

Single Plan for Student Achievement (SPSA) Template

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.

School Name	Thurgood Marshall Elementary School		
CDS Code	5672380100362		
Revision Date	October 11, 2017		
Superintendent	Dr. Cesar Morales		
Contact Name and Title	Marlene Breitenbach Principal	Email and Phone	mbreitenbach@oxnardsd.org 805-385-1557
The District Governing Board approved this revision of the SPSA on	November 1, 2017		

The School's Mission & Vision 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 3 Vision Pathways and Actions were developed by our School Leadership Committee and support 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

Marshall School was established in 2003 and is one of 21 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 79% Hispanic or Latino, 9% White, 6% Asian, 4% African American, less than 1% Pacific Islander and about 1% other ethnicities. In the 2017-18 school year, Marshall School serves approximately 548 Pre-K, TK/K – 5th grade students on a traditional schedule. Our classes include Deaf and Hard of Hearing, our Children's Academy of Listening, Language and Learning, Special Day Class-moderate to severe and Visually Impaired.

The focus at Thurgood Marshall School is optimal student learning for every student. Our instructional staff regularly reflects on best practices to monitor student progress and plan instruction. We collaborate to align instruction to the Common Core Standards using McGraw Hill Wonders-Maravillas for language arts and McGraw Hill My Math for mathematics. The staff references district assessment timelines to ensure that curricular areas are covered in a timely manner and that all children are engaged in learning. The administrators monitor instruction through classroom visitations and student monitoring conferences with individual teachers and grade levels. A site TOSA supports instruction by demonstrating model lessons, assisting teachers with instructional planning, and training teachers to maximize curricular materials.

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 school and in class, interventions are offered. The COST/SST Team continues to implement and refine our Response to Intervention (Rtl) 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 for instruction and teachers use Wonders curriculum and core subject matter to develop student understanding. To ensure that ELD instruction is targeted to students' skill level, teachers team for ELD, grouping students based on CELDT levels. 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 LAT 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 for language arts and mathematics and other curricular subjects.

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 and 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 SLOP 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 grade 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, school website, 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".

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1. The student suspension rate was greatly lowered in the 2016-2017 school year to 0% as measured on California Dashboard. During this same year we reduced our numbers of students who are chronically tardy. We plan to build on this success through continuation of our school wide positive behavior student supports such as CHAMPS, services of a full time Counselor, practices which develop responsibility like restorative justice and continued investment in our student supervision plan. In the area of attendance, we are increasing the kinds of incentives that motivate students to have regular attendance. We will continue to monitor student attendance through use of the SARB process.

We are proud that the CAASPP shows positive growth for our students as described by the following information which summarizes student progress from 2015-16 to 2016-17 assessment year:

ELA as measured by CAASPP Grades 3-5:

- Overall in ELA our students increased 8.7 points in ELA as measured by CAASPP between 2015-16 and 2016-17 years.
- EL and Reclassified students increased 14.2 points during this same time period. EL only students increased 33.9 point increase. Reclassified students increased 11.1 points. These are significant increases which show success.
- SES identified students increased 7.6 points.

Math as measured by CAASPP Grades 3-5

- Overall in Math our students increased 11 points.
- Broken down this means that EL increased 29.4 and Reclassified 21.4.
- SES increased 9 points.
- As reported, Caucasion students did not increase in ELA, but in Math increased 33.5.

We are proud that 21 of our 5th graders who took the CAASPP last year scored high enough to receive commendations by the Oxnard Educational Foundation for scores that were in the top 5% for our district. These 21 students represent 23% of the total number of our 5th grade students who took the CAASPP last school year.

We are proud that the California Healthy Kids Survey taken by our 5th grade students last school year showed positive results in Meaningful Participation at School, School Connectedness, and High Expectations.

2. Both low income and EL students increased in progress as measured by CAASPP. Fewer than 15 students were identified as Foster youth. Progress monitoring by teacher and targeted intervention during the day for all students provided support. Intervention beyond the school day for selected students helped them to improve their progress.

3. Title I funds were used to pay for teacher collaboration and data meetings which gave teachers increased time to analyze student data. Title I funds also paid for two Intervention Support Teachers (ISP) who gave targeted intervention and support to students who needed extra support in ELA and Mathematics. ISP teachers met with small groups of students to give them practice in skills where our screenings showed they were lacking. Specifically, the main focus of ISP support was to support ELA progress primarily and also on Mathematics with selected students.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category (or) the school’s review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

According to data from the CAASPP over the last two years, we show that all students need to increase their proficiency in both English Language Arts (ELA) and Mathematics. Our goal for this 2017-18 year is that the number of students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 5% in each grade level.

In the 2017-2018 school year, we will increase the number of English learners meeting the criteria for Reclassification by 20%.

Using the STAR 360, we will improve the percentage of students who are at or above benchmark in Language Arts and Mathematics by 8%.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

We plan to give extra support to our lowest performing group through the following:

The Extra Support Teacher (EST) will meet 4X a week with targeted students who need extra support in ELA as measured by the Wonders/Maravillas needs assessment. The EST will provide instruction and practice to students on skills that have been shown to be weak. Every 6 to 8 weeks students' progress will be monitored. Once students strengthen their skills, pre and post assessments will determine if intervention efforts are addressing student needs and causing them to improve. Instruction groups will change as needed. We also plan to provide before and after school interventions where students receive extra instruction and practice on skills in ELA and Math. These will be lead by teachers.

During the 17-18 school year teachers are looking specifically at data from the STAR360 and multiple measures to monitor student progress towards grade level standards. Interventions for students not making benchmarks in ELA and Math are planned to address weaknesses in ELA skills through in class instruction in small groups, Extra Support Teachers (EST) targeted intervention and targeted before and after school tutoring opportunities.

To prepare an increased percentage of EL for Reclassification, dedicated ELD takes place daily in every classroom. Teachers plan ELD instruction based upon the ELD Standards. Throughout the school day teachers will use instructional methods that engage EL students and all students in the Common Core.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the “all student” performance? If not any, please describe any specific sub groups

According to CAASPP data, we did not show any student group that was two or more performance levels below the "all student" performance.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Even though we do not have any groups of students that are two or more levels below, we will continue targeted intervention services in the classroom, with our ISP Teachers, EST and with opportunities for specified students to receive extra help with before and after school tutoring opportunities.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

As described previously, many of our students have not met benchmarks in their progress in language arts and mathematics. Among those who have not met benchmarks are English Learners. Students who are foster youth are not a statistically significant group because of their low numbers.

To improve services for EL and all low income students, Title I funds will help to pay for ISP teachers to give targeted intervention to students not making benchmarks. Title I funds will also pay for intervention before and after school to give opportunities for targeted students to receive supplementary instruction in the areas of ELA and Math. Title I funds will promote collaboration and data analysis among teachers by paying for substitute teachers so that they have Professional Learning Community (PLC) times during the school day. Title I funds also will be expended to purchase supplementary instructional materials for intervention and to augment classroom libraries.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?
2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

Barriers and challenges faced fell into three main categories: scheduling of teacher meetings to discuss student data, adequate measures to determine the success of student interventions and lastly, when student interventions occurred.

- The first challenge towards realizing effective actions and services for student success was found in scheduling and holding regular meetings to discuss student progress data. Knowing where students are in their attainment of skills is critical. When it is clear where students fall short, then remedial interventions are planned to address student deficiencies. Our plan was to regularly monitor and review student data to plan for appropriate interventions and supports. Because substitute teachers were not always available as planned, we were not able to consistently follow our schedule of meetings to review student progress monitoring.
- The second barrier we faced was lack of consistent pre and post measures for student progress. We planned our interventions for students below benchmark, or far below benchmark. We assigned students to intervention, but we did not have enough information on their specific deficiencies.
- The third area of challenge was in the timing of student interventions. We planned a number of before and after school interventions, but only specific students could attend, due to transportation barriers. At times, students who needed interventions were not able to arrive before school, or to stay after school. For these students, the before and after school model did not address their needs.

To address these challenges in the 2017-2018 School Year, we have made changes to practices to remove barriers and challenges.

- Teacher meetings to review student data are planned once a month during staff meetings. These meetings will not need the support of substitutes. Once a trimester, grade levels will meet for a half day to progress monitor and do in depth planning of in class interventions and interventions beyond the regular school day. If we don't have substitutes for release time meetings, we will still have our monthly review time built into our staff meeting schedule. This will ensure regular monitoring of student progress every month.
- Pre and post screenings are part of all of our interventions for 2017-2018. We will use tools from Wonders and STAR360 to determine student needs. After 6 to 8 weeks of intervention, progress for each student will be reviewed to determine if students progressed, or if they need more support.
- For 2017-2018, most of the interventions are planned during the school day. These are lead by teachers in the classroom, for targeted students in grades 2-5 with the Extra Support Teacher, and for specific students in small intervention groups with the ISP Teachers. Before and after school interventions only reach students able to attend, so we increased our interventions in the day to help those students who need extra support to meet benchmarks.

By modifying how we monitor student progress, how we determine if our efforts are addressing skill deficits, and how we provide intervention, we expect to see increased numbers of students meeting and exceeding grade level benchmarks.

I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The stakeholder parent involvement groups of SSC and ELAC had input in the formation of the overall plan. During both SSC and ELAC meetings, stakeholders were given opportunities to suggest action steps in the school program. The topic of SPSA was covered during SSC and ELAC meetings last Spring 2017 and this Fall 2017.

During Spring 2017 and Fall 2017 meetings parents were asked to give input on action steps to support academic areas and other goals related to safety and well being of students. ELAC acts in an advisory capacity for the SPSA. Guidance from parent input was used to form the goals of this plan.

During the Spring 2017 and Fall 2017 SSC meetings members review costs of goals and objectives in the SPSA. They were given opportunities to contribute to the development of the plan. This council reviews the overall plan in terms of budget and goals before voting to approve the plan. Once the SPSA is approved, SSC continues to review the action steps and budget of the plan. When proposed modifications to SPSA occur, this council votes to accept or reject changed actions.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

Both SSC and ELAC have a part in monitoring the SPSA. The SSC meets regularly and reviews how the SPSA is being implemented during the school year. SSC reviews budget updates given by the principal. SSC members discuss and vote on any changes to the SPSA. Stakeholders have opportunities at regular meetings to collaborate, ask questions about, and to discuss the SPSA. The voting process of SSC is part of regularly monitoring and reviewing of SPSA implementation. The recommendations of stakeholders from both SSC and ELAC are incorporated into the SPSA.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Parents are given multiple opportunities to be involved in parent groups. School Site Council, ELAC and "Coffee with the Principal" are regular opportunities and are open to all interested parents. PTA is another growing organization that gives parents the opportunity to meet and plan supports for our school. Family Nights are open to parents and families. During the 2017-18 school year, Family Nights are planned for Literacy, Mathematics, Music and the Arts and Science.

IV. TRANSITIONS

ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable. In addition, how do you prepare students for middle school transition?

SECONDARY SCHOOLS- Briefly describe strategies used to assist incoming students and parents transition into and out of your school program.

All TK and K parents are given information about our school at the very beginning of the school year. Teachers give a brief orientation to parents. On the first day of school all TK and K parents are invited to attend an orientation to Thurgood Marshall which is lead by the Principal and Assistant Principal. The Counselor and ORC, among other key personnel, introduce themselves and explain their roles.

Middle school transition begins for students in 5th grade. Students benefit from visits from our district middle schools. They are given the opportunity to learn about the qualities of these schools at informational assemblies. Parents are given opportunities to visit middle schools to become better informed about the distinct programs. Our RSP Teacher meets with Middle School Teachers to support transition of students who qualify for the support of Special Education services in Middle School.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

- Parents have received and completed the School/Parent Compact.
- A copy of the Parent Involvement Policy is attached to the SPSA.

2017-18 BUDGET SUMMARY

Complete the table below.

DESCRIPTION

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the 2017-2018 SPSA (e.g. Supp, General Fund, Title I, other grants, etc.)

Total projected school allocations for SPSA Year: 2017-18

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Discretionary	143,708.	0.00
Title I	49,387	0.00
Title III	17,525.	0.00
LCFF - Targeted	26,329	0.00
LCFF - Intervention	17,490	0.00

Summary of Expenditures in this Plan: (By goal)

Goal 1 \$465,895.00

Goal 2 \$105,733.00

Goal 3 \$11,975.00

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 1

(Aligned to State Priority 1, 2, 7)

1. DISTRICT GOAL:

All students will reach high academic standards in reading and mathematics.

SITE GOAL:

Our plan states that all students will increase their proficiency in Language Arts by 8% and in Mathematics by 8% as measured by the CAASPP. Our plan is that EL students will make the same growth as measured by CAASPP. All students will increase understanding of Visual and Performing Arts through participation.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide instructional coaches and mentor teachers to improve teaching and learning

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
STAR Early Literacy assessment	39% of students in grades K-1 were at or above benchmark.	Students in grades K-1 who meet or exceed benchmark will increase by 8%.
STAR360 Reading	44% of students in grades 1-5 met or exceeded benchmark by the end of the 2016-2017 school year.	Students in grades 1-5 who meet or exceed benchmark will increase by 8%.
STAR360 Math	52% of students in grades K-5 met or exceeded benchmark by the end of the 2016-2017 school year.	Students in grades K-5 who meet or exceed benchmark will increase by 8%.
Reclassification rates	20% of EL students in grades 3-5 reclassified during the 2016-17 school year.	The reclassification rate of EL students will increase by 25%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Site TOSA and Math Mentor will support teachers in implementing ELA/ELD and Math materials by providing model lessons and support with data analysis.	ELA ELD Math Strand Focus	2017-2018 School Year	Administration Site TOSA Math Mentor Teachers	Certificated Salary: Site TOSA Certificated Salary: Math Mentor	Centralized Services District Funded	59,231
2. Professional Learning Community meetings will support teachers to implement ELA and Math Common Core Standards. Principal and Site TOSA will lead progress monitoring meetings with grade levels.	ELA ELD	2017-2018 School Year	Administration Site TOSA Teachers	Certificated Substitutes Site TOSA (see goal 1, action 1)	Discretionary	2,800
3. Dedicated ELD instruction will be provided to students by classroom teachers to EL students 45 minutes daily in grades 1-5. K students will receive 30 minutes of daily ELD instruction.	ELA	2017-2018 School Year	Teachers	Supplemental materials	Title III	2,600
4. Grade K-2 Transitional Bilingual Education classes will follow District Board policy. K-2 TBE teachers and administrators will collaborate towards improvement of the TBE model.	ELA Spanish Lang Arts	2017-2018 School Year	Administration Site TOSA EL TOSA	Site TOSA (see goal 1, action 1) Certificated Salary: EL TOSA	District Funded	
5. ISP (Intervention Support Provider) teachers will provide support and intervention to address the needs of students who need extra help. Their focus is all students in need.	ELA	2017-2018 School Year	Administration Intervention Support Provider	Certificated Salary: ISP Teachers (2)	LCFF - Intervention LCFF - Targeted Title I	14,398 10,799 28,000
6. Conduct Coordinated Services Team (CoST) and Student Success Team (SST) meetings to address the instructional needs of at risk students. Outreach Coordinator (ORC) coordinates	ELA Math ELD	2017-2018 School Year	Administration Site TOSA Counselor Outreach Consultant RSP Teacher	Site TOSA (see goal 1, action 1) Certificated Salary: Counselor Certificated Salary: Outreach Consultant	Centralized Services Centralized Services	124,480 3,7543

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
SST.	Attendance		Speech Language Pathologist School Psychologist Teachers	Teacher Substitutes	Discretionary	2,100
7. Staff will analyze assessment results from regular assessments such as STAR 360, Wonders unit assessments and My Math chapter assessments to make instructional decisions. This will be reviewed in PLC meetings, grade level meetings and other meetings with administration and teachers.	ELA Math ELD	2017-2018 School Year	Administration Site TOSA Teachers	Site TOSA (see goal 1, action 1) Assessments Teacher Substitutes	District Funded Discretionary	1,500
9. Teachers will analyze curriculum based assessments in ELA, SLA, Math and ELD to progress monitor EL students and to plan for tutoring for targeted EL students.	ELA ELD Math Spanish Lang Arts	2017-2018 School Year	Administration Site TOSA ISP Teacher Teachers	Teachers: Extra Help	Title III	2,500
10. The Integrated Art Unit for the Visual and Performing Arts will be taught throughout the school year in grades K-5.	Strand Focus ELA Spanish Lang Arts	2017-2018 School Year	Administration Teachers	Materials	Discretionary	2,134
11. Accelerated Reader, Star360, myON and Lexia will be used to support student literacy across all grades. Lexia will be used for intervention and enrichment.	ELA	2017-2018 School Year	Administration Site TOSA Teachers	School license for Lexia	Title I	9,500
12. Teachers and Staff will have use of the xerox machines, laminator and Duplo copy machine for support in duplicating instructional materials to support the instructional program.	ELA Math ELD Strand Focus Spanish Lang Arts	2017-2018 School Year	Administration Teachers Staff	Maintenance Agreement	Discretionary	5,860

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
13. Formative Assessments, as well as summative assessments, will be used to support progress monitoring of students in language arts and math. Data will be analyzed to plan targeted instruction aimed at increasing student achievement.	ELA Spanish Lang Arts	2017-2018 School Year	Administration Site TOSA Teachers	Site TOSA (see goal 1, action 1) Assessments	District Funded	
14. Administration and Site TOSA will do regular classroom short visits to ensure student engagement during implementation of Common Core Standards in daily language arts, ELD and math.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration Site TOSA Teachers	Site TOSA (see goal 1, action 1)		
15. Hold timely IEP (Individual Education Plan) meetings for the purposes of reviewing student progress, updating goals and reviewing support services which are part of the plan. Review 504 Plans yearly.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration School Psychologist Special Education Teachers General Education Teachers Speech Language Pathologist Counselor Parents	Certificated Substitutes	LCFF - Targeted	2,980
16. All Teachers will receive Professional Development in Writing through VCOE and through Staff Meeting training. Teachers will apply effective instructional strategies to teach Writing using Wonders/Maravillas as well as across the curriculum.	ELA Spanish Lang Arts	2017-2018 School Year	Administration Teachers	Professional development	District Funded	
17. Recognize student progress toward meeting their goals in Accelerated Reader (AR) monthly through the purchase of student incentives.	ELA Spanish Lang Arts	2017-2018 School Year	Administration Site TOSA Teachers	Student Incentives	Discretionary	900
18. Implement My Math lessons that align with the Common Core Standards with support of Math Mentor. Administration will	Math	2017-2018 School Year	Administration Math Mentor Teachers	Math Mentor (see goal 1, action 1)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
monitor implementation.						
19. Tech Mentor will support integration of technology to promote student learning throughout the curriculum.. The Site Technology Technician will maintain equipment and software to support student learning through technology	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Administration Tech Mentor Site Technology Technician Teachers	Tech Mentor (see goal 1, action 1) Classified salary: Site Tech	Centralized Services	77,233
20. Music Teacher is contracted to teach music twice a week for the school year.	Strand Focus	2017-2018 School Year	Music Teacher K-5 Teachers	Board approved MOU	LCFF - Targeted	11,050
21. To improve use of technology throughout the curriculum and to support instruction of the Common Core through technology, teachers will attend CUE and will share training with staff after the conference.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Teachers Technology Mentor Site Technology Technician Site TOSA	CUE Conference Expenses Site Tech (see goal 1, action 19) Tech Mentor (see goal 1, action 1)	Title I	5,900.85
22. Professional Development will be provided through training on initiatives that support our instructional program and those that specifically support the needs of EL.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration Site TOSA Teachers	Conference expenses	Title III	2,000
23. Library will receive new books that target the needs the EL and that add to AR selections. Physical improvements in the Library will increase student and teacher access to Library.	ELA Spanish Lang Arts Math	2017-2018 School Year	Administration Library Tech Teachers	Materials and supplies Books for library Books for library Books in Spanish Classified salary: Library Tech	Discretionary LCFF - Intervention Title I Title III Centralized Services	1,346 1,500 1,500 2,500 30,677
24. To support implementation of instructional program, classroom materials and supplies will be	ELA Spanish Lang	2017-2018 School Year	Administration Staff	Materials and supplies	Discretionary	20,192

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
ordered from the district warehouse and from approved vendors.	Arts Math ELD Strand Focus					
25. Students participating in the After School Program will receive enrichment in the arts. For example, ASP staff will provide learning opportunities through movement, music, and other arts related activities aimed at deepening student understanding of Visual and Performing Arts.	Strand Focus	2017-2018 School Year	Oxnard Scholars Staff	After School Program	ASES	
26. Extra Support Teacher (EST) to provide intervention to targeted groups of students Grades 2-5 four days a week. One day a week EST leads grade level Art lessons.	ELA Math Strand Focus	2017-2018 School Year	Administration Extra Support Teacher Teachers	Purchase materials Certificated salary: EST	Title I District Funded	486.15
27. The Integrated Art Unit taught by all teachers helps students to increase their knowledge of Visual and Performing Arts.	Strand Focus ELA Spanish Lang Arts	2017-2018 School Year	Administration Site TOSA Teachers	No additional cost		
28. Professional development from Site Math Mentor and Site Technology Mentor will increase Teacher capacity in Mathematics instruction and in use of Technology as part of the instructional program.		2017-2018 School Year	Administration Math Mentor Technology Mentor	Certificated hourly rate Certificated hourly rate	Discretionary Title III	1,593 1,000
29. Opportunities for intervention beyond the regular school day will be offered to targeted students.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration Site TOSA Teachers	Certificated hourly rate for tutoring	LCFF - Intervention	1,592

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
30. English Learner TOSA will support instruction of English Learners (EL) and will support implementation of both ELD Standards and ELD instruction through observation, modeling, professional development, data monitoring and grade level collaboration.	ELD	2017-2018 School year	Administration Site TOSA EL TOSA Teachers	Certificated salary: EL TOSA	District Funded	
31. Professional development will be provided to teachers as support in how to develop effective lessons for integrated and designated ELD through instructional practices such as scaffolding, sheltering, preview and review.	ELD	2017-2018 School year	Administration Site TOSA EL TOSA Teachers	Professional development	District Funded	
32. EL student progress will be monitored through data meetings reviewing STAR360, My Math, Wonders, CAASPP, CELDT and the new ELPAC.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration Site TOSA EL TOSA Teachers	Site TOSA (see goal 1, action 1) EL TOSA (see goal 1, action 30)		

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

(Aligned to State Priority 1, 2)

2. DISTRICT GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

SITE GOAL:

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

- To decrease the suspension rate
- To increase positive behavior
- To provide wrap-around services to ensure students come to school ready to learn

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17 Baseline	2017-18
Number of student behavior referrals and suspension rate	Suspension rate was only 1 suspension.	Reduce the number of student behavior referrals and keep suspension rate at 0 growth.
Increase positive attendance	Attendance rate in 2016-17 was 95.5%	Increase positive attendance percentage to 96.5%
California Healthy Kids Survey: percentages of students who indicate positive indicators, such as opportunities for meaningful participation at their school.	As demonstrated in the California Healthy Kids Survey taken by 5th graders, 38% indicated academic motivation, 66% of showed strong school connectedness, 81% of 5th grades felt safe at school, 66% reported high levels caring relationship with a teacher, or other adult at school and 49% of had recognition of high expectations of teachers.	California Healthy Kids Survey: The number of students indicating academic motivation will increase by 10% to 48%. The number of students indicating strong school connectedness will increase by 5% to 71%. The number of students who feel very safe at school will increase 5% to 86%. The number of students who report high level of caring relationships with a teacher, or other adult at their school will increase by 10% to 76%. The number of students with recognition of high expectations of teachers will increase by 10% to 59%.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. CHAMPS is used as a structure to support positive student outcomes in a school wide manner.	Safety	2017-2018 School Year	Administration All Staff	CHAMPS program	District Funded	
2. Healthy choices will be taught and reinforced with Red Ribbon Week. Grades 3-5 students attend an assembly presentation of effects of tobacco. Incentives with healthy choice themes are given to students.	Safety	2017-2018 School Year	Administration ORC Counselor Staff	Materials and student incentives ORC (see goal 1, action 6) Counselor (see goal 1, action 6)	LCFF - Targeted	700
3. Provide students with attendance incentives that promote regular, on time attendance.	Attendance	2017-2018 School Year	Administration ORC Attendance Tech	Incentives and trophies ORC (see goal 1, action 6) Classified salary: Attendance Tech	Discretionary District Funded	600
4. We will support the needs of Homeless Youth through weekend snack backpack distribution.	Wrap-Around Services	2017-2018 School Year	Administration ORC Office Staff	ORC (see goal 1, action 6)		
5. Hold meetings with parents of students who are chronically truant. Set up positive reinforcement contracts with targeted students and their parents.	Attendance	2017-2018 School Year	Administration ORC Attendance Tech Parents	Student incentives ORC (see goal 1, action 6) Attendance Tech (see goal 2, action 3)	Discretionary	500
6. Students, staff and parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.	Safety Student Behavior Support	2017-2018 School Year	Administration Staff Parents	No additional cost		
7. Continue use of Positive Behavior Intervention Support plan school wide, use of Restorative Justice and CHAMPS to support positive behavior and keep suspensions at a minimum.	Student Behavior Support Safety	2017-2018 School Year	Administration ORC Counselor Teachers	Counselor (see goal 1, action 6) ORC (see goal 1, action 6)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
8. The referral system for social emotional student needs is supported by the COST and SST process. All staff trained on updated forms and procedures such as data collection and data monitoring.	Student Behavior Support	2017-2018 School Year	Administration Counselor Site TOSA ORC RSP Teacher Teachers School Psychologist	Counselor (see goal 1, action 6) ORC (see goal 1, action 6)		
9. K and 1st Grade students receive foundational social skills through Second Step.	Student Behavior Support	2017-2018 School Year	Counselor Teachers	Counselor (see goal 1, action 6) Second Step program	District Funded	
10. School Counselor works with staff to support the social and emotional needs of students who need extra support. Targeted students needing Tier 2 social and emotional support receive individual, and or, group counseling lead by Counselor on topics such as divorce, friendship and anger management.	Safety	2017-2018 School Year	Counselor Staff	Counselor (see goal 1, action 6)		
11. PBIS Committee will monitor student discipline data at intervals throughout the year for purposes of determining how to further support student behaviors, as well as how to implement school wide RtI for student behaviors.		2017-2018 School Year	Administration Counselor Teachers	No additional cost		
12. Teachers will attend VCOE Restorative Justice professional development.	Student Behavior Support	2017-2018 School Year	Administration All Staff	Certificated Substitutes Professional development	Discretionary District Funded	300
13. Radios will be purchased to increase communication for staff during the regular day and during safety drills.	Student Behavior Support Safety	2017-2018 School Year	Administration Campus Assistants All Staff	Materials and Supplies Classified salaries: Campus Supervisors	Discretionary Discretionary	1,880 98,753
14. Student recognition assemblies for high academic achievement, strong development of interpersonal skills and improvement in academic and social aspects are held a minimum of 3x a year.		2017-2018 School Year	Administration Counselor Teachers Parents	Materials and supplies	Discretionary	200

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
15. Sparks materials will be purchased for PE instruction.	Safety Student Behavior Support	2017-2018 School Year	Administration Teachers	Sports equipment	Discretionary LCFF - Targeted	1,200 800
16. Campus Supervisors monitor students during recesses and before and after school. They receive ongoing training at weekly meetings.	Safety	2017-2018 School Year	Administration Campus Supervisors	Campus Supervisors (see goal 2, action 13)		
17. The Safety Committee will monitor the Safety Plan and make necessary revisions and updates. School wide emergency drills will be held once a month.	Safety	2017-2018 School Year	Administration Safety Committee	No additional cost		
18. Inventory of appropriate safety supplies will be maintained.	Safety	2017-2018 School Year	Administration All Staff	Materials and supplies	Discretionary	800
19. Counselor works with the entire school to support the social emotional development of all Tier I students. Students are identified as needing Tier II level intervention receive a more targeted counseling goal. Counselor works with School Psychologist to transition those students needing Tier III support.	Student Behavior Support	2017-2018 School Year	Administration Counselor School Psychologist Teachers	Counselor (see goal 1, action 6)		
20. Staff development on STOIC (Structured Classroom Teaching Behavioral Expectations, Observing and Supervising, Interacting Positively with Students and Correcting Fluently) will be given to teachers and Campus Assistants periodically throughout the year.	Student Behavior Support	2017-2018 School Year	Administration Counselor Teachers Campus Supervisors	No additional cost		
21. Campus Supervisors will be reintroduced to On the Playground PBIS training by Counselor. Campus Supervisors meet with Administration and Counselor for 1X week regular meetings.	Student Behavior Support	2017-2018 School Year	Administration Counselor Campus Supervisors	Campus Supervisors (see goal 2, action 13)		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
22. Quarterly CHAMPS assemblies for all grade levels will review program structure throughout the year. Our goal is that all staff will deepen their implementation of the CHAMPS structure.	Student Behavior Support	2017-2018 School Year	Administration Counselor ORC Teachers Campus Supervisors	CHAMPS program	District Funded	

Goals, Actions, & Services 2017-18

[CA Data Dashboard](#)

Goal 3

(Aligned to State Priorities 1, 2, 4, 7)

DISTRICT GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

SITE GOAL:

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child’s academic and social-emotional growth.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

2016-17 Baseline

2017-18

Parent participation in parent meetings.	In 2016-17 an average of 5 parents participated in PTA meetings. An average of 15 parents participated in ELAC meetings.	Attendance at PTA meetings will increase by 50% at PTA meetings. Attendance at ELAC meetings will increase by 25%.
Parent attendance at Fall Parent Conferences.	Data not available.	This year will be a baseline year for Fall Parent Conference attendance.

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Parents are given an overview of involvement opportunities at TK-K Orientation and Back to School Night.	Wrap-Around Services Attendance	2017-2018 School Year	Administration Counselor ORC Teachers	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
2. School Site Council gives parents an opportunity to participate in a council that reviews the school budget and SPSA at regularly scheduled meetings.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Administration Teachers Classified Staff Representative Parents	No additional cost		
3. English Learner Advisory Committee (ELAC) gives parents opportunities to become informed about reclassification, how to support their child's progress in school, community issues, safety items and other initiatives.	ELA Spanish Lang Arts Math ELD Strand Focus Student Behavior Support Attendance Safety	2017-2018 School Year	Administration Parents	Babysitting	Title III	400
				Light Refreshments	Title III	500
4. Parents are invited to a Spring Reclassification Celebration to honor students in Grades 3-5 who met reclassification requirements during the school year.	ELD	2017-2018 School Year	Administration ORC Teachers Parents	Refreshments	Title III	400
				Supplies for awards	Title III	200
5. Parents receive monthly Newsletter, notices on parent meetings and other pertinent school information through flyers, Ed-connect and school website.	Wrap-Around Services	2017-2018 School Year	Administration All Staff Parents	No additional cost		
6. Parents are invited to attend Parent Teacher conferences twice a year to discuss their child's progress.	ELA Spanish Lang Arts Math	2017-2018 School Year	Administration Teachers Parents	No additional cost		

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	ELD					
7. Family Nights give Parents opportunities to learn how to support their child's progress in Language Arts, Writing, Math and Science.	ELA Spanish Lang Arts Math ELD	2017-2018 School Year	Administration Site TOSA Math Mentor Technology Mentor Teachers Parents	Teacher Extra Help	Title I	4,000
8. Parent volunteers support the school program by volunteering in classes, helping with field trips and serving as chaperones for 5th Grade Science Camp.	ELA Spanish Lang Arts Math ELD Strand Focus	2017-2018 School Year	Administration Teachers Parents	No additional cost		
9. Coffee with the Principal gives parents the opportunity to hear more about the school program in an informal setting.	Wrap-Around Services	2017-2018 School Year	Principal Parents	Refreshments	Discretionary	200
10. Parents receive support in areas such as parenting and nutrition in seminars lead by community agencies or staff.	Wrap-Around Services	2017-2018 School Year	Administration ORC Staff	No additional cost		
11. Parent volunteers will be honored with a Spring "thank you event" with Principal.	Wrap-Around Services	2017-2018 School Year	Administration Parents	Refreshments	Discretionary	350
12. Babysitting will be provided at parent meetings such as School Site Council, as needed.	Safety	2017-2018 School Year	Campus Supervisors	Classified extra help	Discretionary	500
13. The ORC gives ongoing support to parents in need through Operation School Bell, health referrals and referrals to community support services.	Wrap-Around Services	2017-2018 School Year	Administration ORC Parents	ORC (see goal 1, action 6)		
14. Parents of English Learners will be given opportunities to receive training in topics related to their child's success at school.	Wrap-Around Services	2017-2018 School Year	Administration ORC Parents	Seminars and/or conferences	Title III	3,425
				Training materials	Title III	2,000

Actions to be Taken to Reach This Goal	Focus Area	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
15. PTA offers parents a way to be involved in fundraising and other activities which support the instructional program.	Wrap-Around Services	2017-2018 School Year	Administration Staff Parents	No additional cost		

Eight State Priorities 2017-18

- I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- II. **Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- IV. **Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- V. **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)
- VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

Appendix A - School and Student Performance Data Forms

CAASPP Results for 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	95	78	67	94	77	67	93	77	67	98.9	98.7	100
Grade 4	99	97	76	97	94	76	97	94	76	98.0	95.9	100
Grade 5	98	104	94	96	102	93	96	102	93	98.0	98.1	98.9
All Grades	292	279	237	287	273	236	286	273	236	98.3	97.5	99.6

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2359.8	2358.0	2366.3	4	6	4.48	17	12	19.40	20	18	25.37	57	64	50.75
Grade 4	2411.9	2420.6	2399.7	11	4	7.89	12	18	14.47	24	32	15.79	53	46	61.84
Grade 5	2467.3	2490.2	2488.2	6	15	12.90	29	28	29.03	26	26	34.41	39	30	23.66
All Grades	N/A	N/A	N/A	7	9	8.90	20	20	21.61	23	26	25.85	49	45	43.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	12	8.96	33	29	35.82	58	60	55.22
Grade 4	8	6	10.53	37	52	43.42	55	41	46.05
Grade 5	11	17	20.43	45	48	54.84	44	35	24.73
All Grades	9	12	13.98	38	44	45.76	52	44	40.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	8	8.96	28	29	41.79	63	64	49.25
Grade 4	8	5	10.53	43	47	34.21	48	48	55.26
Grade 5	17	20	27.96	44	50	43.01	40	30	29.03
All Grades	11	11	16.95	38	43	39.83	50	46	43.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	6	4.48	61	66	67.16	37	27	28.36
Grade 4	8	7	5.26	65	76	50.00	27	17	44.74
Grade 5	6	10	9.68	67	72	69.89	27	19	20.43
All Grades	6	8	6.78	64	71	62.71	30	21	30.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	5	7.46	48	42	50.75	47	53	41.79
Grade 4	7	4	7.89	36	63	44.74	36	33	47.37
Grade 5	16	28	21.51	63	57	54.84	22	15	23.66
All Grades	9	14	13.14	49	55	50.42	35	32	36.44

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	95	78	67	94	77	67	93	76	67	98.9	98.7	100
Grade 4	99	97	76	97	94	76	97	94	76	98.0	95.9	100
Grade 5	98	104	94	96	102	93	96	102	93	98.0	98.1	98.9
All Grades	292	279	237	287	273	236	286	272	236	98.3	97.5	99.6

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2375.2	2388.0	2384.0	4	7	2.99	15	21	17.91	29	25	37.31	51	47	41.79
Grade 4	2421.6	2447.7	2441.3	5	6	5.26	13	22	22.37	31	43	40.79	51	29	31.58
Grade 5	2472.1	2476.6	2481.8	4	9	10.75	17	18	16.13	35	35	40.86	44	38	32.26
All Grades	N/A	N/A	N/A	5	7	6.78	15	20	18.64	32	35	39.83	48	38	34.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	17	8.96	30	33	38.81	60	50	52.24
Grade 4	6	11	11.84	26	47	32.89	68	43	55.26
Grade 5	7	17	16.13	44	33	39.78	49	50	44.09
All Grades	8	15	12.71	33	38	37.29	59	47	50.00

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	11	11.94	38	43	49.25	56	46	38.81
Grade 4	6	4	13.16	43	60	42.11	51	36	44.74
Grade 5	9	10	13.98	38	37	47.31	53	53	38.71
All Grades	7	8	13.14	40	47	46.19	53	45	40.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Grade 3	8	5	4.48	45	58	55.22	47	37	40.30
Grade 4	6	12	6.58	40	61	51.32	54	28	42.11
Grade 5	4	9	13.98	51	48	50.54	45	43	35.48
All Grades	6	9	8.90	45	55	52.12	49	36	38.98

Appendix B – School and Student Performance Data Forms

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		7					14	13	33	29	20	17	57	60	50
1			2	15	18	8	32	26	33	24	23	35	29	33	22
2	3		2	12	13	2	24	35	45	41	29	21	21	23	29
3		3		16	11	28	45	42	34	24	31	24	16	14	14
4		3		15	32	9	53	43	55	10	14	24	23	8	12
5	5			29	44	27	48	44	62	14	7	12	5	4	
Total	1	2	1	16	21	12	39	36	44	23	21	24	21	21	18

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		2					14	15		19	27		67	56	
1				14	19		33	24		22	21		31	36	
2	3			11	13		22	35		39	29		25	23	
3		3		15	14		44	41		23	30		18	14	
4		3		17	32		51	43		10	14		22	8	
5	5			29	43		48	43		14	11		5	4	
Total	1	1		11	18		32	31		21	23		35	27	

Appendix C - School Site Council Membership (Thurgood Marshall Elementary School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role
Marlene Breitenbach	Principal
Sandy Sloan	Classroom/Teacher
Bonnie Sussman	Classroom/Teacher
Amy Palmer	Classroom/Teacher
Carmen Grande	Other School Staff
Sylvia Raya	Parent or Community Member
Kimberley Polis	Parent or Community Member
Ana Lopez	Parent or Community Member
Esmeralda Fernandez Montiel	Parent or Community Member
Filiberta Anorves	Parent or Community Member

(43) 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.

Appendix D - 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)**:

X English Learner Advisory Committee

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 11, 2017.

Attested:

Marlene Breitenbach

Typed Name of School Principal

Signature of School Principal

Date

Kimberly Polis

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Thurgood Marshall School

2900 Thurgood Marshall Drive, Oxnard, CA 93036 (805) 385-1557 Fax (805) 983-7215
Principal: Dr. Marlene Breitenbach

School Parental Involvement Policy 2017-18

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 meetings, School Site Council meetings and Coffee with the Principal.
- ✓ 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 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, ELAC, SSC and PTA meetings.
- ✓ Notifications of all parent meetings, special events and activities through home notifications, newsletter and through Connect Ed phone messages.
- ✓ Holding Family Literacy, Science 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 from our community.



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 comprensible 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.

Appendix D - 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)**:

English Learner Advisory Committee (Eugenia Palomino)

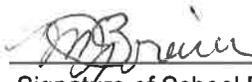


 Signature

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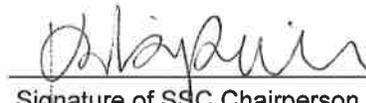
Attested:

Marlene Breitenbach
 Typed Name of School Principal


 Signature of School Principal

10/13/17
 Date

Kimberly Polis
 Typed Name of SSC Chairperson


 Signature of SSC Chairperson

10/13/17
 Date