

The Single Plan for Student Achievement

School: John A. Otis Elementary School
CDS Code: 37-68221-6038756
District: National School District
Principal: Dr. Leticia Segura
Revision Date: Nov 29, 2018

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 February 27, 2019.

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School Vision and Mission

John A. Otis Elementary School's Vision and Mission Statements

Vision Statement:

Our mission is to serve students while providing an exemplary, world class education focused on Common Core State Standards in a safe and nurturing environment. John A. Otis is a safe and inspiring learning environment where students are educated, motivated and engaged to become successful 21st century learners through a quality instruction grounded on collaboration, digital literacy, critical thinking and problem-solving.

John Otis Elementary...

Obtains and maintains a safe learning environment
Believes in the success of all students
Transforms students into 21st Century learners
Accepts diversity and promotes equality
Informs parents to raise parent engagement and empowerment
Notes and promotes best practices through collaboration
Strives to change our good to better and our better to best

A CULTURE OF EXCELLENCE!

School Profile

National City is a diverse community composed of mostly low-income, under-employed residents. 24.1% live below the poverty, which is higher than the national average of 14%. Our school community is comprised of 86.8% of Latino students, 5.3% Filipino students, 3.1% White and 2% African-American students. In addition 62.7% of our students are English Language Learners.

School Description

John Otis Elementary School is located in National City, California, a community south of San Diego. Our current enrollment is 470 students. John A. Otis has one preschool class, one bilingual Transitional Kindergarten, three Kindergarten through Third grade classes and two fourth to sixth grade classes. The staff consists of 22 certificated teachers, 5 support staff (Language Arts Specialist, Speech, Psychologist, Counselor, RSP), 3 impact teachers, and 11 classified employees.

This year has been an exciting year full of professional development and new curriculum for our three new impactful initiatives. All classrooms have begun implementing Sanford Harmony, Social Emotional curriculum; all teachers have been trained and have begun implementing the University of California Irvine Math Project (UCI); and teachers have received an in depth study of the English Language Arts/ English Language Development Framework Professional Development.

Community Involvement

Research shows a high correlation between parent involvement and effective schools. Parents and community members are essential to our educational community and are encouraged to be involved in their child's education. Parents are continuously encouraged to play an active role in our Parent and Teacher Association (PTA), participate in leadership positions of our District Advisory Council (DAC), our School Site Council (SSC), and English Language Advisory Committee (ELAC). In addition, many parents volunteer on a regular basis in classrooms and in our volunteer workroom.

Parent Education Opportunities

Throughout the year, we offer a variety of classes and workshops to our parents during our Coffee with the Principal Meetings. These include: parenting classes, healthy cooking with Olivewood Gardens Kitchenistas, how to access and strengthen technology skills, Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Safety, and California Common Core Standards. Parents also have the opportunity to attend the DEPAC, DELAC/ELAC workshops and CAFE Para-Ed/Parent Conference offered through the San Diego County Office of Education.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

John Otis uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine Cabinet walkthroughs. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal provided.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All schools use the CAASPP annual assessment to inform SPSA goals. Additionally, teachers meet in Data Teams bimonthly to monitor student progress, inform instruction using the formative assessments provided in the math and English Language Arts Units of Study.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

John A. Otis Elementary draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the STAR Reading, STAR Math, ELPAC, Learning Headquarters Writing, and District Assessments which include UCI Math Assessments. Perhaps most unique, is the ability for staff to configure data through Illuminate to efficiently evaluate individual, class wide, grade level, and to develop customized programs that will fit the needs of students after school interventions.

John A. Otis Elementary School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems through the Data Team process. Grade level meetings are held to discuss district assessments, formative classroom assessments and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Meetings are held bimonthly to discuss formal assessment outcomes, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus in on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Staff in grades Kindergarten through 3rd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments, SEBT assessments, and reports provided on Imagine Learning to monitor their English Language acquisition. Upper grade teaching staff is also involved in sampling students for performance on the literacy assessments from STAR Reading, Accelerated Reader, and classroom assessments. In writing, teaching staff scores writing samples, using rubrics from the Learning Headquarters program. Teachers work together to ensure the rigor of the writing is at standard for their particular grade level.

John Otis Elementary School has worked with the National School District to align curriculum, instruction and materials closely to the CCSS. This year we are implementing the UCI Math units in all grade levels and administering assessments that are aligned to the priority standards that have been identified.

Students who are having difficulty performing at grade level standard at John A. Otis Elementary School are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level specific Data team meetings and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. Support staff have been trained in Response to Intervention (RtI), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. Research based strategies are implemented in the intervention within the classrooms and intervention groups. This model has been fully implemented in kindergarten through sixth grades.

We use several measures to assess whether or not students are responding to intervention and modify the instruction based on assessment data. We use, Running Records, RESULTS data, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and communication. For students who continue to experience difficulties despite regular interventions, the Student Study Team (SST) meets to involve the expertise of the principal, classroom teacher, language arts specialists, speech therapist, school psychologist and resource specialist in deciding on more prescriptive academic and behavioral interventions. In addition to classroom interventions, additional resources may include math and reading tutoring, Successmaker, Imagine Learning, and supplementary intervention classes after school if available.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The National School District recruits and retains only teachers that are Highly Qualified in accordance with NCLB requirements. The staff at John A. Otis Elementary School is involved in a program of ongoing professional development linked to CCSS. Instructional planning is driven by the review of student outcomes on assessments that target priority grade level CCSS. District level staff development focuses on the key areas in CCSS language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. The STAR reading assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level. Illuminate data management systems provide access to past CST data, current SBAC data, STAR, past CELD data, ELPAC, Writing, and the full range of multiple measure assessments.

Annually, a plan for staff development is designed based on the review of specific site data, including STAR Reading, STAR Math, ELPAC, BPST, RESULTS, teacher created formative assessments, Running Records, ELA and Math assessments, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6, etc) planning groups. UCI Mathematics, ELA/ELD Curriculum, implementation of technology, training in the use of Illuminate, and Data Teams are the focus of professional development for teachers in TK through 6th grade.

Other site-based staff development includes the effective teaching of Common Core State Standards in the area of Mathematics and English Language Arts. We are also providing professional development for teachers on ELD and ELA Framework and how the ELD standards are related to ELA standards.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program, either through the San Diego County Office of Education or the university system. Additional support is provided through grade level colleagues.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.

The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using Illuminate, and the NSD Data Warehouse.

John Otis Elementary takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

John A. Otis Elementary is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan.

This year, John A. Otis Elementary has hired impact teachers to specialize and provide support to our students. The primary content areas that are being served are a variety of literacy skills, mathematics and English Language Development. This will enhance our comprehensive school approach to intervention. As mentioned earlier, new staff members have available to them the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and CCSS. Additional support is provided through the site administrator, the site Language Arts Specialist, Resource Specialist, Psychologist, and through grade level colleagues. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

In an effort to ensure continued improvement, the faculty with the guidance of the Principal examines benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data provides an accurate prediction of success on the Common Core Standards. During data analysis, the staff looks at how the students are progressing on grade level standards in language arts and math and then based on the data collected the staff and principal reteaches whole class or provides intervention for small flexible groups. The data are also used to identify students who could use additional intervention outside of school hours. The identified students are Students in TK - 2 who needed more intensive intervention are also scheduled during school hours to work with the Impact Teachers. Both highly effective software, Success Maker and Imagine Learning, provide students with practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Common Core Standards for grades K-6. Coupled with being involved in data analysis, teachers share best practices in order to better deliver instruction to their students. By both previewing material and reviewing (reteaching) allows students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills.

John A. Otis Elementary School makes a full commitment to collaborating on the analysis of formative assessment data through bi-monthly Data Teams Meetings. Teachers plan instructional strategies, share ideas, concerns and explore solutions to common problems. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals.

Primary grades staff utilize assessment related to phonemic awareness, phonics, word recognition, reading fluency and comprehension to determine student progress. Teachers in Kindergarten through 3rd grade bilingual classrooms monitor student progress on literacy skills through Spanish RESULTS assessments and SEBT assessments. Upper grade teachers also use STAR reading assessments to monitor the progress of their struggling readers. In writing, all teaching staff scores writing samples throughout the year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

John A. Otis Elementary has worked with the National School District to align curriculum, instruction and materials closely to CCSS. John A. Otis Elementary School is involved in standards based language arts and mathematics instruction for all students through the combination of published and computer based instruction. These standards are included in lesson plans and bulletin board displays. At this time, Houghton Mifflin Lectura series is utilized to meet the needs of Spanish-speaking students in the Kindergarten – 2nd grade bilingual program, along with SEBT biliteracy instructional resources to transfer literacy skills to English. A new bilingual ELA series has been purchased that is aligned to CCSS. 2 – 6 grade students use SIPPS (Systematic Instruction of Phonics and Phonemic Awareness) as a Tier I intervention. In addition, Learning Headquarters is our core-writing program in grades K – 6. English Language Development (ELD) is addressed through the use of the Systematic English Language Development program.

Assessment takes place three times per year (based on a three quarter system) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments are based on District assessments, Learning Headquarters Writing Program, UCI Math, STAR Reading, and STAR Math. Teachers use Illuminate Reporting System, which scans the results and give immediate feedback to teachers for further planning and grouping of students.

All students at Otis receive a comprehensive, balanced instructional program in reading and language arts. We are using the Next Generation Science Standards. By working on the Scientific Process, we are focusing on the vocabulary necessary to understand the science standards.

Students not meeting grade-level standards are provided additional help using various models: push-in /pull out Reading Specialist small group instruction. Students on an IEP receive services through the Resource Specialist Program as determined by the student's individual IEP. Students needing additional support are invited to participate in before-school or after-school intervention classes (This only applies when the funds are available). Careful monitoring and assessments for the before-school or after-school interventions are given throughout the intervention. As students prepare to move into the next quarter, the teacher regroups the students as needed.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Students attend school for 180 days per school year. Students in Transitional Kindergarten through sixth grades receive 302 average minutes of instruction per day. There are 37 minimum days per school year, which are used for teacher planning and program articulation. The NCS Learn SuccessMaker software program supports the standards-based curriculum at John A. The NCS Learn SuccessMaker software provides accurate assessment and targeted instruction in language arts and mathematics. All students also have access to online software. Our English Learners in Kindergarten through third grade and targeted students in upper grades utilize Imagine Learning software to help accelerate their acquisition of English. Imagine Learning is now accessible from home for our English Language Learners. Accelerated Reader continues to be used as a motivational program to help promote independent reading and allow teachers to monitor the amount of independent reading students are participating in throughout the year. We also have implemented the use of Razz Kids in grades first and second grade to support literacy acquisition.

Clear school goals, shared vision, grade level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. We have implemented the Instructional Wheel, which provides all students enrichment classes in the areas of Art, Physical Education and Performing Arts. The Instructional Wheel also allows classroom teachers to be relieved of their classrooms in order to collaborate and participate in Data Teams every other week. During the Data Team meetings we focus on Priority Standards from the CCSS and set SMART goals and discuss research-based CCSS instructional strategies that will enhance student performance.

Giving our students access to technology is a new center of attention now with the implementation of CCSS. Providing students access to computers and instruction on how to utilize the tools available to them will help to prepare them to navigate through the State Smarter Balanced Assessment administered in the spring. District assessments are administered throughout the year to provide students the exposure to rigorous online assessments in order to help prepare our students for the SBAC assessment. In order to provide our students access to technology, National School District has provided all students in 3rd through 6th 1 to 1 computing and 2 to 1 computing in grades kindergarten through 2nd.

In addition to providing education to our students, John A. Otis Elementary School has made an effort to provide our parents with opportunities to learn more about Common Core Standards implementation. In efforts to provide parents a better understanding of Math Common Core Standards samples lessons have been provided during Coffee with the Principal.

John A. Otis Elementary is involved in standards based language arts and mathematics instruction for all students through the combination of published and computer based instruction. Benchmark Language Arts, UCI Math, and the GO Math programs are used to align lessons to the Common Core State Standards. At this time Houghton Mifflin Lectura series is utilized to meet the needs of students in the Kindergarten – 2nd grade bilingual program. A new bilingual series has been purchased and will be implemented this school year. English Language Development (ELD) is addressed through the use of the Systematic English Language Development, Focused Approach Handbook, and Systematic Instruction in Phonemic Awareness (SIPPS).

Teachers utilize the Learning Headquarters curriculum to align with the district pacing guide in writing. Otis teachers strongly emphasize the writing process. Students of all abilities have been provided support to develop their language skills through writing. Guidelines have been established at the site and the district levels to ensure that each student has opportunities for a rich variety of writing experiences at each grade level.

The SuccessMaker software suite also supports the standards-based curriculum at John Otis School. The SuccessMaker software provides accurate assessment and targeted instruction in language arts, mathematics and English language development (ELD). All students at John A. Otis Elementary use SuccessMaker on a daily basis. Students complete 40 hours a year of SuccessMaker software throughout the year in the areas of Reading, Mathematics, and/or Primary Language reading. Students needing additional support have the opportunity to have a custom program created for them that will hone in a specific strand in which they are having difficulty mastering. In addition, students who have scored at the Intermediate Level on the ELPAC and Basic on the STAR, along with students who are scoring in the lower levels on the ELPAC use Imagine Learning to further develop their English language proficiency.

Instruction at John A. Otis Elementary reflects the belief that it is critical that each student learn to be a fluent, capable reader and writer. Classroom instruction, as well as school-wide intervention programs such as after school Intervention classes, reflect the school's determination that no student will fail to develop proficiency in reading.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts specialist works with teaching staff to provide additional support for students not reading at grade level. After school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource support is available for students with special needs.

14. Research-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2018-2019. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2018-2019.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Language Arts Specialist
2. After school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Description of Barriers and Related School Goals

The barriers and related school goals are consistent with the research of low socio-economic communities and academic achievement. Many of our students have significant, academic, social and behavior needs due to our high number of English Language Learner Population, high number of students living with foster families, and transient rate. John Otis Staff make it a priority to provide a safe school environment in efforts to meet the academic, social, emotional, and behavior needs of our students. With the implementation of Positive Behavior Interventions and Supports (PBIS), Restorative Practices, and Tier I Sanford Harmony curriculum (by our school counselor), we are making great strides with student behavior and strengthening our school culture.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	71	69	72	66	65	70	66	65	70	93	94.2	97.2
Grade 4	66	65	58	65	64	58	65	64	58	98.5	98.5	100
Grade 5	65	66	66	62	64	66	62	64	66	95.4	97	100
Grade 6	63	64	66	62	62	64	62	62	64	98.4	96.9	97
All Grades	265	264	262	255	255	258	255	255	258	96.2	96.6	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2390.1	2390.0	2388.1	6	7.69	8.57	24	26.15	21.43	32	24.62	34.29	38	41.54	35.71
Grade 4	2447.6	2420.7	2437.0	14	7.81	13.79	29	21.88	24.14	28	25.00	20.69	29	45.31	41.38
Grade 5	2506.7	2509.5	2495.9	21	15.63	19.70	31	40.63	33.33	27	26.56	21.21	21	17.19	25.76
Grade 6	2526.9	2531.4	2543.2	10	19.35	17.19	32	35.48	50.00	45	27.42	17.19	13	17.74	15.63
All Grades	N/A	N/A	N/A	13	12.55	14.73	29	30.98	32.17	33	25.88	23.64	25	30.59	29.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	13.85	10.00	55	41.54	50.00	38	44.62	40.00
Grade 4	14	12.50	13.79	57	45.31	55.17	29	42.19	31.03
Grade 5	21	18.75	18.18	48	65.63	51.52	31	15.63	30.30
Grade 6	13	20.97	23.44	63	54.84	57.81	24	24.19	18.75
All Grades	14	16.47	16.28	56	51.76	53.49	31	31.76	30.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	13.85	14.29	42	38.46	35.71	47	47.69	50.00
Grade 4	15	9.38	10.34	54	43.75	41.38	31	46.88	48.28
Grade 5	27	26.56	28.79	53	54.69	39.39	19	18.75	31.82
Grade 6	16	24.19	26.56	56	46.77	48.44	27	29.03	25.00
All Grades	17	18.43	20.16	51	45.88	41.09	31	35.69	38.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	12.31	12.86	61	69.23	67.14	26	18.46	20.00
Grade 4	20	10.94	17.24	66	60.94	56.90	14	28.13	25.86
Grade 5	15	14.06	9.09	68	64.06	69.70	18	21.88	21.21
Grade 6	8	16.13	20.31	85	61.29	67.19	6	22.58	12.50
All Grades	14	13.33	14.73	70	63.92	65.50	16	22.75	19.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	10.77	10.00	48	52.31	57.14	36	36.92	32.86
Grade 4	9	12.50	20.69	63	56.25	50.00	28	31.25	29.31
Grade 5	39	29.69	33.33	48	48.44	45.45	13	21.88	21.21
Grade 6	19	33.87	29.69	71	51.61	59.38	10	14.52	10.94
All Grades	20	21.57	23.26	58	52.16	53.10	22	26.27	23.64

Conclusions based on this data:

1. In overall Language Arts achievement, student data shows a little over half of our students are still not performing at standard with only 47% of students Exceeding or Meeting the ELA standards. More specifically, third (30%) and fourth (38%) grade have the least number of students performing at or exceeding the standards for English Language Arts. One step we will take to increase student achievement in ELA standards is to increase the rigor of instruction and closely monitor the implementation of the newly adopted Benchmark and American Reading Company curriculum.
2. Students demonstrated the highest achievement in the area of Listening. There was growth in third (from 12% to 13%), fourth (from 11% to 17%), and sixth grade (from 16% to 20%) in the Above Standard category in Listening. Fifth (from 64% to 70%) and sixth (from 61% to 68%) demonstrated growth in the At or Near Standard category in Listening. However, 20% of the students are still Below Standards so Listening is an area we will continue to work on in all grade levels.
3. The lowest achievement within the subset of ELA occurred in reading and writing. In reading, 69% of students are Above/At or Near Standard. Third grade students struggled the most with 40% scoring Below in this subset. Writing is the other area in which students scored the lowest. Sixth grade students demonstrated the highest levels of achievement (75% Above/AT or Near Standard) while third grade seemed to face the most challenges with 50% of the students scoring 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	71	69	72	70	68	71	70	68	71	98.6	98.6	98.6
Grade 4	66	65	58	66	65	58	66	65	58	100	100	100
Grade 5	65	66	66	62	64	66	62	64	66	95.4	97	100
Grade 6	63	64	66	62	63	65	62	63	65	98.4	98.4	98.5
All Grades	265	264	262	260	260	260	260	260	260	98.1	98.5	99.2

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2388.3	2392.3	2400.0	1	8.82	2.82	29	20.59	26.76	19	23.53	33.80	51	47.06	36.62
Grade 4	2471.0	2424.5	2454.3	9	3.08	8.62	38	15.38	22.41	30	43.08	39.66	23	38.46	29.31
Grade 5	2453.6	2503.6	2461.1	2	17.19	9.09	21	21.88	7.58	16	34.38	37.88	61	26.56	45.45
Grade 6	2499.6	2530.5	2544.8	10	22.22	23.08	13	17.46	33.85	44	38.10	26.15	34	22.22	16.92
All Grades	N/A	N/A	N/A	5	12.69	10.77	25	18.85	22.69	27	34.62	34.23	42	33.85	32.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	13.24	18.31	40	36.76	39.44	51	50.00	42.25
Grade 4	29	7.69	24.14	41	30.77	34.48	30	61.54	41.38
Grade 5	8	26.56	13.64	26	35.94	31.82	66	37.50	54.55
Grade 6	15	30.16	33.85	37	42.86	41.54	48	26.98	24.62
All Grades	15	19.23	22.31	36	36.54	36.92	49	44.23	40.77

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	10.29	8.45	41	50.00	50.70	50	39.71	40.85
Grade 4	9	6.15	10.34	64	43.08	50.00	27	50.77	39.66
Grade 5	3	17.19	7.58	34	50.00	45.45	63	32.81	46.97
Grade 6	11	17.46	23.08	44	39.68	47.69	45	42.86	29.23
All Grades	8	12.69	12.31	46	45.77	48.46	46	41.54	39.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	11.76	11.27	57	48.53	60.56	29	39.71	28.17
Grade 4	17	10.77	15.52	56	50.77	46.55	27	38.46	37.93
Grade 5	11	23.44	10.61	39	50.00	45.45	50	26.56	43.94
Grade 6	10	20.63	24.62	60	39.68	46.15	31	39.68	29.23
All Grades	13	16.54	15.38	53	47.31	50.00	34	36.15	34.62

Conclusions based on this data:

1. Mathematics is an area of relative weakness for most grade levels at John Otis. Overall, only 33% of students Met or Exceeded the standards based on the CAASSP results. Fifth grade students have the greatest need with only 17% of students scoring in the Exceeding and Met Standard levels in math. Sixth grade students made the greatest gains in the percent of students in the Exceeding and Met Standard levels with 57%. They made 17% growth last year moving from 40% to 57% in the Exceeding and Met Standard category.
2. When analyzing the Math Concepts and Procedures Claim Descriptors scores, there was an increase from 56% to 59% of students scoring in the At or Near the Standard or Above the Standard. Meanwhile, we saw a decrease from 44% to 41% of students scoring Below the Standard. This Math Concepts and Procedures Claim Descriptor requires students to be able to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Sixth grade students demonstrated the greatest percentage of students (75%) in the Exceeding and Met Standard levels for Math Concepts and Procedures Claim Descriptor. Fourth grade made the largest growth (20%) for students scoring in the At or Near the Standard or Above the Standard on this claim.

When analyzing the Math Communicating Reasoning Claim Descriptors scores, there was an increase from 64% to 65% of students scoring in the At or Near the Standard or Above the Standard. The Math Communicating Reasoning Claim Descriptor requires students to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others. Meanwhile, we saw a decrease from 36% to 35% of students scoring Below the Standard.

3. The greatest area of need for John Otis is in the Claim Descriptor of Problem Solving. Only 51% of students scored in the At or Near the Standard or Above the Standard. The Math Problem Solving Descriptor requires students to solve a range of complex problems while making productive use of knowledge and problem solving strategies. Although there was growth from prior years, students are still performing below the levels we know they are capable of. Problem solving is a school wide focus. The implementation of the new UCI math curriculum will give students the instruction and practice needed to do well in this area.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1413.4	1423.3	1390.1	64
Grade 1	1455.4	1444.8	1465.6	62
Grade 2	1469.9	1457.7	1481.8	53
Grade 3	1483.3	1470.6	1495.2	37
Grade 4	1492.4	1478.6	1505.7	46
Grade 5	1495.6	1486.4	1504.4	33
Grade 6	1521.4	1509.2	1533.5	23
All Grades	1466.9	1459.5	1471.3	318

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	17	26.56	18	28.13	15	23.44	14	21.88	64
Grade 1	22	35.48	17	27.42	12	19.35	11	17.74	62
Grade 2	20	37.74	14	26.42	*	*	12	22.64	53
Grade 3	*	*	20	54.05	*	*	*	*	37
Grade 4	*	*	25	54.35	*	*	*	*	46
Grade 5	*	*	18	54.55	*	*	*	*	33
Grade 6	*	*	*	*	*	*	*	*	23
All Grades	70	22.01	120	37.74	67	21.07	61	19.18	318

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	18	28.13	20	31.25	14	21.88	12	18.75	64
Grade 1	23	37.10	12	19.35	19	30.65	*	*	62
Grade 2	24	45.28	12	22.64	*	*	12	22.64	53
Grade 3	*	*	13	35.14	*	*	*	*	37
Grade 4	*	*	21	45.65	11	23.91	*	*	46
Grade 5	*	*	21	63.64	*	*	*	*	33
Grade 6	*	*	*	*	*	*	*	*	23
All Grades	97	30.50	109	34.28	66	20.75	46	14.47	318

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	23.44	*	*	26	40.63	16	25.00	64
Grade 1	22	35.48	19	30.65	*	*	13	20.97	62
Grade 2	17	32.08	14	26.42	*	*	12	22.64	53
Grade 3	*	*	13	35.14	12	32.43	12	32.43	37
Grade 4	*	*	18	39.13	14	30.43	11	23.91	46
Grade 5	*	*	16	48.48	*	*	*	*	33
Grade 6	*	*	*	*	11	47.83	*	*	23
All Grades	60	18.87	92	28.93	89	27.99	77	24.21	318

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	25	39.06	30	46.88	*	*	64
Grade 1	30	48.39	22	35.48	*	*	62
Grade 2	27	50.94	19	35.85	*	*	53
Grade 3	*	*	21	56.76	*	*	37
Grade 4	11	23.91	30	65.22	*	*	46
Grade 5	*	*	22	66.67	*	*	33
Grade 6	*	*	13	56.52	*	*	23
All Grades	117	36.79	157	49.37	44	13.84	318

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	17	26.56	31	48.44	16	25.00	64
Grade 1	21	33.87	26	41.94	15	24.19	62
Grade 2	22	41.51	18	33.96	13	24.53	53
Grade 3	11	29.73	17	42.11	*	*	37
Grade 4	14	30.43	25	54.35	*	*	46
Grade 5	15	45.45	15	45.45	*	*	33
Grade 6	11	47.83	11	47.83	*	*	23
All Grades	111	34.91	143	44.97	64	20.13	318

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	13	20.31	36	56.25	15	23.44	64
Grade 1	33	53.23	14	22.58	15	24.19	62
Grade 2	25	47.17	14	26.42	14	26.42	53
Grade 3	*	*	23	62.16	14	37.84	37
Grade 4	*	*	30	65.22	13	28.26	46
Grade 5	*	*	21	63.64	*	*	33
Grade 6	*	*	*	*	12	52.17	23
All Grades	80	25.16	145	45.60	93	29.25	318

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	27	42.19	20	31.25	17	26.56	64
Grade 1	16	25.81	35	56.45	11	17.74	62
Grade 2	14	26.42	27	50.94	12	22.64	53
Grade 3	*	*	24	64.86	*	*	37
Grade 4	*	*	29	63.04	*	*	46
Grade 5	*	*	23	69.70	*	*	33
Grade 6	*	*	20	86.96	*	*	23
All Grades	80	25.16	178	55.97	60	18.87	318

Conclusions based on this data:

1. After analyzing the overall ELPAC scores, 62% of John Otis students scored in Level 3 or 4. Second grade students scored the highest percentage with 85% in Level 3 or 4, while first grade scored at 66%. The grade with the lowest percentages was Kindergarten with only 45% achieving Level 3 or 4. The data indicates that our consistent ELA instruction is responding to the needs of our English learners. However, there is more work to be done, especially at the lower grades.
2. Students performed the highest on the Listening Domain of the ELPAC with 88% of all students scoring at a Level 3 or 4. 73% of second graders scored in Well Developed for Listening Domain, while 56% of first grade students scored in Well Developed. There was a higher percentage of 3rd grade students (63%) and fourth grade students (65%) scoring at the Somewhat/Moderately level.
3. 84% of students scores at Level 3 or 4 in the Written portion of the ELPAC (22% Well Developed and 62% Somewhat/Moderately). When compared to reading, more students (27%) scored in the Well Developed category for reading versus only 22% for Well Developed in Writing. 100% of 6th grade students scored at a level 3 in the Writing Domain. The ELPAC data shows that we need to strengthen our reading and writing area for our English Language Learners in the upper grades.

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 student performance targets. As a result, 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/LCAP GOAL:
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards.
SCHOOL GOAL #1:
At the end of 2019, the percentage of students meeting or exceeding standards on the ELA SBAC will increase by 3% and the percentage of students near or not meeting standards will decrease by 5%. To achieve this goal, classroom teachers, Language Arts Specialist, Resource Specialist, Impact Teachers will work in collaboration with school counselor to design, deliver, and differentiate optimal academic and social emotional lessons to support all student.
Data Used to Form this Goal:
This goal was established by analyzing and reviewing previous SBAC data STAR Renaissance assessment results, AR Tests, and Formative Assessments.
Findings from the Analysis of this Data:
The percentage of students performing at the proficient and advanced levels is lower than expected. Although our students are performing higher in ELA than math, a little over half of our fifth grade students (53%) and sixth grade students (67%) met or exceeded ELA standards. 70% of third grade and 62% of fourth grade students nearly met or did not meet ELA standards.
How the School will Evaluate the Progress of this Goal:
Data Teams will meet twice a month to analyze student data to identify students who are at moderate to high risk of not meeting the standards. Teachers will use Renaissance STAR Reading Benchmark Assessments, BPST, RESULTS, and teacher created assessments to drive instruction and to design interventions. As a summative measure we will use the SBAC English Language Arts assessment to measure whether we met our goal. The site administrator will also monitor data on a regular basis and share analysis with grade level teams.
Who are the focus students and what is the expected growth?
The focus for the 2018-2019 year will be all 3rd through 6th grader students who scored Proficient or Above or Nearly Met range on the SBAC Reading Assessment, as well as English Language Learners. Students are expected to grow one year in ELA core subject areas as well as their English Language proficiency domains.
How does this goal align to your Local Educational Agency Plan goals?
The district has identified LCAP goals in efforts to improve in English Language Arts through the acquisition of supplemental materials in English Language Arts, as well as shift the Data Team process to concentrate on English Language Arts in addition to math.
Which stakeholders were involved in analyzing data and developing this goal?
Teachers collaborated and analyzed school wide results. The Instructional Leadership Team as well as our School Site Council considered the effectiveness of key elements of the instructional programs for students failing to meet the goal targets. As a result, it has adopted this goal to raise the academic performance of students not meeting state standards.

What data will be collected to measure student achievement?

Throughout the year, Language Arts benchmark assessments will be used to measure progress. The STAR Reading, Accelerated Reader, Imagine Learning, and SuccessMaker, Universal Screening Assessments, and teacher-created assessments will also be used to measure progress. Data Teams and collaboration time will be used to monitor and discuss student progress.

Actions to improve achievement to exit program improvement (if applicable).

Teachers will continue to target our English Language Learners and Hispanic/ ELL students to support goal growth. Teachers will continue to analyze and monitor data in efforts to drive instruction and to design interventions. Adoption of new ELA curriculum and ongoing professional development will be offered to teachers to learn and reflect on new instructional strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Common Core Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> All teachers across all grade levels adhere to the California Common Core Content Standards. Consistent use of the newly adopted English Language Arts Curriculum. <p>*Targeted differentiated instruction, individual student goals, and consistent student progress monitoring during teacher collaboration time.</p> <p>*Continue Instructional Data Teams to monitor progress and reflect on instructional practices in two week cycles. Data team meetings are monitored and follow a continuous cycle of improvement, including:</p> <ul style="list-style-type: none"> Data analysis Goal setting Results assessment Next steps planning 	July 2018-June 2019	Classroom Teachers, Language Arts Specialist (LAS), Data Team, Enrichment Teachers, and Impact Teachers	Language Arts Specialist- Cost will be embedded. (see Goal 3)		Title I	
			Three Enrichment Teachers to release teachers for grade level data team meetings		District Funded	
			Materials for Classrooms (1110/1000/4300-000)		Title I	3,359
			Books (1110/1100/4100-000)		LCFF	2,000
			In House Production (1110/1100/5710/700)		Title I	1,285
			In House Production (1110/1100/5710/700)		LCFF	2,312
			Materials for Classrooms (1110/1000/4300-000)		LCFF	2,000
			Books other than textbooks (1110/1000/4200-000)		LCFF	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development: Professional Development opportunities will be offered throughout the year on ELA/ELD Standards, Framework, and newly adopted curriculum.</p> <p>Collaboration occurs every two weeks during data teams.</p> <p>Foundations training opportunities will be offered by the Language Arts Specialist.</p> <p>TOSAs will provide professional development to teachers on ELA/ELD Framework and adopted ELA/ELD curriculum.</p> <p>Professional Development opportunities will be offered throughout the year, including training from the district's adopted ELA/ELD Curriculum.</p> <p>Funding is available for Teachers to attend conferences and to be reimbursed for mileage.</p> <p>Productions Materials/Equipment</p>	July 2018-June 2019	Teachers, Site Administrator, Language Arts Specialist/ELL Liaison, Enrichment Teachers	TOSA		District Funded	
			Engineer Enrichment Teachers &		District Funded	
			Enrichment Teachers		District Funded	
			Stamps	LCFF		500
			Travel & Conference	LCFF		5,000
			Teacher Extra Time (1110/1000/1100-100)	LCFF		6,000
			Teacher Extra Time (1110/1000/1100-100)	Title I		5,000
			Teacher Substitutes (1110/1000/1100-300)	LCFF		5,000
			Teacher Substitutes (1110/1000/1100-300)	Title I		500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>Extended learning opportunities have been established to support students who are not meeting grade level English Language Arts growth expectations. These include:</p> <p>Impact Teacher Support in the Classroom</p> <p>After School Intervention Program:</p> <p>REACH personnel collaborate with site principal and school staff to ensure REACH program supports school goals.</p> <p>After school classes that provide small group support through the SES program for our Long Term English Language Learners.</p>	October 2018-May 2019	Certificated Staff and Impact Teachers; REACH staff and Lead Coach; Tutors	Three Impact Teachers (Impact Teacher Rate) (1110/1000/1100-050)		Title I	40,000
			Three Impact Teachers (Impact Teacher Rate) (1110/1000/1100-050)		LCAP	20,000
			Teacher Extra Time (1110/1000/1110/300)- Cost Embedded- (see above)			
<p>Increased Educational Opportunity:</p> <p>Field Trips/Ocean Connectors-grades fourth through sixth will participate in the Ocean Connectors program.</p> <p>Grades Kindergarten through third grade will participate in one educational field trip throughout the year that aligns to Common Core Standards.</p>	October 2018- June 2019	Classroom Teachers	Field Trips/Camp/Ocean Connectors		LCFF	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents and Community is essential to the success of our school. Parents are involved through:</p> <ul style="list-style-type: none"> * School Site Council * English Learner Advisory Committee * Parent Teacher Association (PTA) * DELAC Representative * District Advisory Committee * Parent Volunteers * PBIS Committee Meeting * Coffee with the Principal <p>Coffee with the Principal meetings offer monthly parent workshops that focus on instructional strategies and parents involvement opportunities. Topics this year focused on:</p> <p>Safety and Positive Behavior Intervention Supports (PBIS)</p> <p>Healthy Eating Tips by Olivewood Garden Kitchenistas.</p> <p>Safe Routes to School safety presentation to gather parent feedback and training for our Parent Patrol.</p> <p>Technology parent engagement session led by our Parent Liaison, Mrs. Angélica Banderes.</p> <p>Workshop #1: Create Gmail</p>	July 2018-June 2019	Ed Services, Principal, Classroom Teachers, Parents, PTA and Support Staff	<p>Parent Training (Resource 3010-800)</p> <p>Parent Training (Resource 3010-800)</p>	<p>3000-3999: Employee Benefits</p>	<p>Title I Part A: Parent Involvement</p> <p>LCFF</p>	<p>3,371</p> <p>3,400</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology- Students at John Otis are prescribed software usage depending on their needs.</p> <p>Success Maker: All Student work towards a minimum usage on Success Maker software (40 hours combined usage for Reading and Math a year) and meet acceptable performance (65% or better).</p> <p>Imagine Learning: Students who have been identified as Beginning, Early Intermediate and Intermediate on ELPAC assessments may replace Success Maker Reading with Imagine Learning. Accelerated Reader</p> <p>Raz Kids</p> <p>First in Math</p>	July 2018-June 2019	Certificated Staff, Impact Teachers	Raz Kids (1110/1000/4400-380)		Title I	5,000
			Raz Kids (1110/1000/4400-380)		LCFF	6,000
			Imagine Learning: All TK-1st grade students will use IL for 40 hours		District Funded	
			Title I, Title III District Cost (1110/1000/5710-125)			
			First in Math		LCFF	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Ensure services of technology department so that hardware and software are running smoothly for minimal interruptions of learning software.</p> <p>District Tech Support</p> <p>Technology Liaison to support teachers with all of our learning software systems.</p> <p>Technology Upgrade for classrooms- In order to ensure access to up to date equipment for our students and staff (teacher computers, docucams, printers, equipment to prepare materials), an equipment replacement line item on our budget is available.</p> <p>Classroom Computers</p> <p>Clerical and Office Extra Time/Nurse</p>	July 2018- June 2019	District Technician, Tech Liaison, Site Principal	District Tech Support (1110/1000/5710-200)		LCFF	6,000
			Stipend for Technology Liaison (1110/1000/1100-100)		Title I	1,117
			Technology Upgrade for classrooms and Equipment (1110/1000/4400-000)		LCAP	48,390
			Computers LCFF (1110/1000/4400-000)		LCFF	6,000
			Other Maintenance and Repairs (1110/1000/5600-150)-		LCFF	4,000
			Equipment replacement reserve		LCFF	6337
			Clerical & Office Extra Time		LCFF	500
			Clerical & Office Extra Help (1110/1000/2400/300)		LCFF	1,000
			Campus Student Supervisors Extra Time		LCFF	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Transition plans for assisting preschool children in the successful transition to the school-wide program</p> <p>1. John Otis Elementary participates in the District vertical articulation wherein preschool teachers visit Transitional Kindergarten and Kindergarten classes,</p> <p>2. TK and Kindergarten round-up letters are sent to parents of all preschool students in the community. Director of Early Childhood assists with disbursement.</p> <p>3. TK and Kindergarten readiness meeting at John Otis Elementary is conducted each year during April/May. Information provided to parents regarding the transition from preschool on school readiness, social emotional, Math, English Language Arts, and ELD needs.</p>	April-May 2019	TK and Kinder teachers, substitutes	Visitation schedule Debriefing notes, letter		LCFF	1,000
	April 2019	Office Staff	Orientation agenda and schedule Parent Sign-in Parent			
	July 2019	Kindergarten teachers, substitutes or child care	Survey/evaluation of meeting Child Care Additional Clerical Staff			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Highly Qualified Teachers/Teacher Mentoring National School District’s Human Resources Department insures that all teachers hired are “Highly Qualified.”</p> <p>Working with the San Diego County Office of Education, National School District has an Induction program where beginning teachers are given a support provider. The support provider works with the new teacher, coaching him/her through the first two years of teaching, and assisting as the new professional clears his/her preliminary credential.</p> <p>John Otis Elementary also provides teacher support through peer coaching, observations directed to areas of improved need, and referrals to SDCOE support services as needed.</p>	July, 2018 through June, 2019	Ongoing hiring/HR Dept.	Yearly Audit Williams Reviews		District Funded	
		First two years of teaching service support.	Yearly Audit BTSA Events Principal/Teacher/Provider meeting schedule and notes		District Funded	
		HR Department /BTSA teachers	Principal/Teacher/Provider meeting schedule and notes Teacher feedback and end-of-year survey			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Behavior Intervention and Supports (PBIS)</p> <p>PBIS Tier I and Tier II team includes site administrator, Counselor, School Psychologist, Teachers, parents.</p> <p>The PBIS Teams meet monthly to analyze student behavior data and Universal Screening Data, PBIS school-wide implementation, and make recommendations for next steps (lesson sequence based on school behavior needs).</p>	August 2018-June 2019	PBIS Tier I and Tier II Committee members-Site Administrator, School Counselor, School Psychologist, Teachers, Parents	<p>Implement weekly PBIS lessons</p> <p>Monitor and analyze behavior data and universal screening data</p> <p>Implement Social Emotional Curriculum weekly by school counselor as a Tier I support</p> <p>Small group counseling support as a Tier II support</p> <p>Collect staff, student, and parent input and feedback on school climate</p>			

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 student performance targets. As a result, 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/LCAP GOAL:
LCAP GOAL #2: National School District students will be proficient in the Common Core Math Standards
SCHOOL GOAL #2:
At the end of 2019, the percentage of students meeting or exceeding standards on the math SBAC will increase by 3% and the percentage of students near or not meeting standards will decrease by 5%. To achieve this goal, classroom teachers, Language Arts Specialist, Resource Specialist, Impact Teachers will work in collaboration with school counselor to design, deliver, and differentiate optimal academic and social emotional lessons to support all student.
Data Used to Form this Goal:
This goal was established by analyzing and reviewing previous SBAC data Math STAR Renaissance assessment results, and UCI Math Unit Formative Assessments/Post Assessments.
Findings from the Analysis of this Data:
When analyzing the Math SBAC Data, the percentage of students performing at the proficient and advanced levels is lower than expected. Our students are performing higher in ELA than math. Only a little over half of our sixth grade students (57%) met or exceeded ELA standards. 83% of fifth grade, 69% of fourth grade and 70% of third grade students nearly met or did not meet ELA standards.
How the School will Evaluate the Progress of this Goal:
Data Teams will meet twice a month to analyze student data to identify students who are at moderate to high risk of not meeting the standards. Teachers will use Math STAR Renaissance assessment results, UCI Math Unit Formative Assessments, UCI Post Assessments, and teacher created assessments to drive instruction and to design interventions. As a summative measure we will use the SBAC Math assessment to measure whether we met our goal. The site administrator will also monitor data on a regular basis and share analysis with grade level teams.
Who are the focus students and what is the expected growth?
The focus for the 2018-2019 year will be all 3rd through 6th grader students who scored Proficient or Above or Nearly Met range on the SBAC Math Assessment, as well as English Language Learners. Students are expected to grow one year Math core subject areas as well as their English Language proficiency domains.
How does this goal align to your Local Educational Agency Plan goals?
These goals directly aligns with our strategic plan in supporting all students to achieve mastery of grade level standards.
Which stakeholders were involved in analyzing data and developing this goal?
Teachers collaborated and analyzed school wide results. The Instructional Leadership Team as well as our School Site Council considered the effectiveness of key elements of the instructional programs for students failing to meet the goal targets. As a result, it has adopted this goal to raise the academic performance of students not meeting state standards.

What data will be collected to measure student achievement?

Throughout the year, UCI Math benchmark assessments will be used to measure progress. The STAR Math Assessment, Universal Screening Assessments, and teacher-created assessments will also be used to measure progress. Data Teams and collaboration time will be used to monitor and discuss student progress.

Actions to improve achievement to exit program improvement (if applicable).

Teachers will continue to target English Language Learners and Hispanic/ ELL students to support the growth goal. Teachers will continue to analyze and monitor data in efforts to drive instruction and to design interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Common Core Content Standards and Strategic Plan:</p> <p>All teachers across all grade levels adhere to the California Common Core Content Standards.</p> <p>Consistent use of the newly adopted UCI Math Curriculum and GO Math Mathematics curriculum.</p> <p>Targeted differentiated instruction, individual student goals, and consistent student progress monitoring during teacher collaboration time.</p> <p>Continue Instructional Data Teams to monitor progress and reflect on instructional practices in two-week cycles.</p>	July 2018-June 2019	Classroom Teachers, Language Arts Specialist (LAS), Data Team, Enrichment Teachers, and Impact Teachers, Site Principal	<p>Cost will be embedded. *see previous funding source</p> <p>Grade level teams will monitor and follow a continuous cycle of improvement:</p> <ul style="list-style-type: none"> • Goal setting • Instruction designed through data reflection • Results Assessment <p>Data collection for each grade level every two weeks.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development:</p> <p>Professional Development opportunities will be offered throughout the year, including training from the district's adopted UCI Math Curriculum.</p> <p>Site Thursdays will be used to review math data and plan for site math goals.</p> <p>Professional development is provided to teachers on the newest software to support student achievement.</p> <p>Teachers will use collaboration time to plan instruction in efforts to increase student achievement.</p> <p>Funding is available for Teachers to attend conferences and to be reimbursed for mileage.</p>	July 2018-June 2019	Certificated Staff Site Administrator LAS Site Leadership Team	<p>Cost will be embedded. *cost already included in ELA section</p> <p>These meetings are monitored and follow a continuous cycle of improvement, including:</p> <ul style="list-style-type: none"> • Data analysis • Goal setting • Results assessment • Next steps planning 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>Extended learning opportunities have been established to support students who are not meeting grade level Mathematic growth expectations. These include:</p> <p>Impact Teacher Support in the Classroom</p> <p>After School Intervention Program:</p> <p>REACH personnel collaborate with site principal and school staff to ensure REACH program supports school goals.</p> <p>After school classes that provide small group support through the SES program for our Long-Term English Language Learners.</p>	October 2018-May 2019	Certificated Staff and Impact Teachers	<p>*cost already included in ELA section</p> <p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress toward their goals.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology- Students at John Otis are prescribed software usage depending on their needs.</p> <p>Success Maker: All Student work towards a minimum usage on Success Maker software (40 hours combined usage for Reading and Math a year) and meet acceptable performance (65% or better).</p> <p>Imagine Learning: Students who have been identified as Beginning, Early Intermediate and Intermediate on ELPAC assessments may replace Success Maker Reading with Imagine Learning.</p> <p>Accelerated Reader</p> <p>Raz Kids</p> <p>First in Math</p> <p>Site Administrator will monitor student achievement via monthly progress reports.</p>	July 2018, June 2019	Classroom Teachers, Language Arts Specialist (LAS), Site Administrator	<p>Cost will be embedded. *cost already included in ELA section</p> <p>Data Collection: Monthly logs from LAS and Impact teachers to document student progress.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>Involvement of Parents and Community is essential to the success of our school. The following parents forums are available to support student achievement:</p> <ul style="list-style-type: none"> * School Site Council * English Learner Advisory Committee * Parent Teacher Association (PTA) * DELAC Representative * District Advisory Committee * Parent Volunteers * PBIS Committee Meeting * Coffee with the Principal <p>Workshops are provided to parents to learn about the Math CCSS, new UCI Math Implementation, and how to support their children at home.</p> <p>Coffee with the Principal meetings offer monthly parent workshops that focus on instructional strategies and parent involvement opportunities. Topics this year focused on:</p> <p>Safety and Positive Behavior Intervention Supports (PBIS)</p> <p>Healthy Eating Tips by Olivewood Garden Kitchenistas.</p> <p>Safe Routs to School safety presentation to gather parent feedback and training for our Parent Patrol.</p> <p>Technology parent engagement sessions by our Parent Liaison, Mrs. Angelica Benitez.</p> <p>Workshop #1: Create Gmail</p>	July 2018-June 2019	Site Administrator, Parents, and community	<p>Cost will be embedded. *cost already included in ELA section</p> <p>Data Collection: End of year parent survey on needs and recommendations for next steps.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>Field Trips/Ocean Connectors-grades fourth through sixth will participate in the Ocean Connectors program.</p> <p>Grades Kindergarten through third grade will participate in one educational field trip throughout the year that aligns to Common Core Standards.</p>	July 2018-June 2019	Certificated Staff	<p>Cost is embedded. *cost already included in ELA section</p> <p>Data Collection: Weekly review of student usage, student outcomes and student gains.</p>			
<p>Transition plans for assisting preschool children in the successful transition to the school-wide program</p> <p>1. John Otis Elementary participates in the District vertical articulation wherein preschool teachers visit Transitional Kindergarten and Kindergarten classes,</p> <p>2. TK and Kindergarten round-up letters are sent to parents of all preschool students in the community. Director of Early Childhood assists with disbursement.</p> <p>3. TK and Kindergarten readiness meeting at John Otis Elementary is conducted each year during April/May. Information provided to parents regarding the transition from preschool on school readiness, social emotional, Math, English Language Arts, and ELD needs.</p>	<p>April-May 2019</p> <p>April 2019</p> <p>July 2019</p>	<p>TK and Kinder teachers, substitutes</p> <p>Office Staff</p> <p>Kindergarten teachers, substitutes or child care</p>	<p>Cost will be embedded. *cost already included in ELA section</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Highly Qualified Teachers/Teacher Mentoring National School District's Human Resources Department insures that all teachers hired are "Highly Qualified."</p> <p>Working with the San Diego County Office of Education, National School District has an Induction program where beginning teachers are given a support provider. The support provider works with the new teacher, coaching him/her through the first two years of teaching, and assisting as the new professional clears his/her preliminary credential.</p> <p>John Otis Elementary also provides teacher support through peer coaching, observations directed to areas of improved need, and referrals to SDCOE support services as needed.</p>	July 2018-June 2019	<p>Ongoing hiring/HR Dept.</p> <p>First two years of teaching service support.</p> <p>HR Department /BTSA teachers</p>	<p>Cost will be embedded. *cost already included in ELA section</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Ensure services of technology department so that hardware and software are running smoothly for minimal interruptions of learning software.</p> <p>District Tech Support</p> <p>Technology Liaison to support teachers with all of our learning software systems.</p> <p>Technology Upgrade for classrooms- In order to ensure access to up to date equipment for our students and staff (teacher computers, docucams, printers, equipment to prepare materials), an equipment replacement line item on our budget is available.</p> <p>Classroom Computers</p>	July 2018-June 2019		<p>Cost will be embedded. *cost already included in ELA section</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Behavior Intervention and Supports (PBIS)</p> <p>PBIS Tier I and Tier II team includes site administrator, Counselor, School Psychologist, Teachers, parents.</p> <p>The PBIS Teams meet monthly to analyze student behavior data and Universal Screening Data, PBIS school-wide implementation, and make recommendations for next steps (lesson sequence based on school behavior needs).</p>	July 2018-June 2019	<p>PBIS Tier I and Tier II Committee members- Classroom Teachers, School Psychologist, School Counselor, Site Principal, and Parents</p>	<p>Cost will be embedded. *cost already included in ELA section</p> <p>Implement weekly PBIS lessons</p> <p>Monitor and analyze behavior data and universal screening data</p> <p>Implement newly adopted social emotional curriculum weekly by school counselor as a Tier I support</p> <p>Small group counseling support as a Tier II support</p> <p>Collect staff, student, and parent input and feedback on school climate.</p>			

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 student performance targets. As a result, 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/LCAP GOAL:
LCAP Goal #1: English Learners will be prepared to compete in a global society.
SCHOOL GOAL #3:
In the 2018-19 school year, the percentage of English Learners at or exceeding standards in ELA and Math will improve by 3%. The percentage of students scoring a 3 or higher on the ELPAC will increase by 3%. To achieve this goal, classroom teachers, Language Arts Specialist, Resource specialists, and Impact Teachers will work in collaboration to design, deliver and differentiate optimal lessons for all students.
Data Used to Form this Goal:
This goal was formed after analyzing the CAASPP and ELPAC data.
Findings from the Analysis of this Data:
Overall, we did not make the growth we expected. As a site, we have established grade level targets that align with school wide goals as well as provided after school intervention classes for students not achieving our goals.
How the School will Evaluate the Progress of this Goal:
Data Teams will meet twice a month to analyze student data to identify English learner growth. Teachers will use Renaissance STAR Assessments, Success Maker, and Imagine Learning Program. As a summative measure we will use ELPAC Data to measure whether we met our goal. The site administrator will also monitor data on a regular basis and share analysis with grade level teams.
Who are the focus students and what is the expected growth?
The focus will be on our English Learners scoring at the intermediate, Early Intermediate and Beginning proficiency levels. Our expectation is for our English learners to move up a minimum of one proficiency level on the CELDT/ELPAC each year. We are targeting the English Language Learners with ELD instruction four times a week for 40 minutes as well as through after school intervention classes.
How does this goal align to your Local Educational Agency Plan goals?
This goal directly aligns with our district plan in supporting all students through careful analysis of student results.
Which stakeholders were involved in analyzing data and developing this goal?
The Instructional Leadership Team and the school community analyzed the data. The School Site Council has also analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the goal growth targets. As a result, it has adopted this goal to raise the academic performance of our English Language Learners not meeting state standards.
What data will be collected to measure student achievement?

John Otis teachers will use summative data from the ELPAC test to ensure that we focus on the students' needs. Other assessments that will be used include STAR Reading and Math reports, as well as both ELA and Math Success Maker data. Imagine Learning student reports will also be used to modify and differentiate student instruction.

Actions to improve achievement to exit program improvement (if applicable).

Teachers will continue to target our English Language Learners and our Long Term English Language Learners through a variety of ways. For example, our English Language Learners's formative assessment will be discussed during Data Teams and classroom interventions and strategies will be documented and implemented. Our Long Term English Language Learners will received support from our Language Arts teacher, the Impact teachers, as well as through an after-school intervention class. The supports will include opportunities for students to increase their speaking, listening, writing and reading skills.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> All teachers across all grade levels adhere to to the California Common Core Content Standards. <p>Consistent use of the newly adopted English Language Arts curriculum, newly adopted UCI Math curriculum and GO Math Mathematics curriculum.</p> <ul style="list-style-type: none"> Consistent implementation of integrated ELD across the content areas. <p>Targeted differentiated instruction, individual student goals, and consistent student progress monitoring during teacher collaboration time.</p> <ul style="list-style-type: none"> Students are grouped according to their CELDT/ELPAC level and are given direct English Language Development support four days a week that focus on student collaboration and opportunity for peers to practice speaking, listening, reading, and writing. <p>*Continue Instructional Data Teams to monitor progress and reflect on instructional practices in two-week cycles.</p>	August 2018-June 2019	<p>Classroom Teacher</p> <p>Bilingual Liaison</p> <p>ELPAC District Team Support</p>	Bilingual Liaison (1110/1000/1100-100)		LCFF	1,170

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>The district will offer professional development on the ELD Standards, Integrated ELD and Designated ELD.</p> <p>Frequent teacher collaboration time to plan instruction that integrates English Learner Support throughout the instructional day in efforts to improve student achievement.</p> <p>Teachers will use ELPAC data, Imagine Learning, STAR, and ELA and Math post assessments to monitor student growth in English Speaking, Listening, Reading, and Writing.</p> <p>The Language Arts Specialist will collect the data and supports the teachers.</p>	August 2018-June 2019	Teachers, LAS,	Language Arts Support Teacher Salary (1110/1000/1100-000)		LCFF	101,245
			Language Arts Support Teacher Salary (1110/1000/1100-000)		LCAP	30,937
			Language Arts Support Teacher Salary (1110/1000/1100-000)		Title I	15,000
			<p>These meetings are monitored and follow a continuous cycle of improvement, including:</p> <ul style="list-style-type: none"> • Data analysis • Goal setting • Results assessment • Next steps planning 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>Alternatives Supports: Intervention After-School Program. An extended learning opportunity has been established as an alternative support for students who are not meeting grade English Language growth expectations. Impact Teachers will also be used as an alternative support for our English Language Learners, providing small group instruction.</p> <p>REACH personnel collaborate with site principal and school staff to ensure REACH program supports school goals.</p> <p>After school classes that provide small group support through the SES program for our Long-Term English Language Learners.</p>	January 2018-May 2019	Certificated Staff and Impact Teachers	<p>Cost is embedded. *cost already included in ELA section</p> <p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed as well as attendance.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>Impact Teacher Support in the Classroom. Three Impact Teachers will be used to provide small group instruction.</p> <p>Field Trips/Ocean Connectors-grades fourth through sixth will participate in the Ocean Connectors program.</p> <p>Grades Kindergarten through third grade will participate in one educational field trip throughout the year that aligns to Common Core Standards.</p>	August 2018- June 2019	Impact Teachers	<p>Cost is embedded *cost already included in ELA section</p> <p>Data Collection: Weekly logs from the Impact teachers to provide progress of students.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>Parent involvement is essential to the success of our school. Parents are involved through:</p> <ul style="list-style-type: none"> School Site Council English Language Advisory Committee DELAC Representative Classroom Parent Volunteers District Advisory Committee PTA PBIS Committee Meeting Coffee with the Principal <p>Monthly Parent workshops that focus on instructional strategies and parents involvement.</p> <p>Coffee with the Principal meetings offer monthly parent workshops that focus on instructional strategies and parent involvement opportunities. Topics this year focused on:</p> <ul style="list-style-type: none"> Safety and Positive Behavior Intervention Supports (PBIS) Healthy Eating Tips by Olivewood Garden Kitchenistas. Safe Routs to School safety presentation to gather parent feedback and training for our Parent Patrol. Technology parent engagement session led by our Parent Liaison, Mrs. Angelica Benitez. Workshop #1: Create Gmail Account How to create a gmail account Send emails: Individual & Group 	August 2018-May 2019	Site Administrator, Teachers, Parents, Support Staff	<p>Cost is embedded *cost already included in ELA section</p> <p>Data Collection: End of year parent survey on needs and recommendations for next steps.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology :</p> <p>ELL students at John Otis are prescribed software usage depending on their needs:</p> <p>All ELL Students will should meet the minimum usage on Success Maker software (40 hours combined) and meet acceptable performance (65% or better).</p> <p>ELL Students who have been identified as Beginning, Early Intermediate and Intermediate on the ELPAC assessment may replace Success Maker Reading with Imagine Learning.</p> <p>Accelerated Reader</p> <p>Raz Kids</p> <p>First in Math</p>	July 2018-June 2019	Certificated Staff, Impact Teachers	<p>Cost is embedded. *cost already included in ELA section</p> <p>Cost is embedded. *cost already included in ELA section</p> <p>Classroom Computers: Technology Upgrade for classrooms (1110/1000/6500-000)</p> <p>Classroom Computers: Technology Upgrade for classrooms (1110/1000/6500-000)</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Ensure services of technology department so that hardware and software are running smoothly for minimal interruptions of learning software.</p> <p>District Tech Support</p> <p>Technology Liaison to support teachers with all of our learning software systems.</p> <p>Technology Upgrade for classrooms- In order to ensure access to up to date equipment for our students and staff (teacher computers, docucams, printers, equipment to prepare materials), an equipment replacement line item on our budget is available.</p> <p>Classroom Computers</p>	July 2018-June 2019	District Tech, Tech Liaison	<p>Cost will be embedded. *cost already included in ELA section</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Transition plans for assisting preschool children in the successful transition to the school-wide program</p> <p>1. John Otis Elementary participates in the District vertical articulation wherein preschool teachers visit Transitional Kindergarten and Kindergarten classes,</p> <p>2. TK and Kindergarten round-up letters are sent to parents of all preschool students in the community. Director of Early Childhood assists with disbursement.</p> <p>3. TK and Kindergarten readiness meeting at John Otis Elementary is conducted each year during April/May. Information provided to parents regarding the transition from preschool on school readiness, social emotional, Math, English Language Arts, and ELD needs.</p>	<p>April-May 2019</p> <p>July 2019</p>	<p>TK and Kinder teachers, substitutes</p> <p>Office Staff</p> <p>Kindergarten teachers, substitutes or child care</p>	<p>Cost will be embedded. *cost already included in ELA section</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Highly Qualified Teachers/Teacher Mentoring National School District's Human Resources Department insures that all teachers hired are "Highly Qualified."</p> <p>Working with the San Diego County Office of Education, National School District has an Induction program where beginning teachers are given a support provider. The support provider works with the new teacher, coaching him/her through the first two years of teaching, and assisting as the new professional clears his/her preliminary credential.</p> <p>John Otis Elementary also provides teacher support through peer coaching, observations directed to areas of improved need, and referrals to SDCOE support services as needed.</p>	July 2018-June 2019		<p>Cost will be embedded. *cost already included in ELA section</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Behavior Intervention and Supports (PBIS)</p> <p>PBIS Tier I and Tier II team includes site administrator, Counselor, School Psychologist, Teachers, parents.</p> <p>The PBIS Teams meet monthly to analyze student behavior data and Universal Screening Data, PBIS school-wide implementation, and make recommendations for next steps (lesson sequence based on school behavior needs).</p>	July 2018-June 2019	<p>PBIS Tier I and Tier II Committee members- Classroom Teachers, School Psychologist, School Counselor, Site Principal, and Parents</p>	<p>Cost will be embedded. *cost already included in ELA section</p> <p>Implement weekly PBIS lessons</p> <p>Monitor and analyze behavior data and universal screening data</p> <p>Implement newly adopted social emotional curriculum weekly by school counselor as a Tier I support</p> <p>Small group counseling support as a Tier II support</p> <p>Collect staff, student, and parent input and feedback on school climate</p>			

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Special Education
LEA/LCAP GOAL:
LCAP Goal #2: National School District students will be proficient in Common Core English Language Arts and Math Standards
SCHOOL GOAL #4:
At the end of 2019, the percentage of students with disabilities at or exceeding standard will increase 3% and the number of students near or below standard will decrease 5%. To achieve this goal, classroom teachers, Resource specialists, Language Arts Specialist and Impact Teachers will work in collaboration to design, deliver and differentiate optimal lessons for all students.
Data Used to Form this Goal:
This goal was established by analyzing and reviewing previous SBAC data STAR Renaissance assessment results, AR Tests, and ELA and Math Formative Assessments.
Findings from the Analysis of this Data:
The analysis of the data revealed that more of our students with disabilities are scoring far below the general education population at the proficient and advanced levels.
How the School will Evaluate the Progress of this Goal:
John A. Otis Elementary draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. RSP Teacher, general education teachers, and LAS will analyze the following data: STAR Reading, STAR Math, ELPAC, Learning Headquarters Writing, and District Assessments which include UCI Math Assessments. Staff will use Illuminate to efficiently evaluate data from students with IEP's in order to develop customized programs that will fit the needs of students with disabilities.
Who are the focus students and what is the expected growth?
The focus students for the 2018-2019 year are students on an IEP who have not met the expected academic growth and end-of-year expectations.
How does this goal align to your Local Educational Agency Plan goals?
This goal directly aligns with our strategic plan in supporting all students to achieve mastery of grade level standards.
Which stakeholders were involved in analyzing data and developing this goal?
Teachers collaborated and analyzed school wide results. The Instructional Leadership Team as well as our School Site Council considered the effectiveness of key elements of the instructional programs for students failing to meet the goal targets. As a result, it has adopted this goal to raise the academic performance of students not meeting state standards.
What data will be collected to measure student achievement?

Throughout the year, Language Arts benchmark assessments will be used to measure progress. The STAR Reading, Accelerated Reader, Imagine Learning, and SuccessMaker, Universal Screening Assessments, and teacher-created assessments will also be used to measure progress. Data Teams and collaboration time will be used to monitor and discuss student progress.

The STAR Reading and Math test, as well as BPST, Read 180 and Reading 44 assessments will also be used to measure progress towards our goals.

Actions to improve achievement to exit program improvement (if applicable).

General Education teachers and the school's Resource Specialist will continue to target all students on an IEP in order to have these students reach their goals. An after-school intervention class will be offered to our students with disabilities as a way to help them achieve their goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> All teachers across all grade levels adhere to to the California Common Core Standards. <p>*Consistent use of the newly adopted English Language Arts Curriculum and newly adopted UCI Math Curriculum and GO Math Mathematics curriculum.</p> <p>*Alternative Supports will be provided through an after-school intervention class. Other alternative supports will include small group instruction during the students general education and special educational settings.</p> <p>*Targeted differentiated instruction, individual student goals, and consistent student progress monitoring during teacher collaboration time.</p> <ul style="list-style-type: none"> Consistent use of the district Read 180 and Systems 44. <p>RSP Teacher will conduct several parent meetings throughout the year to familiarize parents to the programs used by the Special Education department.</p>	July 2018-June 2019	Classroom Teacher, Resource Specialist, LAS	<p>Cost will be embedded. *cost already included in ELA section</p> <p>Data Collection: Students that have disabilities have an Individualized Educational Plan that is tied with their learning goals. Goals are monitored and followed throughout the year.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>Collaboration occurs frequently between RSP, Speech Language Therapist and teachers to review IEP goals, monitor progress, and plan interventions.</p> <p>TOSAs will provide professional development to teachers on ELA/ELD Framework and adopted ELA/ELD curriculum.</p> <p>Professional Development opportunities will be offered throughout the year, including training from the district's adopted ELA/ELD Curriculum.</p> <p>The Language Arts Specialist Collects the data and supports the teachers during the meetings.</p> <p>Funding is available for Teachers to attend conferences and to be reimbursed for mileage.</p>	July 2018-June 2019		<p>Cost is embedded *cost already included in ELA section</p> <p>These meetings are monitored and follow a continuous cycle of improvement, including:</p> <ul style="list-style-type: none"> • Data analysis • Goal setting • Results assessment • Next steps planning 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>Intervention After School Program: Extended Learning Opportunities have been established to support students with IEP's who are not meeting grade level standards. These include after school classes using small group support.</p> <p>REACH personnel collaborate with site principal and school staff to ensure REACH program supports school goals.</p> <p>After school classes that provide small group support through the SES program for our Long-Term English Language Learners.</p>	October 2018-June 2019	Certificated Staff RSP Teacher Impact Teachers Site Administrator	<p>Cost is embedded *cost already included in ELA section</p> <p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed as well as attendanee.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>Students are provided district approved, specialized core replacement curriculum to meet their individual goals.</p> <p>Grade level California Common Core Standards are used as guidelines to ensure students are receiving grade appropriate curriculum.</p> <p>Field Trips/Ocean Connectors-grades fourth through sixth will participate in the Ocean Connectors program.</p> <p>Grades Kindergarten through third grade will participate in one educational field trip throughout the year that aligns to Common Core Standards.</p>	July 2018-June 2019		<p>Cost is embedded *cost already included in ELA section</p> <p>Data Collection: Continued reflection on student performance.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents and Community is essential to the success of our school. Parents are involved through:</p> <ul style="list-style-type: none"> * School Site Council * English Learner Advisory Committee * Parent Teacher Association (PTA) * DELAC Representative * District Advisory Committee * Parent Volunteers * PBIS Committee Meeting * Coffee with the Principal <p>Coffee with the Principal meetings offer monthly parent workshops that focus on instructional strategies and parent involvement opportunities. Topics this year focused on:</p> <p>Safety and Positive Behavior Intervention Supports (PBIS)</p> <p>Healthy Eating Tips by Olivewood Garden Kitchenistas.</p> <p>Safe Routs to School safety presentation to gather parent feedback and training for our Parent Patrol.</p> <p>Technology parent engagement session led by our Parent Liaison, Mrs. Angelica Benitez.</p> <p>Workshop #1: Create Gmail Accounts: How to create a gmail account Send emails: Individual & Group emails How to send attachments Creating Contacts</p> <p>The Single Plan for Student Achievement Workshop #2: Google Apps: Navigate and be familiar with:</p>	July 2018-June 2019	Principal	<p>Cost is Embedded *cost already included in ELA section</p> <p>Data Collection: End of year parent survey on needs and recommendations for next steps</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology- Students at John Otis are prescribed software usage depending on their needs.</p> <p>Success Maker: All Student work towards a minimum usage on Success Maker software (40 hours combined usage for Reading and Math a year) and meet acceptable performance (65% or better).</p> <p>Imagine Learning: ELL students who have been identified as Beginning, Early Intermediate and Intermediate on ELPAC assessments may replace Success Maker Reading with Imagine Learning.</p> <p>Accelerated Reader</p> <p>Raz Kids</p> <p>First in Math</p> <p>Reading Systems 144</p> <p>Read 180</p>	July 2018-June 2019	Certificated Staff, Impact Teachers	<p>Cost is Embedded *cost already included in ELA and Math section</p> <p>Data Collection: Weekly review of student usage, student outcomes and student gains.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Ensure services of technology department so that hardware and software are running smoothly for minimal interruptions of learning software.</p> <p>District Tech Support</p> <p>Technology Liaison to support teachers with all of our learning software systems.</p> <p>Technology Upgrade for classrooms- In order to ensure access to up to date equipment for our students and staff (teacher computers, docucams, printers, equipment to prepare materials), an equipment replacement line item on our budget is available.</p> <p>Classroom Computers</p>	July 2018-June 2019		<p>Cost will be embedded. *cost already included in ELA section</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Transition plans for assisting preschool children in the successful transition to the school-wide program</p> <p>1. John Otis Elementary participates in the District vertical articulation wherein preschool teachers visit Transitional Kindergarten and Kindergarten classes,</p> <p>2. TK and Kindergarten round-up letters are sent to parents of all preschool students in the community. Director of Early Childhood assists with disbursement.</p> <p>3. TK and Kindergarten readiness meeting at John Otis Elementary is conducted each year during April/May. Information provided to parents regarding the transition from preschool on school readiness, social emotional, Math, English Language Arts, and ELD needs.</p>	<p>April-May 2019</p> <p>April 2019</p> <p>July 2019</p>	<p>TK and Kinder teachers, substitutes</p> <p>Office Staff</p> <p>Kindergarten teachers, substitutes or child care</p>	<p>Cost will be embedded. *cost already included in ELA section</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Highly Qualified Teachers/Teacher Mentoring National School District's Human Resources Department insures that all teachers hired are "Highly Qualified."</p> <p>Working with the San Diego County Office of Education, National School District has an Induction program where beginning teachers are given a support provider. The support provider works with the new teacher, coaching him/her through the first two years of teaching, and assisting as the new professional clears his/her preliminary credential.</p> <p>John Otis Elementary also provides teacher support through peer coaching, observations directed to areas of improved need, and referrals to SDCOE support services as needed.</p>	July 2018-June 2019		<p>Cost will be embedded. *cost already included in ELA section</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Behavior Intervention and Supports (PBIS)</p> <p>PBIS Tier I and Tier II team includes site administrator, Counselor, School Psychologist, Teachers, parents.</p> <p>The PBIS Teams meet monthly to analyze student behavior data and Universal Screening Data, PBIS school-wide implementation, and make recommendations for next steps (lesson sequence based on school behavior needs).</p>	July 2018-June 2019	<p>PBIS Tier I and Tier II Committee members- Classroom Teachers, School Psychologist, School Counselor, Site Principal, and Parents</p>	<p>Cost will be embedded. *cost already included in ELA section</p> <p>Implement weekly PBIS lessons</p> <p>Monitor and analyze behavior data and universal screening data</p> <p>Implement newly adopted social emotional curriculum weekly by school counselor as a Tier I support</p> <p>Small group counseling support as a Tier II support</p> <p>Collect staff, student, and parent input and feedback on school climate.</p>			

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 student performance targets. As a result, 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/LCAP GOAL:
Goal 4: Provide safe environments that promote social, emotional, and physical wellness
SCHOOL GOAL #5:
At the end of 2019 the number of Tier I and Tier II behavior referrals and suspensions will decrease by 3%. In addition, review of parent and student survey data will show at least 75% of students and parents will indicate that John Otis is a safe school.
Data Used to Form this Goal:
The data used to inform this goal will be the number of Tier I & Tier II referrals, CALPADS suspension and expulsion data, student feedback, school climate annual parent survey, and NSD California Healthy Kids Survey (CHKS).
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
PBIS Tier I & Tier II Committee members will analyze behavior data using Illuminate on a monthly basis. School Site Leadership Team will review parent climate survey and student feedback.
Who are the focus students and what is the expected growth?
The focus group for the 2018-2019 school year will focus on students with multiple Tier I or Tier II referrals, CALPADS suspension and expulsion rate, or students who have struggled with behavior for multiple years.
How does this goal align to your Local Educational Agency Plan goals?
This goal directly aligns with our strategic plan in providing a safe environment that promotes social, emotional and physical wellbeing of all our students.
Which stakeholders were involved in analyzing data and developing this goal?
PBIS Tier I and Tier II Committee members which include School Counselor, School Psychologist, Site Administrator, Classroom Teacher, Support Staff, and Parents.
What data will be collected to measure student achievement?
Monthly behavior data from Illuminate will be collected and analyze to determine the behavior, time of day, location, and individual students who have received behavior. We will also use the Student Risk Screening Scale- Internalizing & Externalizing (SRSS-IE) to determine student behavioral needs.
Actions to improve achievement to exit program improvement (if applicable).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All staff will implement PBIS practices by developing and teaching behavioral expectations, reinforcing students for following expectations, providing clear and consistent interventions when students break expectations, and using data-based decision making.</p> <p>John Otis PBIS Handbook has been created and approved by PBIS Committees and School Site Council. Handbook has been shared with staff to refer to as needed.</p> <p>A full time school counselor will be hired to support students, teachers, and parents.</p> <p>PBIS Tier I & Tier II committee will meet monthly to analyze behavior data and best practices in efforts to improve the social and emotional wellbeing of all students.</p> <p>Data-based decision making is utilized within PBIS to make informed decisions about interventions and supports, evaluate the current status of implementation and revise action plans, and evaluate student outcomes.</p>	August 2018-June 2019	School Counselor, School Psychologist, Site Administrator, Classroom Teachers, Parents.	School Counselor and Psychologist funded by the district.		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>At John A. Otis Elementary School, the four basic behavioral expectations include being respectful, on task, always safe, and responsible. These expectations are taught and modeled weekly every Monday during in class lessons that apply the behavioral expectations to a variety of situations and environments across the school day.</p> <p>Tier I Intervention Forms are used to document behavioral interventions and communicate with parents. They are used to document behaviors that have not responded to previous attempts of correction including redirection and supports. Forms are documented in Illuminate Data base.</p> <p>The PBIS Committee reviews and analysis Illuminate behavior data to determine what lessons are most appropriate.</p>	August 2018-June 2019	School Counselor, School Psychologist, Site Administrator, Classroom Teachers, Parents.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers and staff members reward students with Tiger Tickets when students engage in the behavior that is the focus of the week.</p> <p>Teachers first correct minor student behaviors by either verbally or visually referring back to the expectations (respectful, on task, always safe, and responsible) or implementing the following: PBIS lessons, social-emotional learning, restorative circles, affective statements, active supervision, structured recess, classroom management systems, a school referral system, and an organized and safe learning environment.</p> <p>For students who do not respond to these techniques or require additional support, low level interventions are provided. Low level interventions generally include positive practice, modeling, reflection forms, restorative practice questions, parent communication, and/or behavior packets.</p>	August 2018-June 2019	School Counselor, School Psychologist, Site Administrator, Classroom Teachers, Parents.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Counselor will work with all students (Tier I interventions and supports) by implementing social emotional curriculum in every classroom.</p> <p>For students who may need more intense support, school counselor will provide Tier II, small group interventions or one-on-one counseling supports based on student needs.</p> <p>School Counselor will support families and refer to Family Resource Center when necessary.</p>	August 2018-June 2019	School Counselor, School Psychologist, Site Administrator, Classroom Teachers, Parents.				
<p>Campus Student Supervisors (CSS) have been trained in PBIS practices.</p> <p>Follow up PBIS and Restorative Practices trainings will be provided to CSS (Jan 24, Feb 7, March 7, April 18, May 16).</p>	January 2018-June 2019	School Social Worker, Campus Student Supervisors				

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.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Program Support Goal # 1: National School District will exit Differentiated Assistance by

SCHOOL GOAL #1:

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:

- Using Data Warehouse and Illuminate systems, District staff will assess progress of student subgroups

Anticipated annual growth for each group:

- At the end of 2019, the percentage of students meeting or exceeding standards on the ELA SBAC will increase by 3% and the percentage of students near or not meeting standards will decrease by 5%. To achieve this goal, classroom teachers, Language Arts Specialist, Resource Specialist, Impact Teachers will work in collaboration with school counselor to design, deliver, and differentiate optimal academic and social emotional lessons to support all student.

Group data to be collected to measure gains:

- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- Site Assessments- HM, EnVision, Writing on demand assessments
- Teacher generated assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Imagine Learning Computer Program will be used as additional support for English Learners SuccessMaker will be used to support ELA and math instructional programs Tech support for computers Accelerated Reader to support promote increased reading comprehension ELPAC Assessment Support 	July 2018 through June 2019		Imagine Learning Licenses (see ELA for funding source)		Title III	
			Successmaker Licenses (see ELA for funding source)		EIA Funds	5,000
			Salaries of technicians (see ELA for funding source)		EIA Funds	7,480
			Accelerated Reader Licenses (see ELA for funding source)		District Funded	
			Assessment Team personnel		Title III	6,820

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	167,464	0.00
Title I	71,261	0.00
Title I Part A: Parent Involvement	3,371	0.00
LCAP	99,327	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP	99,327.00
LCFF	167,464.00
Title I	71,261.00
Title I Part A: Parent Involvement	3,371.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
3000-3999: Employee Benefits	3,371.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCAP	99,327.00
	LCFF	167,464.00
	Title I	71,261.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	3,371.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	193,071.00
Goal 3	148,352.00

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 Segura	X				
Martha Dorado-Barrera		X			
Julieta Robello (Chairperson)		X			
Elizabeth Gonzalez		X			
Araceli Welch			X		
Francisco Aguila				X	
Cynthia Godinez				X	
Delisa Brown				X	
Agustina Gazaway				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Dr. Leticia Segura

Typed Name of School Principal

Signature of School Principal

Date

Julieta Robello

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date