regular school day programs and services.	ASES administrators	August 2016-June 2017 Arrange to meet monthly with school administration and communicate needs of the program.	Refer to goal # 1			
	Site Administration	August 2016-June 2017 Communicate student academic needs to ASES administration. Provide input on activities that are offered by the After School Program.				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #3:
<p>All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <ul style="list-style-type: none">• All limited-English-proficient students will increase one CELDT level.• 29% percent of limited-English-proficient students with less than five years in the United States will attain the English language proficiency level on the CELDT.• 55% percent of limited-English-proficient students with five or more years in the United States will attain the English language proficiency level on the CELDT.• The site will achieve academic achievement targets in ELA and mathematics for the EL student group as mandated by Title I.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CELDT• STAR 360• AMAO Data
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• AMAO #1: 51.7%• AMAO #2: 25.4% (Less than 5 years in the US) 52.8%(5 or more years in the US)

How the School will Evaluate the Progress of this Goal:

- CELDT
- STAR 360
- AMAO Data
- ELRT Progress Monitoring Data
- IPT

Strategy #1

STRATEGY:

TEACHING AND LEARNING: The school will ensure the full implementation of the State approved English Language Development (ELD) curriculum and support the Common Core State Standards for English Language Development (ELD).

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Collaboration Meetings: Grade levels will collaborate quarterly to analyze data and plan ELD instruction.	Teachers	September 2016-June 2017	Refer to goal # 1			
		Collaborate to plan and modify ELD instructional lessons.				
	Site Academic Coach	September 2016-June 2017				
		Prepare data prior to collaboration meetings. Provide support, input, and guidance.				
	District EL TOSA	September 2016-June 2017				
		Prepare data prior to collaboration meetings. Provide guidance and support to the Site Academic Coach and to the teachers.				
Site Administration	September 2016-June 2017					
	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 site will provide coaching support for teachers in the implementation of the ELD curriculum.	Site Academic Coach	August 2016-June 2017 Prepare and deliver demonstration lessons based on ELD for primary grades (K-6). Engage teachers in the coaching cycle.	Refer to goal # 1			
	District EL TOSA	August 2016-June 2017 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 2016-June 2017 Actively participate in the coaching cycle. Develop effective ELD lessons.				
Teachers and school administrators will attend the CABE conference in order to enhance their current practices.	Site Administration	August 2016-June 2017 Facilitate the opportunity for teachers to attend conferences as well as district and county trainings.	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Site Academic Coach	August 2016-June 2017 Prepare and deliver professional development based on ELD.				
	District EL TOSA	August 2016-June 2017 Prepare and deliver professional development based on SIOP and ELD.				
School Leadership Meetings: The site's Leadership Team will meet regularly to discuss and collaboratively develop a school plan in order to improve EL students academic progress in all content areas.	Leadership Team	August 2016- June 2017 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			
Technology will be integrated consistently with the Common Core ELD standards: Students will be provided with additional opportunities to practice and strengthen their literacy skills through the computer based programs Accelerated Reader and CORE 5.	Teachers	August 2016-June 2017 Use AR and CORE 5 to reinforce and/or enrich language academic concepts.	Refer to goal # 1			
Technology will be integrated consistently with the Common Core ELD standards:	Teachers	August 2016-June 2017 Integrate iPad applications	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Integrate iPad applications to reinforce and enrich academic concepts.		lessons in order to reinforce and/or enrich language academic concepts.				
Technology will be integrated consistently with the Common Core ELD standards: The school will provide technology equipment to enhance our current technology for students (Student Headphones, Smart Board Adapters).	Teachers Site Administration	August 2016-June 2017 Teachers will use the Smart Board Adapters to enhance daily language lessons for students. Teachers will allow students to use headphones when needed for their iPads. Provide the needed resources.	Refer to goal # 1			
Teachers will have the opportunity to copy instructional materials to supplement and reinforce ELD Common Core Lessons.	Site Academic Coach Teachers	August 2016-June 2017 Work with teachers to identify the needed supplemental materials to enrich and review language lessons for students. August 2016-June 2017 Identify the needed supplemental materials to enrich and review language lessons for students.	Refer to goal # 1			
Administration will meet with teachers prior and post evaluation and will offer coaching support to teachers in order to enhance their practice in regards to English	Site Administration	August 2016-June 2017 Provide the needed resources.	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learners and in the delivery of ELD.						
Administration will meet with teachers prior and post their evaluation to offer coaching support in the area of ELD.	Site Administration	August 2016-June 2017 Provide the needed resources.	Refer to goal #1			
Materials and supplies will be purchased to support the ELD and the goals for English Learners.	Teachers	August 2016-June 2017 Identify and request supplemental materials.	Materials for EL students	4000-4999: Books And Supplies	LCFF - EL	2000
	Site Administration	August 2016- June 2017 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 2016- June 2017 Provide Professional Development	District EL TOSA salary	1000-1999: Certificated Personnel Salaries	District Funded	
	Teachers	August 2016- June 2017 Refer to the EL Master Plan when implementing programs specific to EL students.				
	Site Administration	August 2016- June 2017 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 site and district will make available to teachers professional development in the area of SIOP and ELD.	Site Administration	August 2016-June 2017 Schedule SIOP and ELD professional development.	N/A	None Specified		
	Site Academic Coach	August 2016-June 2017 Provide support and professional development to teachers in the area of SIOP and ELD.				
	Teachers	August 2016-June 2017 Be active participants during the professional development.				
The site will purchase applications for EL's focused on skills needed to access the CCSS.	Site Administration	August 2016-June 2017 Work with the school's leadership team to identify appropriate applications.	Refer to goal # 1			
	Leadership Team	August 2016-June 2017 Work with their grade levels to identify appropriate applications for each level.				
	Teachers	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		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 2016-June 2017 Provide support to teachers in the area of SIOP.	N/A	None Specified		
	District EL TOSA	August 2016-June 2017 Provide support to teachers in the area of SIOP.				
	Teachers	August 2016-June 2017 Develop lessons using SIOP.				
The site will hold ELRT meetings to monitor catch-up plans for all 3rd –8th grade ELL students identified at risk by the ELS department/school.	Site Administration	August 2016-June 2017 Schedule meetings, provide substitutes for teachers, and facilitate meetings	Substitutes	1000-1999: Certificated Personnel Salaries	Title III	600
	Site Academic Coach	August 2016-June 2017 Provide student data.				
	District EL TOSA	August 2016-June 2017 Provide student data.				
	School Counselor	August 2016-June 2017 Provide socio-emotional support to students.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers	August 2016-June 2017 Provide input and additional data.				
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. They will develop and review goals that focus on areas of need. Teachers will plan lessons and identify strategic instructional strategies.	Site Administration Site Academic Coach District EL TOSA Teachers	August 2016-June 2017 Provide time to collaborate as grade level teams. August 2016-June 2017 Guide and support teachers in the development of goals. August 2016-June 2017 Provide professional development in the area of ELD. August 2016-June 2017 Actively participate in collaboration meetings. Develop SMART goals and plan ELD lessons.	Refer to goal # 1			
The school will offer Before/After School Intervention for EL students who are not progressing in the area of ELD.	Teachers	August 2016-June 2017 Design focused intervention lessons.	Teacher Extra-Time Refer to Goal # 3 Strategy 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Materials Refer to Goal #1 Strategy #3			
Teachers will implement SLOP strategies and will develop Language Objectives for all content lessons.	Teachers	August 2016-June 2017 Design language objectives for all lessons.	N/A	None Specified		
	Site Academic Coach	August 2016-June 2017 Support teachers in designing language objectives.				
	Site Administration	August 2016-June 2017 Facilitate the needed resources.				
English Learners will be identified through data analysis in grade level meetings and student monitoring conferences. They will participate in a focused, skill-based intervention program with an Intervention Service Provider (ISP).	Site Administration	August 2016-May 2017 Allow for and facilitate Student Progress Monitoring Meetings at least once each trimester.	Refer to goal # 1			
	Teachers	August 2016-May 2017 Be active participants of Student Monitoring Meetings and of Grade Level meetings.				
	Outreach Resource Specialist	August 2016-May 2017 Support teachers with resources for students and				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Academic Coach	their families. January 2016-May 2017 Guide and support ISPs with resources.				
	ISP	January 2016-May 2017 Provide targeted instruction to EL students K-8.				
The site will offer Summer School for Long Term English Learners.	Site Administration	August 2016 Allocate the needed resources.	Teacher Extra Pay	1000-1999: Certificated Personnel Salaries	Title III	4000
	Teachers	August 2016 Develop and deliver lessons based on specific students' language needs.				

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 incoming 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.				
	Outreach Resource Specialist	June 2016 Assist teachers in gathering materials for the meeting and reaching out to incoming kindergarten parents.				

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 site will provide transition meetings 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 2017-June 2017 Provide release time to allow for collaboration meetings.	Refer to goal # 1			
	Site Academic Coach	April 2017-June 2017 Provide student data.				
	Teachers	April 2017-June 2017 Be active participants of all Collaboration Meetings.				
The site will provide parent and student meetings to address the upcoming transition from Elementary to Middle School/ Middle School to High School.	Site Administration	April 2017-June 2017 Facilitate parent and student meetings.	Refer to goal # 1			
The site will provide a transition meeting to allow collaboration time between High School Counselors/Teachers and Middle School teachers to discuss students' academic needs.	Site Administration	February 2017 Provide release time to allow for the collaboration meetings.	Refer to goal # 1			
	Site Academic Coach	February 2017 Provide student data.				
	Teachers	February 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		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 site and district will provide teachers professional development in the area of SIOP.	Site Administration	August 2016-June 2017 Provide follow-up support.	District	None Specified		
	Site Academic Coach	August 2016-June 2017 Provide support and professional development to teachers in the area of SIOP.				
	District EL TOSA	August 2016-June 2017 Provide support and professional development to teachers in the area of SIOP.				
	Teachers	August 2016-June 2017 Be active participants during the professional development.				
The site and district will provide ELD based professional development.	Site Administration	August 2016-June 2017 Provide follow-up support	District	None Specified		
	Site Academic Coach	August 2016-June 2017 Provide support and				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Allocate financial resources to pay for conference, travel and accommodations.				
The site and district will provide teachers professional development and support for Kate Kinsella's Academic Vocabulary Kit (6-8).	Site Administration	August 2016-June 2017 Support teachers in the implementation of the Academic Vocabulary Kit.	District	None Specified		
	Site Academic Coach	August 2016-June 2017 Support teachers in the implementation of the Academic Vocabulary Kit.				
	District EL TOSA	August 2016-June 2017 Provide professional development; support and guide the site academic coach and teachers in the implementation of the Academic Vocabulary Kit.				
	(6-8) Teachers	August 2016-June 2017 Implement the Academic Vocabulary Kit.				
The site and district will provide professional development and support for the ELD component of Wonders.	Site Academic Coach	August 2016-June 2017 Support teachers in the implementation of Wonders.	District	None Specified		
	District EL TOSA	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	(K-5) Teachers	Support teachers in the implementation of the ELD component in Wonders. August 2016-June 2017 Implement the ELD component of Wonders.				

Strategy #6

STRATEGY:

PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will organize and hold Title I quarterly meetings for parents and community.	Site Administration	September 2016-June 2017 Facilitate Title I meetings at least three times during the school year.	Refer to goal # 1			
The site will have an active English Learner Advisory Committee.	Principal	September 2016-June 2017 Collaborate with ELAC representatives in creating agendas and facilitating meetings. Provide the needed resources.	Refer to goal #1			
	ELAC Representatives	September 2016-June 2017 Meet with the school principal to develop agendas and help facilitate meetings.				
School Administration and parents/community will jointly develop the school's Parent Compact.	Site Administration	August 2016 Organize and facilitate with parents/community the development of the school's Parent Compact.	Refer to goal #1			
	Parents/Community	August 2016				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		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 2016 Organize and facilitate with parents/community the development of the school's Parent Involvement Policy.	Refer to goal #1			
	Parents Community	August 2016 Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.				
The site will offer parents the opportunity to attend the Ventura County CABE Conference.	Site Administration	September 2016 Allocate financial resources for parents to attend the Ventura County CABE Conference.	Refer to goal # 1			
	Parents	September 2016 Attend the Ventura County CABE Conference and be active participants. 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
The site and the After School Program will maintain constant communication.	After School Teacher Liaison	August 2016-June 2017 Will maintain constant communication with the After School Program Personnel.	Refer to goal # 1			
	Site Administration	August 2016-June 2017 Will maintain open communication with the After School Teacher Liaison.				
ASES Administrator will meet monthly with the site principal to evaluate the program and work on correlating the After School Program to the regular school day programs and services.	ASES administrators	August 2016-June 2017 Arrange to meet monthly with school administration and communicate needs of the program.	Refer to goal # 1			
	Site Administration	August 2016-June 2017 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:

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

A. Positive Behavior Plan:

- Office referrals will be reduced by 10%
- Suspensions will be reduced by 10%
- Student attendance will be increased by .5%
- Student tardies will be reduced by .5%

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:

- Total Student Behavior Referrals:
School Year (2013-2014)-1,238
School Year (2014-2015)-697
School Year (2015-2016)-506
- Total Student Suspensions:
School Year (2013-2014)-94
School Year (2014-2015)-28
School Year (2015-2016)-10
- Total Average ADA:
School Year (2013-2014)-96.5%
School Year (2014-2015)-96.5%
School Year (2015-2016)-96.6%

How the School will Evaluate the Progress of this Goal:

- Behavior Referral Data
- Amount of Suspensions
- Attendance Data
- Results from Emergency Drills
- School Climate and Safety Survey

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 site will provide a positive behavior support plan to encourage daily attendance and positive behavior (Shining Stars, Aztec Attendance Club, Second Step and Victim Proof),	Outreach Resource Specialist	August 2016-June 2017 Develop positive behavior support programs for all students.	Student Incentives	4000-4999: Books And Supplies	PTA	1500
	Site Administration	August 2016-June 2017 Support ORC and provide the needed resources.				
The site will provide Social Skills Building Groups targeting bullying, decision making and motivation.	School Counselor	August 2016-June 2017 Identify students who would benefit from students groups. Lead social groups and monitor students progress.	N/A	None Specified		
	Outreach Resource Specialist	August 2016-June 2017 Support the School Counselor with additional resources for students.				
The site will offer parenting classes to parents in need.	Outreach Resource Specialist	August 2016-June 2017 Identify parents who would benefit from the classes.	ORC Extra Hours- Overtime	2000-2999: Classified Personnel Salaries	LCFF - Targeted	4000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		<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	2000
<p>The site will support its positive behavior program by creating an anti bullying school culture through the education of parents, teachers and students.</p> <p>The site will offer support and resources to students, parents and teachers.</p>	<p>Outreach Resource Specialist/School Counselor</p> <p>Site Administration</p>	<p>August 2016-June 2017</p> <p>Facilitate anti bullying assemblies for parents, teachers, and students.</p> <p>August 2016-June 2017</p> <p>Provide the needed resources.</p>	N/A	None Specified		
<p>The site will promote a drug-free school zone and will highlight Red Ribbon Week/Club Live (Friday Night Live).</p>	<p>Outreach Resource Specialist</p> <p>Parent Teacher Association (PTA)</p>	<p>August 2016-June 2017</p> <p>Organize school events</p> <p>October 2016</p> <p>Provide financial support</p>	PTA	None Specified		
<p>The site will implement the Minnesota Smoking Prevention Program 6th Grade Project Alert 7th and 8th Grade (TUPE Friday Night Live).</p>	<p>Outreach Resource Specialist</p> <p>6th, 7th and 8th Grade Teachers</p> <p>Site Administration</p>	<p>August 2016-June 2017</p> <p>Coordinate the program</p> <p>August 2016-June 2017</p> <p>Teach the curriculum</p> <p>August 2016-June 2017</p>	TUPE Grant	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Facilitate resources and assure implementation of the program.				
The site will refer students to outside Counseling Services : <ul style="list-style-type: none"> • Interface • New Dawn • Coalition • VCBH 	Outreach Resource Specialist	August 2016-June 2017 Coordinate with families and agencies.	Outside Agencies	None Specified		
	School Counselor	August 2016-June 2017 Coordinate with families and agencies.				
The site will work with VCOE and the district to continue implementing the CHAMPS approach school wide.	Teachers	August 2016-June 2017 Develop CHAMPS classroom routines and expectations and reinforce school wide CHAMPS routines and expectations.	Additional CHAMPS training	5000-5999: Services And Other Operating Expenditures	District Funded	
			Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	District Funded	
	Site Administration	August 2016-June 2017 Work directly with the school's ORC and Counselor in developing school wide CHAMPS routines and expectations for common areas such as hallways, bathrooms, cafeteria, office,etc. Provide a student assembly at least once every three months to review school wide expectations and	CHAMPS Materials	4000-4999: Books And Supplies	LCFF - Targeted	1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	School Counselor	<p>routines.</p> <p>Develop a CHAMPS committee to review the implementation and current use of CHAMPS at our school.</p> <p>August 2016-June 2017</p> <p>Develop CHAMPS posters for school wide common areas.</p> <p>Reinforce CHAMPS expectations and routines.</p> <p>Gather student behavior data.</p>				
	District Administration	<p>August 2016-June 2017</p> <p>Visit and support the site with feedback and resources.</p>				
	VCOE	<p>August 2016-June 2017</p> <p>Visit and support the site with feedback and resources.</p>				
The site will work with the district to develop and implement a school wide progressive discipline plan.	Site Administration	<p>August 2016-June 2017</p> <p>Collaborate with teachers to develop an effective school wide progressive discipline plan.</p>	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers	August 2016-June 2017 Collaborate with administration to develop an effective school wide progressive discipline plan.				
	Outreach Resource Specialist /School Counslor	August 2016-June 2017 Provide additional resources to students in need. Gather student behavior data.				
	District Administration	August 2016-June 2017 Visit and support the site with feedback and resources.				
<p>The site will develop a monthly attendance incentive program in order to promote school attendance by rewarding students with perfect, monthly, trimester and yearly attendance.</p> <p>The site administration, ORC and the Attendance Clerk will conduct attendance mediation meetings with parents of high risk students.</p> <p>The site administration, ORC and attendance clerk will make weekly phone calls to parents of high risk students.</p>	<p>Outreach Resource Specialist /Attendance Technician</p> <p>Site Administration</p>	<p>August 2016-June 2017</p> <p>Keep track of student attendance data.</p> <p>August 2016-June 2017</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
The site will use SPRIGEO, an online reporting bullying program.	Site Administration	August 2016-June 2017 Inform and educate parents and students the proper use of the SPRIGEO program.	SPRIGEO- Yearly Subscription	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	615
	Parents	August 2016-June 2017 Report suspected incidents of bullying.				
	Students	August 2016-June 2017 Report suspected incidents of bullying.				
The site will reinforce "Victim Proof Behavior" with Tom Thelen's videos.	Teachers	August 2016-June 2017 Incorporate Tom Thelen's videos during the school day.	N/A	None Specified		
	Students	August 2016-June 2017 Be active participants of anti-bullying lessons.				
	School Counselor	August 2016-June 2017 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
	ORC	August 2016-June 2017 Develop character lessons based on Tom Thelen's videos. Meet with Middle School Students twice a week to go over character development.				
The site will purchase/replenish Physical Education (P.E.) equipment to enrich the P.E. curriculum for students while maintaining a safe environment for students. Incorporate the SPARKS Physical Education Curriculum (K-6)	PE Teachers Site Administration	August 2016 Identify the needed P.E. equipment. August 2016 Allocate the needed resources.	P.E. Equipment P.E. Locks-6th graders	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Discretionary Discretionary	2000 2000
The site staff and students will participate in fire drills, lock-down drills, school evacuation drills and bi-monthly earthquake drills.	Site Administration School Staff Students	August 2016-June 2017 Schedule safety drills and evaluate proper procedures. August 2016-June 2017 Actively participate in safety drills. August 2016-June 2017 Actively participate in safety drills.	N/A	None Specified		
The site's Safety Committee will monitor the School's Safety Plan	Site Administration	August 2016-June 2017	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and make revisions as necessary.	Safety Committee	Schedule and facilitate meetings. August 2016-June 2017 Meet to evaluate the effectiveness of the plan,				
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- 2016- June 2017 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 2016-June 2017 Schedule three assemblies during the school year to meet with Elementary School Students.	N/A	None Specified		
The school's Counselor and ORC will use the 2nd Step Curriculum with grades 5-8 grade to teach and promote positive behavior .	School Counselor Outreach Resource Specialist	August 2016-June 2017 Identify classes in need of the 2nd Step Curriculum. Develop and deliver lessons based on the 2nd Step Curriculum. August 2016-June 2017 Identify classes in need of 2nd Step Curriculum. Develop and deliver lessons based on the 2nd Step	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Site Administration Teachers	Curriculum. August 2016-June 2017 Provide the needed resources. August 2016-June 2017 Work in collaboration with the School Counselor and Outreach Resource Specialist.				
The site will provide adequate Campus Supervision throughout the school day.	Campus Supervisors	August 2016-June 2017 Supervise students before school, during recess, lunch and after school.	Campus Supervisors extra hours	2000-2999: Classified Personnel Salaries	Discretionary	5000
The site will provide appropriate student supervision before school, after school, lunch and recess.	Campus Supervisors	August 2016-June 2017 Supervise students before school, during recess, lunch and after school.	Campus Supervisors- Contract Positions Campus Supervisors- Contract Positions Fringes	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Discretionary Discretionary	127000 20105
Site Administration, ORC and School Counselor will remain visible and will connect with students and families before school, after school and during recess.	Site Administration ORC	August 2016-June 2017 Will schedule time to be available before school, after school, and during recess. August 2016-June 2017	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	School Counselor	<p>Will schedule time to be available before school, after school, and during recess.</p> <p>August 2016-June 2017</p> <p>Will schedule time to be available before school, after school, and during recess.</p>				
The site will be clean and free of safety hazards.	<p>Site Administration</p> <p>Site Staff</p> <p>Site Custodian</p> <p>District Maintenance Department</p>	<p>August 2016-June 2017</p> <p>Allocate all the needed resources.</p> <p>August 2016-June 2017</p> <p>Follow safety guidelines and procedures.</p> <p>Report safety hazards.</p> <p>August 2016-June 2017</p> <p>Maintain a clean and safe campus.</p> <p>August 2016-June 2017</p> <p>Maintain a clean and safe campus.</p>	<p>Extra Custodial Help</p> <p>Storage Container</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Discretionary</p> <p>Discretionary</p>	<p>2000</p> <p>4200</p>
The site will implement a closed campus policy.	Site Administration	<p>December 2016-June 2017</p> <p>Inform parents of the policy.</p>				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Staff	Enforce the policy. December 2016-June 2017				
	SRO	Enforce the policy. December 2016-June 2017 Advise administration. Support all stakeholders during the transition.				
The ORC and Counselor will develop an implement an empowerment skills based group for middle school girls using the "Mean Girls" training materials.	Outreach Resource Specialist /School Counslor	August 2016-June 2017 Identify students at risk. Develop and implement the social skills group.				
	Site Administration	August 2016-June 2017 Identify students at risk.Provide the needed resources.				

Strategy #2

STRATEGY:
 OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS/INTERVENTIONS AND ENRICHMENT: The school will ensure opportunity and educational access for all students.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2016-June 2017 Facilitate the meetings and provide resources and support.	Refer to goal # 1			
	Outreach Resource Specialist	August 2016-June 2017 Offer and coordinate services for families and students.				
	COST Team	September 2016-June 2017 Identify possible interventions and support that would facilitate academic success for students.				
	SST Team	August 2016-June 2017 Work with students and families to identify the best possible interventions and support that would facilitate academic success for students.				
	School Counselor	August 2016-June 2017 Provide behavior resources.				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The site will develop Academic Incentives for Middle School and Primary Students:</p> <ul style="list-style-type: none"> • Trimester Assemblies • Accelerated Reader Awards • Middle School end of the year activities 	<p>Site Administration</p> <p>Teachers</p>	<p>August 2016-June 2017</p> <p>Provide the needed resources.</p> <p>August 2016-June 2017</p> <p>Provide administration with the list of students who will be recognized for their academic achievements.</p>	Refer to goal # 1			
<p>The site will create and support an MTSS focus.</p>	<p>Site Administration</p> <p>Site Academic Coach</p> <p>School Psychologist</p> <p>Outreach Resource Specialist</p>	<p>August 2016-June 2017</p> <p>Facilitate professional development for all teachers and support staff.</p> <p>Work with teachers and support staff in developing a tiered approach to behavior and academic concerns.</p> <p>August 2016-June 2017</p> <p>Support and guide teachers in the MTSS model (academics).</p> <p>August 2016-June 2017</p> <p>Support and guide teachers in the MTSS model (social/emotional).</p> <p>August 2016-June 2017</p>	<p>VCOE MTSS Symposium Fees</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Discretionary</p>	<p>350</p>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	School Counselor	<p>Schedule SST and COST meetings.</p> <p>Provide additional resources to students in need.</p> <p>August 2016-June 2017</p> <p>Provide social and emotional support to students in need.</p>				
The site will promote and celebrate school wide academic achievements.	Site Administration	<p>August 2016-June 2017</p> <p>Allocate the needed resources.</p>	Gold Ribbon	4000-4999: Books And Supplies	Discretionary	3000
			Gold Ribbon	4000-4999: Books And Supplies	PTA	4000

Strategy #3

STRATEGY:
PRE-SCHOOL TRANSITION: Communicate to parents behavior and attendance expectations

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incoming Parent Night Meetings: The site will provide a set of parent and student workshops for TK/Kinder students.	Site Administration	June 2016 Allocate resources for teachers to successfully conduct the meeting.	Refer to goal # 1			
	Kindergarten Teachers	June 2016 Prepare and facilitate the parent meetings.				
	ORC	June 2016 Assist teachers in gathering materials for the meeting and reaching out to incoming kindergarten parents.				

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 site 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 and academic and social opportunities.	Site Administration	May 2017 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 2016-June 2017 Provide Training	N/A	None Specified		
	Site Administration	August 2016-June 2017 Facilitate the needed resources.				
	Teachers	August 2016-June 2017 Actively participate during the MTSS professional development.				
The school's support team (Administration, School Counselor, Psychologist, ORC, Academic Coach, and Teachers) will attend the VCOEs MTSS Symposium.	Site Administration	February 2017 Facilitate the needed resources.	Refer to strategy # 2			
	Teachers	October 2016 Actively participate during the MTSS professional development.				
The site will train Campus Supervisors on proper procedures and expectations. Campus Supervisors will be	Site Administration	August 2016-June 2017 Provide training, support and resources to all campus supervisors.	Extra hours for Campus Supervisors	2000-2999: Classified Personnel Salaries	Discretionary	1000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
trained using the Safety Playground Course Certification Videos.	Campus Supervisors	Meet with Campus Supervisors at least once a month. August 2016-June 2017 Actively participate during the training.				
The site will purchase/replenish recess equipment helping to maintain a safe environment for students.	Campus Supervisors Site Administration	August 2016-June 2017 Identify the playground equipment needed. August 2016-June 2017 Provide the needed resources.	Playground Equipment	4000-4999: Books And Supplies	Title I	2000
The site will provide the necessary playground student supervision.	Site Administration	August 2016-June 2017 Provide the needed resources.	Campus Supervisor Salaries/Fringes	None Specified		
The site will provide the required administrative support.	Site Administration	August 2016-June 2017 Provide the needed resources.	Teacher in Charge	1000-1999: Certificated Personnel Salaries	Discretionary	500
All staff will participate in Disaster Preparedness Training.	Site Administration Staff	August 2016-June 2017 Organize and deliver content information. August 2016-2017	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Become active participants during the training.				
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 2016-June 2017 Organize and deliver content information. August 2016-2017 Become active participants during the training.	N/A	None Specified		
The site will provide support staff with properly functioning two way radios.	Site Administration	August 2016-June 2017 Allocate resources to repair and/or replace two way radios.	Radio Repairs	5000-5999: Services And Other Operating Expenditures	Discretionary	3505
All staff will participate in Active Shooter Training.	SRO Staff	August 2016-June 2017 Organize and deliver content information. August 2016-2017 Become active participants during the training.	N/A	None Specified		

Strategy #6

STRATEGY:
PARENT INVOLVEMENT: The school will coordinate meetings and distribute information to generate parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will coordinate and hold Title I quarterly meetings for parents and community.	Site Administration	September 2016-June 2017 Facilitate Title I meetings at least three times during the school year.	Refer to goal # 1			
The site will actively promote the participation and involvement of parents in school committees such as PTA, ELAC and SSC.	Site Administration	August 2016-June 2017 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 2016-June 2017 Administration will provide incentives for parent/community participation in school sponsored meetings.				
Site Administration and parents/community will jointly develop the school's Parent Compact.	Site Administration	August 2016 Organize and facilitate with parents/community the development of the school's	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Parent/Community	Parent Compact. August 2016 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 Parents/Community	August 2016 Organize and facilitate with parents/community the development of the school's Parent Involvement Policy. August 2016 Work collaboratively with Site Administration in developing the school's Parent Involvement Policy.	Refer goal to # 1			
A series of parent Outreach/Informational Meetings will be held in order to inform parents/community of the site's safety procedures and guidelines.	Site Administration Parents/Community	August 2016-2017 Prepare materials and prepare content for the meeting. August 2016-2017 Attend meetings and be actively involved.	Refer to goal # 1			
Parents will be informed of the major components of CHAMPS, the schools' positive behavior plans and objectives.	Site Administration	August 2016-2017 Prepare materials and	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Parents/Community	prepare content for the meeting. August 2016-2017 Attend meetings and be actively involved.				
Parent Workshops will be offered regarding social skills, behavior and discipline.	Outreach Resource Specialist	August 2016-June 2017 In cooperation with the school's MTSS 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 the Academic Incentives events for Middle School and Primary Students: <ul style="list-style-type: none"> • Trimester Assemblies • Accelerated Reader Awards • Middle School end of the year activities 	Site Administration Teachers Parents	August 2016-June 2017 Provide the needed resources. August 2016-June 2017 Provide administration with the list of students who will be recognized for their academic achievements. August 2016-June 2017 Attend meetings and be actively involved.	Refer to goals # 1			
The site will conduct Coordinated Services; Weekly Team (COST) and	Site Administration	September 2016-June 2017	Refer to goal # 1			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly Student Success Team (SST) meetings to address the emotional and academic needs of at risk students.	Outreach Specialist	Facilitate the meetings and provide resources and support.				
		August 2016-June 2017				
	COST Team	Offer and coordinate services for families and students.				
		September 2016-June 2017				
SST Team	Identify possible interventions and support that would facilitate academic success for students.					
	August 2016-June 2017					
School Counselor	Work with students and families to identify the best possible interventions and support that would facilitate academic success for students.					
	August 2016-June 2017					
		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 2016-June 2017	District	None Specified		
		Facilitate Safety Committee meetings.				
		Organize trainings and practice drills.				
	Safety Committee	January 2017-June 2017				
		Update the School Safety Plan.				
	District Office	August 2016-June 2017				
Provide the required Safety equipment and materials.						

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Academic Strand Focus
LEA GOALS:
<ol style="list-style-type: none">1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.3. By 2005-06, all students will be taught by highly qualified teachers.4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.5. All students will graduate from high school
SCHOOL GOAL #5:
All students will engage in hands on, enriched learning opportunities in the area of Technology, the Arts, Language and Science via Soria's Te.A.L Academy while meeting all academic goals.
Data Used to Form this Goal:
Parent, teacher, and student feedback.
Findings from the Analysis of this Data:
A school wide focus on technology, the arts and language will will enrich our curriculum while supporting our current academic goals.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Student developed products based on technology, the arts and language.• Increased student academic scores in all academic areas.

Strategy #1

STRATEGY:
 TEACHING AND LEARNING: The school will ensure full implementation of Technology, the Arts, Language and Science via the school's Te.A.L. Academy.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade levels will collaborate to design core units of study which incorporate Technology, the Arts, Language and Science.	Teachers	September 2016-May 2017 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 2016-May 2017 Provide teacher support and guidance in developing Te.A.L. based lessons.				
	Site Administration	September 2016-May 2017 Arrange for teacher coverage, provide support, input and guidance.				
The school will provide coaching support to teachers in the implementation of Te.A.L. based lessons.	EST (2-5)	September 2016-May 2017 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 2016-May 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Teachers	Prepare and deliver demonstration lessons based on Te.A.L. to kinder, first, 7th and 8th grade. Engage teachers in the coaching cycle. September 2016-May 2017 Actively participate in the coaching cycle. Develop Common Core lessons.				
	Site Administration	September 2016-May 2017 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 2016-June 2017	Insurance-Science Camp	5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	1000
		Identify and organize field trips with a Te.A.L. focus.	Science Camp-School Field Trip	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	1000
			Science Camp-School Field Trip	5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1000
Materials and supplies will be purchased to support Soria's Te.A.L. Academy.	Teachers	August 2016-June 2017	Materials	4000-4999: Books And Supplies	Title I	1000
		Identify and request supplemental materials.	Recorders- (1st Grade Music Program)	4000-4999: Books And Supplies	LCFF - Targeted	1815
			Site Administration	August 2016- June 2017		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Allocate funds to purchase the needed supplemental materials.	Materials for the Robotics Club	4000-4999: Books And Supplies	Title I	5244

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 to enrich Te.A.L. based activities (e-books, iPads, applications, programs, software, etc.)	Teachers	August 2016-June 2017 Guide students in the use of appropriate technology tools.	Refer to goal # 1			
	Site Technology Technician	August 2016- June 2017 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 2016-June 2017 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 2016-June 2017 Provide Arts lessons to students 3rd-5th grade.	Refer to goal # 1			
Kinder through eighth grade students will be given the opportunity to participate in after school enrichment clubs (art, ASB, yearbook science, music, etc.)	Art Teacher	September 2016-June 2017 Provide Arts lessons to students K-2 grade.	Refer to goal # 1			
	Club Advisor	September 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Monitor Students during club meetings and advise them on best practices.				
The site will host a "Science Saturday" event for English Learners.	Site Administration Teachers	September 2016-June 2017 Allocate needed resources. Work directly with the University Representatives. September 2016-June 2017 Conduct experiments with students.	Teacher Extra Hours Materials Refer to Strategy # 1	1000-1999: Certificated Personnel Salaries	LCFF - EL	2183
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 2016-June 2017 Allocate needed resources.	Registration Fees	5000-5999: Services And Other Operating Expenditures	Discretionary	1000
Middle School Students will have the opportunity to participate in a Coding Club.	EST (2-5)	August 2016- June 2017 Develop and deliver technology based lessons in the area of coding.	EST Salary	1000-1999: Certificated Personnel Salaries	District Funded	
Second through fifth grade students will be given art classes during the school day (Artist in the Classroom)	Art Teacher	September 2016-June 2017 Provide Art Lessons to students.	Artist in the Classroom	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Discretionary	11001

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
OMAG will provide music instruction for students K-5. Middle School Students (6-8) will have the opportunity to participate in a Music Club after school.	OMAG	September 2016-June 2017 Provide Music Lessons to students.	OMAG Music Program	5800: Professional/Consulting Services And Operating Expenditures	PTA	14000
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2000

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
Incoming Parent Night Meetings: The site will provide a set of parent and student workshops for TK/Kinder students.	Site Administration	June 2016 Facilitate resources for teachers to successfully conduct meetings.	Refer to goal # 1			
	Kindergarten Teachers	June 2016 Prepare and facilitate 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 site 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 site and district will provide professional development in creating units of study implementing technology, the arts, language and science.	Site Administration	August 2016-June 2017 Provide follow-up support	Refer to goal # 1			
	EST (2-5)	August 2016-June 2017 Provide support and professional development to teachers.				
	Site Academic Coach	August 2016-June 2017 Provide support and professional development to teachers.				
Teachers and administration will attend academic conferences in order to enhance their current practices (AVID, CAG, CABE, CUE).	Teachers	August 2016-June 2017 Teachers who attend a conference will present information regarding the conference to faculty.	Registration CA Science Conference	5000-5999: Services And Other Operating Expenditures	Discretionary	1000
	District	August 2016-June 2017 Provide financial resources to pay for conference, travel and accommodations.				
	Site Administration	August 2016-June 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		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 2016-June 2017 Identify student created artifacts to showcase.	N/A	None Specified		
	Site Administration	August 2016-June 2017 Allocate needed resources and assist in advertising events.				
	Parents/Community	August 2016-June 2017 Attend events				
Administration in conjunction with parents/community will promote the school's Te.A.L. Academy and its related events via webpage, brochures, fliers, Twitter, and Facebook.	Site Administration	August 2016-June 2017 Create and organize the dissemination of information.	Postage	5900: Communications	Discretionary	300
	Site Technology Technician	August 2015-June 2016 Assist in disseminating information via social media.				
Incorporate parent input to plan Te.A.L. based activities and events.	Site Administration	August 2016-June 2017 Incorporate opportunities	N/A	None Specified		

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Parents/Community	for parents/community to provide input. August 2016-June 2017 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 Parents/Community	August 2016-June 2017 Facilitate parent meetings August 2016-June 2017 Actively participate in parent/community meetings.	N/A	None Specified		

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 and the After School Program will maintain constant communication.	After School Teacher Liaison	August 2016-June 2017 Will maintain constant communication with the After School Program Personnel.	Refer to goal # 1			
	Site Administration	August 2016-June 2017 Will maintain open communication with the After School Teacher Liaison.				
ASES Administrator will meet monthly with the site principal to evaluate the program and work on correlating the After School Program to the regular school day programs and services.	ASES Administration	August 2016-June 2017 Arrange to meet monthly with school administration and communicate needs of the program.	Refer to goal # 1			
	Site Administration	August 2016-June 2017 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:

All students will reach high standards, at a minimum, attaining proficiency or better in reading.

- Students at grade level will attain at a minimum one year's growth as measured by the STAR 360 Assessment.
- Students below grade level will attain at a minimum one and a half year's growth as measured by the STAR 360 Assessment.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth, Homeless and Hispanic.

Goal #2

All students will reach high standards, at a minimum, attaining proficiency or better in math.

- Students at grade level will attain at a minimum one year's growth as measured by the STAR 360 Mathematics Assessment.
- Students below grade level will attain at a minimum one and a half year's growth as measured by the STAR 360 Mathematics Assessment.

This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, Foster Youth, Homeless and Hispanic.

Goal #3

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- All limited-English-proficient students will increase one CELDT level.
- 29% percent of limited-English-proficient students with less than five years in the United States will attain the English language proficiency level on the CELDT.
- 55% percent of limited-English-proficient students with five or more years in the United States will attain the English language proficiency level on the CELDT.
- The site will reach academic achievement targets in ELA and mathematics for the EL student group as mandated by Title I.

Goal #4

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

A. Positive Behavior Plan:

- Office referrals will be reduced by 10%
- Suspensions will be reduced by 10%
- Student attendance will be increased by .5%
- Student tardies will be reduced by .5%

B. Emergency Preparedness:

- All staff and students will know the correct emergency responses.
- 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.

Goal #5

All students will engage in hands on, enriched learning opportunities in the area of Technology, the Arts, Language and Science via Soria's Te.A.L Academy while meeting all academic goals

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Site Instructional Coach (TOSA)	August 2016-June 2017	Coach	1000-1999: Certificated Personnel Salaries	Title I	69182
		Coach	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	34075
Library Technician	Aug 2016-June 2017	Library	2000-2999: Classified Personnel Salaries	Title I	17751
		Library	2000-2999: Classified Personnel Salaries	Economic Impact Aid	17751
Computer Lab Tech	Aug 2016-June 2017	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 2016-June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	11637
Successmaker / Waterford Support	Aug 2016-June 2017	Maintenance Agreement	5000-5999: Services And Other Operating Expenditures	Unrestricted	2810.00
Outreach Consultant	Aug 2016-June 2017	Outreach	2000-2999: Classified Personnel Salaries	Unrestricted	68550
EIA EL Support Testing Professional Development	Aug 2016-June 2017	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	ASES	3,251.00
1000-1999: Certificated Personnel Salaries	Centralized Services	112,797.00
2000-2999: Classified Personnel Salaries	Centralized Services	276,682.00
4000-4999: Books And Supplies	Centralized Services	11,637.00
1000-1999: Certificated Personnel Salaries	Discretionary	42,100.00
2000-2999: Classified Personnel Salaries	Discretionary	165,105.00
4000-4999: Books And Supplies	Discretionary	56,529.00
5000-5999: Services And Other Operating	Discretionary	31,705.00
5700-5799: Transfers Of Direct Costs	Discretionary	500.00
5800: Professional/Consulting Services And	Discretionary	3,477.00
5900: Communications	Discretionary	300.00
4000-4999: Books And Supplies	Donation	1,500.00
5000-5999: Services And Other Operating	LCFF - Discretionary	9,295.00
5800: Professional/Consulting Services And	LCFF - Discretionary	11,001.00
None Specified	LCFF - Discretionary	5,240.00
1000-1999: Certificated Personnel Salaries	LCFF - EL	24,493.00
2000-2999: Classified Personnel Salaries	LCFF - EL	16,680.00
4000-4999: Books And Supplies	LCFF - EL	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15,550.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	7,500.00
4000-4999: Books And Supplies	LCFF - Targeted	26,059.00
5000-5999: Services And Other Operating	LCFF - Targeted	1,600.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	1,000.00
5800: Professional/Consulting Services And	LCFF - Targeted	7,875.00
4000-4999: Books And Supplies	PTA	5,500.00
5800: Professional/Consulting Services And	PTA	31,000.00
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
2000-2999: Classified Personnel Salaries	Title I	47,413.00
4000-4999: Books And Supplies	Title I	16,244.00
1000-1999: Certificated Personnel Salaries	Title III	17,600.00
4000-4999: Books And Supplies	Title III	2,022.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASES	3,251.00
Centralized Services	401,116.00
Discretionary	299,716.00
Donation	1,500.00
LCFF - Discretionary	25,536.00
LCFF - EL	43,173.00
LCFF - Targeted	59,584.00
PTA	36,500.00
Title I	65,657.00
Title III	19,622.00

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
- 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 student 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
- Integration of Technology in the Classroom
- Academic Intervention and Support- Specific Focus on SMART goals based on the Common Core California Standards.
- Multi Tier Support System (MTSS)

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Family Nights

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
- 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:

Schedule a series of family nights with their focus for the entire school year in order to promote the events early on.

Involvement/Governance

How was the SSC involved in development of the plan?

The SSC provided advice and feedback in the development of the plan.

How were advisory committees involved in providing advice to the SSC?

ELAC, ASB and PTA representatives actively participate in SSC meetings, they continuously provide feedback.

How was the plan monitored during the school year?

The plan's implementation and effectiveness is monitored throughout the school year by SSC and advisory committees such as ELAC and PTA.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Offer a wide variety of parent meetings for additional opportunities to involve all stakeholders.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

- Goal # 4 Safety
- Goal # 5 Te.A.L Academy

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.

- Para Educators (K-5)
- Instructional Support Provider (K-5)

Based on this information, what might be some recommendations for future steps to meet this goal?

Provide in depth training to all Para Educators and ISPs in data gathering and in the development of SMART goals.

Assure that all Para Educators and ISP positions are filled in a timely manner.

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			
Jennifer Beckwith		X			
Gina Marie Alvarez-Lawson		X			
Stephanie Coronado			X		
Diana Pelayo			X		
Eva Gomez				X	
Angela Knight				X	
Everardo Rivera				X	
Nuria Fernandez				X	
Liliana Giron				X	
Alvaro Melgoza				X	
Naomi Cortez				X	
Numbers of members of each category:	1	4	2	7	

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

Parent Involvement Policy



Juan Lagunas Soria Elementary School

3101 Dunkirk Drive, Oxnard CA 93035

(805) 385-1584 Fax: (805) 815-4216



School Parental Involvement Policy

STATEMENT OF PURPOSE:

The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input was made to ensure the success of our students.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- ✓ that parents play an integral role in assisting their child's learning;
- ✓ that parents are encouraged to be actively involved in their child's education at school;
- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Information about school policies and involvement opportunities are communicated through direct parent contact in the following manner:

- ✓ The School Parent/Community Involvement Policy and School-Parent Compact are distributed to parents and students annually at the beginning of the school year.
- ✓ Teachers review the policies with the students at the beginning of the year. Parents are asked to read and discuss the policies with their students and sign and return an acknowledgment form.
- ✓ Juan L. Soria notifies parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distributes this policy to parents in a language the parents can understand.
- ✓ Juan L. Soria will make the School Parental Involvement Policy available to the local community.
- ✓ Juan L. Soria periodically updates the School Parental Involvement Policy to meet the changing needs of parents and the school.
- ✓ Juan L. Soria has adopted the school's school-parent compact as a component of its School Parental Involvement Policy.

SCHOOL POLICIES, INVOLVEMENT OPPORTUNITIES, AND MEETINGS

Juan Soria School convenes annually through regular meetings to inform parents of the following:

- ✓ That their child's school participates in Title I,
- ✓ About the requirements of Title I,
- ✓ Of their rights to be involved,
- ✓ About the school's participation in Title I

Additionally, Juan Soria School conducts an open forum for parents and community members to further involve parents in the joint development and joint agreement of its School Parental Involvement Policy. Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet will be provided. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

The School/Parent/Student Compact is a part of the School Parent Involvement Policy, it describes the responsibilities of the school and parents to improve student performance and the means in which to do so.

Building capacity for parent/community involvement is listed in the District Parent Involvement Policy. Specific activities include:

- Parent Volunteering:
 - ✓ Classroom Help
 - ✓ School Wide Events

- Attending School Wide Informational Meetings:
 - ✓ English Language Advisory Committee (ELAC)
 - ✓ Parent Teacher Association (PTA)
 - ✓ School Site Council (SSC)
 - ✓ Title 1 Meetings

- Become actively involved in School Committees:
 - ✓ English Language Advisory Committee (ELAC)
 - ✓ Parent Teacher Association (PTA)
 - ✓ School Site Council (SSC)



Juan Lagunas Soria Elementary School

3101 Dunkirk Drive, Oxnard CA 93035

(805) 385-1584 Fax: (805) 815-4216



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)

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 October 18, 2016.

Attested:

Aracely Fox		10/18/16
Typed Name of School Principal	Signature of School Principal	Date
Everardo Rivera		18 Oct 16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Special Board Meeting
October 12, 2016

The meeting was called to order at 5:05 p.m. by President Veronica Robles-Solis. CALL TO ORDER

Trustee Ernest Morrison led the Pledge of Allegiance. PLEDGE OF ALLEGIANCE

Present were Trustees Debra M. Cordes, Ernest Morrison, Albert Duff Sr., and President Veronica Robles-Solis. Trustee Denis O’Leary was absent. Also present was Dr. Cesar Morales, Superintendent and Nitasha Sawhney with GHS, LLP. ROLL CALL

On motion of Trustee Morrison, seconded by Trustee Duff and carried on a 4-0 vote; the agenda was adopted, as presented. ADOPTION OF AGENDA

No one addressed the Board during closed session public comment. PUBLIC COMMENT

ANNOUNCEMENTS PRIOR TO CLOSED SESSION October 12, 2016:

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

Under *Government Code*, Section 54957 and *Education Code*, Section 44943:

- Public Employee Evaluation
 - District Superintendent

Trustees convened to closed session at 5:08 p.m. until approximately 9:53 p.m. to discuss items on the closed session agenda. CLOSED SESSION

President Robles-Solis reported the Board took no reportable action during closed session. REPORT ON CLOSED SESSION

There being no further business, on motion by Trustee Cordes seconded by Trustee Duff and carried on a roll call vote of 4-0, President Robles-Solis adjourned the meeting at 9:56 p.m. ADJOURNMENT

Respectfully submitted,
Dr. Cesar Morales
District Superintendent and
Secretary to the Board of Trustees

By our signatures below, given on this _____ day of _____, 20____, the Governing Board of the Oxnard School District approves the Minutes of its Special Board Meeting of October 12, 2016; on motion of Trustee _____, and 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

OSD BOARD AGENDA ITEM

Name of Contributor: **Dr. Jesus Vaca**

Date of Meeting: **November 2, 2016**

- A. Preliminary _____
Study Session: _____
- B. Hearing: _____
- C. Consent Agenda _____ Agreement Category:
 - ___ Academic
 - ___ Enrichment
 - ___ Special Education
 - ___ Support Services
 - ___ Personnel
 - ___ Legal
 - ___ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading X 2nd Reading _____

UNIFORM COMPLAINT PROCEDURES – BP and AR 1312.3: Revision (Vaca)

The policy and regulation have been updated to meet Federal Program Monitoring (FPM) requirements.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees review the attached policy and regulation for first reading and eventual approval at the December 7, 2016 board meeting.

ADDITIONAL MATERIAL(S):

BP 1312.3 Uniform Complaint Procedures (six pages)

AR 1312.3 Uniform Complaint Procedures (seven pages)

UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the district has the primary responsibility to comply with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, and bullying, and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5 CCR ~~4620~~ 4600-4670) A complaint may also be filed regarding violations of state laws or regulations related to pupil fees.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing consolidated categorical aid programs ~~migrant education, child care and development programs, child nutrition programs, and special education programs~~, *after school education and safety programs, tobacco use prevention education, compensatory education, Every Child Succeeds Act/No Child Left Behind, migrant education, child care and development programs, child nutrition programs, and special education programs and any other district-implemented program which is listed in Education Code 64000(a).* (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5148 - Child Care and Development)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
~~*(cf. 6178 - Career Technical Education)*~~
~~*(cf. 6178.1 - Work Based Learning)*~~
~~*(cf. 6178.2 - Regional Occupational Center/Program)*~~
~~*(cf. 6200 - Adult Education)*~~

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any person in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222).

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610).

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075).

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2).

(cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2).

(cf. 6173 - Education for Homeless Children)

8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the

UNIFORM COMPLAINT PROCEDURES (continued)

student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3).

(cf. 6152 - Class Assignment)

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223).

(cf. 6142.7 - Physical Education and Activity)

10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.
11. Any other complaint as specified in a district policy

The Board prohibits any form of retaliation against any complainant in the complaint process. The Board shall ensure that complainants are protected from retaliation and the identity of a complainant alleging discrimination, harassment, intimidation, or bullying, will remain confidential as appropriate. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedure, whenever all parties to a complaint agree to try to resolve the problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

The Board acknowledges and respects every individual's right to privacy. Discrimination, harassment, intimidation, or bullying complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
222 Reasonable accommodations; lactating students
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedure
35186 Williams uniform complaint procedure
48853-48853.5 Foster youth
48985 Notices in language other than English
49010-49013 Student fees
49060-49079 Student records
49069.5 Rights of parents
49490-49590 Child nutrition programs
51210 Courses of study grades 1-6
51223 Physical education, elementary schools
51225.1-51225.2 Foster youth and homeless children; course credits; graduation requirements
51228.1-51228.3 Course periods without educational content
52060-52077 Local control and accountability plan, especially
52075 Complaint for lack of compliance with local control and accountability plan requirements
52160-52178 Bilingual education programs
52300-52490 Career-technical education
52500-52616.24 Adult schools
52800-52870 School-based coordinated programs
54000-54028 Economic impact aid programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 consolidated application process

UNIFORM COMPLAINT PROCEDURES (continued)

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment Housing Act

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6577 Title I basic programs

6601-6777 Title II preparing and recruiting high quality teachers and principals

6801-6871 Title III language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act

7201-7283g Title V promoting informed parental choice and innovative programs

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Sections 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

UNIFORM COMPLAINT PROCEDURES (continued)

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <http://familypolicy.ed.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

U.S. Department of Justice: <http://www.justice.gov>

Policy

Adopted: October 19, 2011

Revised: January 16, 2013; June 26, 2013; September 4, 2013; August 24, 2016;

December 7, 2016

OXNARD SCHOOL DISTRICT

Oxnard, California

UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

This document presents information about how the Oxnard School District processes UCP complaints concerning particular programs or activities in which we receive state or federal funding. A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, including the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, which may include an allegation of unlawful discrimination, harassment, intimidation, and bullying. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and/or allegations of unlawful discrimination, harassment, intimidation, and bullying in programs and activities funded directly by the state or receiving any financial assistance from the state. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the public agency shall assist the complainant in the filing of the complaint.

Programs or activities in which the Oxnard School District receives state or federal funding are:

- Consolidated Categorical Aid Programs
- Migrant Education
- Child Care and Developmental Programs
- Child Nutrition Programs
- Special Education Programs
- Safety Planning Requirements

This document also applies to the filing of complaints which allege unlawful discrimination (such as harassment, intimidation, and bullying) or retaliation against any protected group, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, marital or parental status, or genetic information or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

UNIFORM COMPLAINT PROCEDURES (continued)

2. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH).
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

The responsibilities of the Oxnard School District

The Oxnard School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities and/or alleging discrimination, harassment, intimidation, and bullying and seek to resolve those complaints in accordance with our UCP procedures.

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate. We submitted our UCP policies and procedures to our local governing board for approval and adoption (see the top of this document for final adoption date).

The person responsible for receiving and investigating complaints and ensuring our compliance with state and federal laws and regulations is:

Name or title: Assistant Superintendent, Human Resources and Support Services

Address: 1051 South A Street, Oxnard, CA 93030

Phone Number: (805) 385-1501 ext. 2050

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate.

We shall annually notify in writing our students, employees, parents or guardians of our students, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process, including the opportunity to appeal to our governing board and the provisions of this document by disseminating the UCP Annual Notice to all of the above required groups each school year. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

UNIFORM COMPLAINT PROCEDURES (continued)

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

Our UCP Annual Notice shall also advise that the U.S. Department of Education Office for Civil Rights (“OCR”) is a resource available to complainants to resolve discrimination complaints. The OCR can be contacted at:

San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200
San Francisco CA 94105-1813
Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 1-800-877-8339
Email: ocr.sanfrancisco@ed.gov

A copy of this UCP complaint policies and procedures document shall be available free of charge.

Filing a complaint with the Oxnard School District

Williams Complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, complaints regarding the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and/or complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of federal or state law or regulation governing a program.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying, shall be initiated by filing a complaint no later than six months from the date the alleged violation of discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged violation of discrimination, harassment, intimidation, and bullying.

The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our superintendent or his or her designee for good

UNIFORM COMPLAINT PROCEDURES (continued)

cause for a period not to exceed 90 calendar days following the expiration of the six month time period. Our superintendent shall respond immediately upon a receipt of a request for extension.

An investigation regarding the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, shall be initiated by filing a complaint no later than one year from the date the alleged violation occurred.

The complaint shall be filed by one who alleges that he or she has personally suffered a violation requiring students to pay fees, deposits, or other charges for participating in educational activities, and/or unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to a violation requiring students to pay fees, deposits, or other charges for participating in educational activities, and/or discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a violation requiring students to pay fees, deposits, or other charges for participating in educational activities, and/or discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges *or any requirement related to the LCAP* may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. *A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred.* (Education Code 49013, 52075; 5 CCR 4630)

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, *Course Period without Educational Content, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP* is found to have merit, the district shall provide a remedy to all affected students and parents/guardians *subject to procedures established by regulation of the State Board of Education.* (Education Code 49013, 51223, 52075). ~~which, where applicable, shall include reasonable efforts to ensure full reimbursement to them of pupil fees paid within one year prior to the filing of the complaint (Education Code 49013).~~

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

UNIFORM COMPLAINT PROCEDURES (continued)

Except for Williams Complaints, within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the Oxnard School District to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal our LEA Decision to the District Superintendent or CDE, and
- (vii) procedures to be followed for initiating an appeal to the District Superintendent or CDE.

UNIFORM COMPLAINT PROCEDURES (continued)

Specifically, a complainant may appeal decisions and/or findings involving allegations of discrimination, harassment, intimidation, or bullying to the District Superintendent within 15 days of the issuance of the Decision. The complainant shall specify the reason(s) for appealing the Decision to the Superintendent and include a copy of the Decision. The Superintendent, or his/her designee, shall issue a final written letter of findings to the complainant regarding the disposition of the appeal and rationale for the disposition.

Additionally, any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

The written appeal shall specify the reason(s) for appealing the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and include a copy of the Decision. (5 CCR 4632).

The California Department of Education can be contacted at:

Office of Equal Opportunity
California Department of Education
1430 N Street
Sacramento CA 95814
Phone: 916-445-9174
Facsimile: 916-324-9818

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

UNIFORM COMPLAINT PROCEDURES (continued)

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

State and Federal Laws cited:

1. 34 Code of Federal Regulations [CFR] §§ 300.510-511
2. California Code of Regulations [CCR] Title 5 §§ 4600–4687
3. California Code of Regulations [CCR] Title 5 § 4610(b)
4. California Code of Regulations [CCR] Title 5 § 4622
5. California Code of Regulations [CCR] Title 5 §§ 4630–4631
6. California Education Code [EC] §§ 200, 220, 262.3
7. California Education Code [EC] § 262.3(d)
8. California Education Code [EC] § 35186
9. Government Code [GC] §§ 11135, 11138

Regulation

approved: October 19, 2011

Revised: January 16, 2013; June 26, 2013; September 4, 2013; August 24, 2016;

December 7, 2016

OXNARD SCHOOL DISTRICT

Oxnard, California

OSD BOARD AGENDA ITEM

Name of Contributor: **Dr. Jesus Vaca**

Date of Meeting: **November 2, 2016**

- A. Preliminary _____
Study Session: _____
- B. Hearing: _____
- C. Consent Agenda _____ Agreement Category:
 - ___ Academic
 - ___ Enrichment
 - ___ Special Education
 - ___ Support Services
 - ___ Personnel
 - ___ Legal
 - ___ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading X 2nd Reading _____

**WILLIAMS UNIFORM COMPLAINT PROCEDURES – AR 1312.4 and E(2) 1312.4:
Revision (Vaca)**

The policy regulation and exhibit have been updated to meet Federal Program Monitoring (FPM) requirements.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees review the attached regulation and exhibit for first reading and eventual approval at the December 7, 2016 board meeting.

ADDITIONAL MATERIAL(S):

- AR 1312.4 Williams Uniform Complaint Procedures (five pages)
- E(2) 1312.4 Williams Uniform Complaint Procedures (three pages)

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Oxnard School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Types of Complaints

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

1. Textbooks and instructional materials
 - a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A pupil does not have access to textbooks or instructional materials to use at home or after school.
 - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

2. Teacher vacancy or misassignment
 - a. A semester begins and a teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.

(cf. 4112.22 - Staff Teaching Pupils of Limited English Proficiency)

- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the pupils enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day pupils attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

3. Facilities

- a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (Education Code 35292.5)

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

Open restroom means, except as necessary for pupil safety or to make repairs, the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. (Education Code 35292.5)

~~4. High school exit examination intensive instruction and services~~

~~A pupil, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the pupil has passed both parts of the exam, whichever comes first. (Education Code 35186)~~

~~(cf. 6162.52 High School Exit Examination)~~

~~(cf. 6179 Supplemental Instruction)~~

Filing of Complaint

A complaint alleging any condition(s) specified in items #1-3 above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

A complaint alleging any deficiency specified in item #4 above shall be filed with a district official designated by the Superintendent. Such complaints may be filed at the district office or at a school site and shall be immediately forwarded to the Superintendent or designee. (Education Code 35186)

Investigation and Response

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Board of Trustees at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in item #3a above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

(cf. 1340 - Access to District Records)

Reports

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. However, complainants need not use the district's Williams complaint form in order to file a complaint. (Education Code 35186)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference: (see next page)

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

35292.5 Restrooms, maintenance and cleanliness

37254 Supplemental instruction based on failure to pass exit exam by end of grade 12

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures, especially:

4680-4687 Williams complaints

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association: <http://www.ccesa.org>

California Department of Education, Williams case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>

State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Oxnard School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the lack of opportunity to receive intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact Information:

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

E-mail address, if any: _____

Location of the problem that is the subject of this complaint:

School: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Date problem was observed: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

- 1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)
 - A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
 - Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
 - A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4681)
- A semester begins and a teacher vacancy exists. A *teacher vacancy* is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
 - A teacher lacking credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
 - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
3. Facility conditions: (Education Code 35186, 35292.5; 5 CCR 4683)
- A condition exists that poses an emergency or urgent threat to the health or safety of pupils or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition.
 - A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
 - The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when closing of the restroom is necessary for pupil safety or to make repairs.
4. ~~High school exit exam intensive instruction and services: (Education Code 35186)~~
- ~~Pupils who have not passed the high school exit exam by the end of grade 12 were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after the completion of grade 12.~~

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of pupils or staff.

Please file this complaint at the following location:

(principal or title of designee of the Superintendent)

(address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(signature)

(date)

OSD BOARD AGENDA ITEM

Name of Contributor: **Dr. Jesus Vaca**

Date of Meeting: **November 2, 2016**

- A. Preliminary _____
Study Session: _____
- B. Hearing: _____
- C. Consent Agenda _____ Agreement Category:
 - ___ Academic
 - ___ Enrichment
 - ___ Special Education
 - ___ Support Services
 - ___ Personnel
 - ___ Legal
 - ___ Facilities
- D. Action Items _____
- E. Report/Discussion Items (no action) _____
- F. Board Policies 1st Reading X 2nd Reading _____

**BUSINESS and NONINSTRUCTIONAL OPERATIONS: DISTRICT RECORDS – AR 3580:
Revision (Vaca)**

The regulation has been updated to meet Federal Program Monitoring (FPM) requirements.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees review the attached regulation for first reading and eventual approval at the December 7, 2016 board meeting.

ADDITIONAL MATERIAL(S):

AR 3580 Business and Noninstructional Operations: District Records (four pages)

DISTRICT RECORDS

Classification of Records

Records means all records, maps, books, papers, and documents of a school district required by law to be prepared or retained as necessary or convenient to the discharge of official duty. (5 CCR 16020)

(cf. 1340 - Access to District Records)

Before January 1, the Superintendent or designee shall review the prior year's records and shall classify them as either a Class 1 (Permanent), Class 2 (Optional), or Class 3 (Disposable) record. (5 CCR 16022)

Records of continuing nature (active and useful for administrative, legal, fiscal, or other purposes over a period of years) shall not be classified until such usefulness has ceased. (5 CCR 16022)

An inventory of equipment shall be a continuing record and shall not be classified until the inventory is superseded or until the equipment is removed from district ownership. (5 CCR 16022)

(cf. 3440 - Inventories)

A student's cumulative record is a continuing record until the student ceases to be enrolled in the district. (5 CCR 16022)

(cf. 5125 - Student Records)

When an electronic or photographed copy of a Class 1 (Permanent) record has been made, the copy may be classified as Class 1 (Permanent) and the original classified as either Class 2 (Optional) or Class 3 (Disposable). However, no original record that is basic to any required audit may be destroyed prior to the second July 1st succeeding the completion of the audit. (Education Code 35254)

Class 1 - Permanent Records

The original of each of the following records, or one exact copy of it when the original is required by law to be filed with another agency, is a Class 1 (Permanent) record and shall be retained indefinitely unless microfilmed in accordance with 5 CCR 16022: (5 CCR 16023)

1. Annual Reports
 - a. Official budget
 - b. Financial reports of all funds, including cafeteria and student body funds

DISTRICT RECORDS (continued)

- c. Audit of all funds
- d. Average daily attendance, including Period 1 and Period 2 reports
- e. Other major annual reports, including:
 - (1) Those containing information relating to property, activities, financial condition, or transactions
 - (2) Those declared by Board of Trustees minutes to be permanent

(cf. 3100 - Budget)

(cf. 3452 - Student Activity Funds)

(cf. 3460 - Financial Reports and Accountability)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

2. Official Actions

- a. Minutes of the Board or Board committees, including the text of rules, regulations, policies, or resolutions included by reference only
- b. The call for and the result of any elections called, conducted, or canvassed by the Board
- c. Records transmitted by another agency pertaining to its action with respect to district reorganization

(cf. 7214 - General Obligation Bonds)

(cf. 9324 - Minutes and Recordings)

3. Personnel Records

Class 1 (Permanent) records include all detailed records relating to employment; assignment; amounts and dates of service rendered; termination or dismissal of an employee in any position; sick leave record; rate of compensation, salaries, or wages paid; and deductions or withholdings made and the person or agency to whom such amounts were paid. In lieu of the detailed records, a complete proven summary payroll record for each employee containing the same data may be classified as Class 1 (Permanent) and the detailed records may then be classified as Class 3 (Disposable).

Information of a derogatory nature as defined in Education Code 44031 shall be Class 1 (Permanent) only when the time for filing a grievance has passed or the document has been sustained by the grievance process.

DISTRICT RECORDS (continued)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)

4. Student Records

The records of enrollment and scholarship for each student required by 5 CCR 432 and all records pertaining to any accident or injury involving a minor for which a claim for damages had been filed as required by law shall be classified as Class 1 (Permanent) records. This includes any related policy of liability insurance except that these records cease to be Class 1 (Permanent) one year after the claim has been settled or the statute of limitations has expired.

(cf. 5111.1 - District Residency)

(cf. 5141 - Health Care and Emergencies)

(cf. 5143 - Insurance)

5. Property Records

Class 1 (Permanent) records include all detailed records relating to land, buildings, and equipment. In lieu of detailed records, a complete property ledger may be classified as Class 1 (Permanent). The detailed records may then be classified as Class 3 (Disposable) if the property ledger includes all fixed assets; an equipment inventory; and, for each piece of property, the date of acquisition, name of previous owner, a legal description, the amount paid, and comparable data if the unit is disposed of.

(cf. 3280 - Sale or Lease of District-Owned Real Property)

Class 2 - Optional Records

Any record considered temporarily worth keeping, but which is not a Class 1 record, may be classified as Class 2 (Optional) and shall be retained until it is reclassified as Class 3 (Disposable). If by agreement of the Board and Superintendent or designee, classification of the prior year records has not been made before January 1 as specified in 5 CCR 16022, all records of the prior year may be classified Class 2 (Optional) pending further review and classification within one year. (5 CCR 16024)

Class 3 - Disposable Records

All records not classified as Class 1 (Permanent) or as Class 2 (Optional) shall be classified as Class 3 (Disposable). These include, but are not limited to, detailed records basic to audit, including those relating to attendance, average daily attendance, or business or financial transactions; detailed records used in preparing another report; teachers' registers if all information required by 5 CCR 432 is retained in other records or if the General Records pages are removed from the register and classified as Class 1 (Permanent); and periodic reports, including daily, weekly, and monthly reports, bulletins, and instructions. (5 CCR 16025)

DISTRICT RECORDS (continued)

All Class 3 (Disposable) records shall be destroyed during the third school year after the school year in which the records originated. In addition, Class 3 (Disposable) records shall not be destroyed until after the ~~third~~ *fifth* school year following the completion of any legally required audit or the retention period required by any agency other than the State of California, whichever is later. A continuing record shall not be destroyed until the fourth year after it has been classified as Class 3 (Disposable). (5 CCR 16026, 16027)

(cf. 5113.2 - Work Permits)

BOARD AGENDA ITEM

Name of Contributor: Lisa Cline

Date of Meeting: November 2, 2016

STUDY SESSION _____
CLOSED SESSION _____
SECTION A-1: PRELIMINARY _____
SECTION A-II: REPORTS _____
SECTION B: HEARINGS _____
SECTION C: CONSENT AGENDA _____

Agreement Category:

- _____ Academic
- _____ Enrichment
- _____ Special Education
- _____ Support Services
- _____ Personnel
- _____ Legal
- _____ Facilities

SECTION D: ACTION _____

SECTION F: BOARD POLICIES 1ST Reading _____ 2nd Reading X

2nd READING - REVISION TO E 9270 – CONFLICT OF INTEREST (Cline)

Language was revised in E 9270 to specify the reporting officer for designated positions. Revisions were also made to designated positions due to title changes, new positions created, and elimination of outdated/extraneous position titles. These changes will be forwarded to the County Clerk of the Board’s office after the revised policy is adopted.

Revised/added language is indicated by *italicized* font and deleted language is indicated in strikethrough.

FISCAL IMPACT

None.

RECOMMENDATION

It is the recommendation of the Deputy Superintendent, Business & Fiscal Services, that the Board of Trustees approve the revisions to E9270 as presented.

ADDITIONAL MATERIAL

Attached: E 9270 (3 pages)

CONFLICT OF INTEREST

**Conflict of Interest Code of the
Oxnard School District**

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Board of Trustees members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the enclosed Appendix. ~~The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body.~~ *Persons holding positions designated in the Appendix shall file Form 700 Statements of Economic Interests with the filing officer specified for that position in said Appendix.* The district's respective filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

1. **Category 1:** A person designated Category 1 shall disclose:
 - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. **Category 2:** A person designated Category 2 shall disclose:
 - a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
 - b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

CONFLICT OF INTEREST (continued)

3. **Full Disclosure:** Because it has been determined that the district's Board members and/or Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:
- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

Designated Positions

<u>Designated Position</u>	<u>Disclosure Category</u>	<u>Filing Officer *</u>
Board of Trustees Members	1	COB
Personnel Commission Members	1	OSD
District Superintendent	1	OSD
Deputy/Assistant/Associate Superintendent	1	OSD
Director, Pupil Services	2	OSD
Director, Curriculum, State and Federal Programs <i>Instruction and Accountability</i>	2	OSD
Director, Dual Language Programs	2	OSD
Director, English Learner Services	2	OSD
Principals	2	OSD
Chief Information Officer	2	OSD
Executive Director, Facilities Planning, Engineering and Operations	2	OSD
Director, Classified Human Resources	2	OSD
Director, Certificated Human Resources	2	OSD
Director, Child Nutrition Services	2	OSD
Director, Early Childhood Education Programs	2	OSD
Director, Purchasing	2	OSD
Director, Finance	2	OSD
Assistant Director of Facilities	2	
Custodial Services Manager	2	
Maintenance Manager	2	
Risk Manager	2	
Manager, Special Education	2	
Manager, Warehouse	2	
Manager, Transportation	2	
Accountant/Internal Auditor	2	
Coordinator of Technology	2	
Construction Oversight Committee Members	2	
Bond Oversight Committee Members	2	
Facilities Master Plan Committee Members	2	
Consultants	2	OSD

*COB = County Clerk of the Board; OSD = Oxnard School District

CONFLICT OF INTEREST (continued)

Disclosures for Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18701)



OXNARD SCHOOL DISTRICT

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

SCHEDULE OF BOARD MEETINGS JANUARY – DECEMBER 2016

(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	20	Regular Board Meeting (Note: only ONE meeting in January)
February	3	Regular Board Meeting
	17	Regular Board Meeting
March	2	Regular Board Meeting
	16	Regular Board Meeting
April	20	Regular Board Meeting (Note: only ONE meeting in April)
May	4	Regular Board Meeting
	18	Regular Board Meeting
June	1	Regular Board Meeting
	22	Regular Board Meeting
July		District Dark – No meeting in July
August	3	Regular Board Meeting
	24	Regular Board Meeting
September	7	Regular Board Meeting
	21	Regular Board Meeting
October	5	Regular Board Meeting
	19	Regular Board Meeting
November	2	Regular Board Meeting (Note: only ONE meeting in November)
December	7	Regular Board Meeting – Organizational Meeting of the Board (Note: only ONE meeting in December)

The meeting schedule shown above is subject to change at any time.

NOTE: Changes are indicated in italics/bold.

Board Approved: 12-09-15

Mission: “Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares students for college and career opportunities.”