

# The Single Plan for Student Achievement

**School:** Oceano Elementary School  
**CDS Code:** 40-68759-6043095  
**District:** Lucia Mar Unified School District  
**Principal:** Michelle Johnson  
**Revision Date:** October 24, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on December 12, 2017.**

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## School Vision and Mission

### Oceano Elementary School's Vision and Mission Statements

#### Lucia Mar Mission

The mission of the Lucia Mar Unified School District is to Engage, Challenge, and Inspire students through the power of learning.

#### Oceano Mission

Oceano students will be engaged, challenged and inspired to become self-directed, independent learners who will communicate effectively, thinking critically and possess the ability to work effectively in collaborative teams. Our social-emotional slogan is "Be Safe, Be Responsible, Be Respectful".

#### Oceano Vision

Create a school culture and environment where all students learn at high levels.

## School Profile

Oceano Elementary School completed the first phase of its construction in 1962. Since that time, it has grown to be the center of the local community and a focal point for learning from birth through adulthood. In addition to the twenty-five TK-6 classrooms on the campus, the property also houses two preschools (Five Cities Headstart and First 5), LMUSD Adult Education programs, a branch of the San Luis Obispo County Public Library, and the Oceano Education Center (SLOCOE and LMUSD Special Education building).

The Oceano Community Center and the Family Resource Center neighbors the campus to the east on 19th Street. Oceano Elementary has teamed with the San Luis Obispo Boys & Girls Club, to create an after school program called "Bright Futures". There are approximately 125 Oceano students participating in the Bright Futures each afternoon, Monday-Friday, and during school holidays.

The Oceano staff is comprised of highly qualified certificated and classified personnel, each trained to meet the needs of the students whom they serve and support. The staff brings with them high expectations and a true drive to ensure that all students succeed and grow both academically and socially.

Oceano programs are designed to support the varied needs of the entire school population. Oceano is a Title I school, receiving both federal and state funding to supplement student support programs and staffing. A large English Learner population at the school is supplemented with Federal Title III money as well. The presence of these supplemental funds allows Oceano Elementary School the opportunity to build a strong student support and intervention model, which is designed to ensure that all students are successful and achieve annual growth targets.

The Oceano Parent Teacher Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC) work together to support all aspects of student success. Parents volunteer in classrooms, chaperone field trips, donate time and money to projects, and consistently attend school-wide events when their children are showcased. Many of our staff have created and maintained partnerships with members of the community who volunteer year after year.

#### School Demographic Profile (as of CBEDS, October 4, 2017):

81.3%	(356)	Socio-Economically Disadvantaged
55.0%	(241)	English Language Learners
14.9%	(65)	Special Education (Speech, Resource and Special Day)
1.6%	(7)	Migrant
.46%	(2)	GATE

#### The student population is comprised of the following ethnicities:

79.7%	(349)	Latino
15.3%	(67)	White
1.1%	(5)	Asian
.68%	(3)	American Indian/Alaskan Native
.50%	(2)	Black
2.7%	(12)	Multiple/No Response

## **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).

In the spring of 2016, a family survey was made available during Open House, and then sent home to all families (in English and Spanish). Approximately 180 responses (40% of student population) were returned and tallied. The survey solicited responses in the area of school funding, communication with and from the school, logistics and topics for increasing parent involvement, and feedback regarding current and future school programs.

The responses were overwhelmingly positive and supportive of Oceano staff and programs, with the following highlights:

161 indicated knowing that school funding was directly tied to student attendance.

156 check their child's backpack daily for information and homework.

165 indicated interest in attending Parent Education Nights.

About 45% of the responders have a child participating in a before or after school intervention.

The top three requested additions to our after school programming were art, music, and sports.

Informal surveys of our staff take place throughout the school year. The Oceano Instructional Leadership Team (ILT) meets weekly and brings staff input to the table for discussion and problem-solving.

A follow-up survey to all Oceano families is planned for the spring of 2017, as well as a whole school student survey.

The Oceano English Learner Advisory Committee meets monthly and provides informal input and feedback on an ongoing basis.

### **Classroom Observations**

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

Certificated staff are formally evaluated by the principal. Informal walk-throughs are also conducted on an ongoing basis, and teachers are provided with written feedback. All temporary and probationary teachers receive formal evaluations twice each year. Tenured teachers are evaluated every other year according to the standing contract language.

Classroom teachers are offered the opportunity to observe each other at any time. The site TOSA is also available for coaching, support and field testing of strategies, as requested by any teacher.

## **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)

With two years of CAASPP data now available for grades 3-6, instructional and curricular modifications are being designed and implemented. MAP assessment data has continued to drive instructional changes throughout the school year. MAP is also used to differentiate instruction. Fountas and Pinnell BAS is utilized to group students for Reading Intervention.

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

Oceano teachers utilize assessments within our current math (Investigations) and ELA (Wonders) adoptions, as well as teacher developed formative and summative assessments to monitor students' academic progress and modify instruction.

#### Staffing and Professional Development

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

All Oceano staff is "highly qualified" as verified by our district Human Resources Department.

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

Oceano has been audited by SLOCOE every September (since 2013) as part of the Williams Act process. In each case, Oceano was found to be compliant in all Williams Act stipulations.

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

Oceano participates the district late start Monday format of professional development. All staff development focuses on strategies that target student achievement and growth in our goal areas.

The Instructional Leadership Team provides feedback and input to our professional development TOSA regarding staff needs as they relate to increasing student achievement.

The focus of LMUSD and Oceano staff development includes Thinking Maps and Thinking Maps Writing, Investigations implementation, ELD instruction practices, analyzing student performance data.

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

Oceano has a site Teacher on Special Assignment (TOSA) who supports all certificated staff with weekly in-class visits. Our TOSA meets regularly with other site TOSAs, so that best practices are shared district-wide. We also have two veteran teachers serving as mentors to new teachers.

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

Collaboration takes place during Late Start Mondays, and through weekly formal and informal grade level and prep meetings initiated by teacher teams.

### Teaching and Learning

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

LMUSD has adopted curricular materials that are aligned to the Common Core State Standards.

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

Oceano teachers adhere to recommended instructional minutes for read/language arts and math.

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

The Oceano master schedule is designed to provide intervention to supplement core instruction. Lessons are paced according to the adopted curriculum, and teacher team collaboration around student performance and readiness.

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

All students have access to standards-based instructional materials.

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)

All instructional materials, including intervention materials, are SBE-adopted and standards aligned.

### Opportunity and Equal Educational Access

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

In class intervention, differentiation, and group of students occur in each classroom. Intervention grouping supplements core instruction and enables underperforming students to progress toward meeting grade level standards.

14. Research-based educational practices to raise student achievement

Research-based educational practices are utilized to raise student achievement. Daily learning objectives are posted, stated, and checked during each lesson. Teachers practice the gradual release model of instruction. Cooperative learning strategies are employed, and students are expected to interact with the learning and each other to support language development and a deeper understanding of the content.

With the implementation of Investigations, teachers are infusing "Talk Moves" to their instructional practice. "Talk Moves" provided frames to extend student thinking and verbal communication skills around their learning.

### Parental Involvement

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

Certificated and classified staff provide before and after school tutorial and homework assistance. Teachers consistently provide families with information regarding the kinds of support and assistance they can provide in their homes. Community volunteers with experience in teaching and learning support small group work in some classrooms.

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)

Community forums, ELAC, SSC and survey practices, ensure stakeholder involvement in the planning, implementation, and evaluation of ConApp programs. School-wide events also provide formal and informal opportunities for stakeholders to give input on school plans and programs.

#### Funding

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

The majority of categorical funds are used for supplemental employees and services. This includes three Literacy Intervention teachers, and two Literacy Support Tutors (LST) for our Kinder and ELD program. Categorical monies also fund before and after school homework/tutoring support.

18. Fiscal support (EPC)

Oceano receives site level funding in the form of general fund dollars based on ADA, Federal Title funding (I, II, and III), as well as state LCAP dollars based on student counts in the targeted assistance groups.

### **Description of Barriers and Related School Goals**

Number of Speech and RSP students being pulled out for services; needing to be strategic around core academic times.

Number of students needing the support of site-based therapy services being pulled out for services.

Although attendance rates are improving, Oceano hovers around 96.75%. Other LMUSD elementary schools range from 96.5%-98%.

Student mobility is approximately 8%.

Sporadic and often limited involvement of parents/guardians in supporting the academic progress of their children.

Parents with limited English skills unable to assist with all facets for their child's school work.

Summative assessments are in transition, so multi-year cohort data is unavailable.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	56	64	53	56	62	53	56	62	53	100.0	96.9	100
Grade 4	53	54	65	50	54	64	50	54	64	94.3	100	98.5
Grade 5	64	50	55	60	48	55	60	48	55	93.8	96	100
Grade 6	57	61	50	55	60	48	55	60	48	96.5	95.2	96
Grade 8		2			0			0			0	
All Grades	231	229	223	221	224	220	221	224	220	95.7	96.1	98.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2402.7	2389.1	2387.7	14	8	17	20	13	15	30	42	23	36	37	45
Grade 4	2425.4	2465.4	2408.7	6	26	5	24	19	14	30	19	28	40	37	53
Grade 5	2501.1	2473.5	2472.6	17	8	11	30	27	24	32	27	24	22	38	42
Grade 6	2473.7	2511.1	2492.7	2	8	6	22	28	21	29	40	38	47	23	35
Grade 8		*			*			*			*			*	
All Grades	N/A	N/A	N/A	10	13	10	24	21	18	30	33	28	36	33	45

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	6	11	45	44	36	43	50	53
Grade 4	10	22	9	42	28	47	48	50	44
Grade 5	22	15	13	50	38	50	28	48	37
Grade 6	2	12	8	44	53	52	55	35	40
Grade 8		*			*			*	
All Grades	12	13	11	45	41	46	43	46	43



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	8	19	48	57	32	38	34	49
Grade 4	6	22	6	58	56	42	36	22	52
Grade 5	20	10	22	60	52	47	20	38	31
Grade 6	4	17	13	49	58	48	47	25	40
Grade 8		*			*			*	
All Grades	11	14	15	54	56	42	35	30	43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	11	19	64	61	57	29	27	25
Grade 4	2	19	2	64	61	55	34	20	44
Grade 5	8	4	8	58	67	65	33	29	28
Grade 6	5	7	6	65	70	65	29	23	29
Grade 8		*			*			*	
All Grades	6	10	8	63	65	60	31	25	32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	5	19	59	71	45	21	24	36
Grade 4	8	33	9	62	46	55	30	20	36
Grade 5	32	23	17	55	56	50	13	21	33
Grade 6	13	20	13	62	70	60	25	10	27
Grade 8		*			*			*	
All Grades	19	20	14	59	62	52	22	19	33

**Conclusions based on this data:**

1. All cohort groups continue to show gains in mean scale score.
2. The 6th grade cohort dramatically underperformed moving from 5th grade.
3. Less students are performing below standard in 3 of the 4 ELA strands.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	56	64	53	56	64	53	56	64	52	100.0	100	100
Grade 4	53	54	65	50	54	65	50	54	65	94.3	100	100
Grade 5	64	50	55	60	49	55	60	49	55	93.8	98	100
Grade 6	57	61	50	55	60	49	55	60	49	96.5	95.2	98
Grade 8		2			0			0			0	
All Grades	231	229	223	221	227	222	221	227	221	95.7	97.4	99.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2419.9	2415.6	2397.3	5	9	8	41	23	23	36	36	31	18	31	39
Grade 4	2432.7	2464.1	2431.8	0	4	3	18	33	9	40	44	51	42	19	37
Grade 5	2489.5	2467.0	2469.7	8	2	2	17	12	11	43	45	44	32	41	44
Grade 6	2473.3	2516.5	2487.8	2	12	4	9	17	16	44	47	41	45	25	39
Grade 8		*			*			*			*			*	
All Grades	N/A	N/A	N/A	4	7	4	21	22	14	41	43	42	34	29	39

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	25	21	52	39	29	30	36	50
Grade 4	6	11	3	38	50	35	56	39	62
Grade 5	12	10	9	42	41	35	47	49	56
Grade 6	5	18	14	31	43	33	64	38	53
Grade 8		*			*			*	
All Grades	10	17	11	41	43	33	49	40	56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	11	12	64	56	54	23	33	35
Grade 4	12	15	6	46	69	46	42	17	48
Grade 5	13	2	4	48	43	49	38	55	47
Grade 6	7	12	6	36	60	45	56	28	49
Grade 8		*			*			*	
All Grades	11	10	7	49	57	48	40	33	45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	13	15	54	55	52	21	33	33
Grade 4	2	13	5	52	59	42	46	28	54
Grade 5	12	4	4	55	39	42	33	57	55
Grade 6	2	10	4	51	62	47	47	28	49
Grade 8		*			*			*	
All Grades	10	10	7	53	54	45	37	36	48

**Conclusions based on this data:**

1. Math continues to be an area of significant need across all grade levels (3-6).
2. All cohorts continue to demonstrate increases in overall scale score.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>	0	0	3	2	4	33	26	10	50	41	39	17	30	47	26
<b>1</b>	6	3	0	22	21	20	47	47	41	19	18	27	6	11	11
<b>2</b>	2	6	3	12	17	21	47	46	42	35	29	26	5	3	8
<b>3</b>	3	3	6	24	13	15	37	45	38	29	38	32	8	3	9
<b>4</b>	11	23	7	18	31	26	39	33	50	18	8	14	14	5	2
<b>5</b>	22	12	18	39	28	36	27	40	36	7	12	7	5	8	4
<b>6</b>	14	11	12	32	37	27	45	41	42	9	11	8	0	0	12
<b>Total</b>	7	8	6	20	20	24	37	35	42	24	23	20	11	14	7

#### Conclusions based on this data:

1. 65% of our students are performing at CELDT level 3-5. Strategic efforts should be made in grade 2-3 to increase language acquisition for Early Intermediates.
2. As expected, our largest number of beginners are Kinder. We will dedicate resources to ensure significant growth continues into 1st grade (LST, tutoring, Reading Intervention).
3. The Intermediate group should be disaggregated further to determine if students are remaining at that performance level over time.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>	0	0	2	2	4	4	26	11	31	41	38	40	30	47	22
<b>1</b>	6	3	0	22	23	20	47	46	40	19	18	27	6	10	13
<b>2</b>	2	6	3	11	17	21	45	44	41	34	28	28	7	6	8
<b>3</b>	3	2	6	24	12	14	37	44	37	29	37	31	8	5	11
<b>4</b>	11	23	7	18	33	26	39	33	49	18	8	14	14	5	5
<b>5</b>	21	15	18	40	26	36	28	37	36	7	11	7	5	11	4
<b>6</b>	14	11	11	32	36	26	45	43	41	9	11	7	0	0	15
<b>Total</b>	7	8	6	20	20	20	37	35	39	24	23	24	11	14	11

#### Conclusions based on this data:

1. Data shows follows solid student growth projections.
2. 65% of students testing CELDT level 3-5.
3. Again, the Intermediate group should be disaggregated further to determine if a targeted intervention is needed.

## District Assessments

### NWEA MAP

#### Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth
<b>2</b>	169.9	23	180.1	14	10.1	12.8	40
<b>3</b>	176	3	190.8	14	14.7	10.2	69
<b>4</b>	184.9	2	197.5	11	12.6	7.5	70
<b>5</b>	199	14	208.5	33	9.5	5.8	64
<b>6</b>	199.6	4	207.1	10	7.5	4.6	68

#### Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met
<b>1</b>	153.6	6	171.3	12	17.7	16.4	57
<b>2</b>	176.3	46	189	41	12.7	13.4	47
<b>3</b>	178.8	2	193.2	9	14.4	11	63
<b>4</b>	191.3	4	204.5	14	13.3	9.1	70
<b>5</b>	203.5	13	212.6	18	9.2	7.8	55
<b>6</b>	207.4	8	212.4	7	5	6	41

**District Writing Assessment (DWA)**

<b>Grade</b>	<b>Average Score</b>
<b>4</b>	5.05
<b>5</b>	7.29
<b>6</b>	6.25

## School District Goals

### Lucia Mar Unified School District Goals

**Student Success:** LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

**Goal #1:** **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

**Goal #2:** **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

**Goal #3:** **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

**Goal # 4:** **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

Oceano Elementary has developed goals in each of the above district goal areas (#1-4) in collaboration with all other LMUSD elementary schools. The collaborative effort began in the spring of 2016, and has continued into the drafting of this year's site goals.



## 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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Achievement</b>
<b>Lucia Mar Unified School District Goal:</b>
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 <sup>st</sup> Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
<b>SCHOOL GOAL #1:</b>
<b>READING:</b> By June 2018, 35% of K-6 students will demonstrate grade-level proficiency or above as measured by Fountas & Pinnell Benchmark Assessment System (BAS). (Achievement)  By June 2018, 100% of K-6 students will make at least one year's growth or more as measured by Fountas & Pinnell BAS. (Growth)  By June 2018, 60% of students in each grade level (2nd-6th) will reach or exceed projected growth goals in reading as measured by fall to spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments. (Growth)  By June 2018, 40% of students in each grade level (3rd-6th) will meet or exceed the grade-level proficiency standard in English Language Arts/Literacy, as measured by the CAASPP state assessment . (Achievement).
<b>WRITING:</b> By June 2018, 50% of K-2 students will demonstrate grade level proficiency or above in writing as measured by district grade level rubrics. (Achievement)  By June 2018, 50% of grades 3-6 students will demonstrate proficiency or above in writing as measured by the CAASPP Writing Rubric. (Achievement)
<b>MATH:</b> By June 2018, 60% of students in each grade level (1st-6th) will reach or exceed projected growth goals in mathematics as measured by fall to spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments. (Growth)  By June 2018, 40% of students in each grade level (3rd-6th) will meet or exceed the grade-level proficiency standard in Math as measured by the CAASPP state assessment. (Achievement).

<b>Data Used to Form this Goal:</b>
CAASPP growth data grades 3-6 NWEA MAP growth data (grades 2-6, Reading and Math) and (grade 1, Math) Fountas & Pinnell BAS data grade K-6 District Writing Assessment (DWA) rubric, and CAASPP Writing Rubric
<b>Findings from the Analysis of this Data:</b>
Oceano students have consistently demonstrated academic growth on various measures. Grade level proficiency will continue to be an area of focus. This is our second year assessing ALL grade levels in F&P.
<b>How the School will Evaluate the Progress of this Goal:</b>
Intervention groups will be assessed on report cards cycles. MAP data will be analyzed after each administration. Fountas & Pinnell BAS will be administered 3 times per year (K-6). We will compare DWA data (grades 4-6) from previous years, as well as comparing performance data CAASPP Writing Rubrics. Final evaluation of progress on these goals will be conducted in June (year end assessments are finalized) and August (CAASPP data returns).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fountas & Pinnel Benchmark Assessment System (BAS) will be used to assess the instructional reading level of all students K-6. Intervention groups will be designed around this assessment data. All grade level teams will teach reading during a common time. Wonders ELA materials will be used with fidelity in grades K-6. English Learners will be supported through the use of Integrated ELD materials.	August 2017- June 2018	All K-6 Teachers  Intervention Teachers (3 total)	1.0 Intervention Teachers	1000-1999: Certificated Personnel Salaries	3010	25000
				1000-1999: Certificated Personnel Salaries	0709	30000
				1000-1999: Certificated Personnel Salaries	4203	5000
Use of Fountas & Pinnel Leveled Literacy Intervention (LLI) materials during Reading Workshop. Additional assessment materials will be purchased.	August 2017-June 2018	Intervention Teachers	Program material purchase	4000-4999: Books And Supplies	0709	5140
				4000-4999: Books And Supplies	4203	1550
District supported Teacher on Special Assignment (TOSA) provides staff development related to district and school-wide goals. This is accomplished through weekly PD meetings on Late Start Mondays (LSM). TOSA collaborates with ILT for	August 2017 - June 2018	TOSA  ILT  Principal	Conferences/Travel/Planning Retreats	5000-5999: Services And Other Operating Expenditures	4035	1000
			Extra duty for collaboration/Subs for release time	1000-1999: Certificated Personnel Salaries	4035	542

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
planning and monitoring purposes. Teachers may be asked to attend conferences to expand their expertise related to district and school-wide goals.						
Reading support for Kindergarten will be provided by a Literacy Support Tutor (LST)	August 2017 - June 2018	Kinder teachers Principal	Site funded (Aug-Sept)	1000-1999: Certificated Personnel Salaries	0709	7500
			District supported (Oct-June)			15000
Kindergarten classes will feature an extended day model. All students will arrive at the same time with intervention groups staying an extra 30 minutes each day for tutoring. ELD and Literacy will be the focus of this time.	October 2017-June 2018	Kinder Teachers Principal	School Wide Program materials and supplies	4000-4999: Books And Supplies	4203	500
				4000-4999: Books And Supplies	0709	500
Morning and after school time blocks will feature tutoring as academic intervention for Language Arts and Math.	October 2017- June 2018	Various K-6 teachers Intervention staff Principal	Extra duty hourly	1000-1999: Certificated Personnel Salaries	3010	3000
				1000-1999: Certificated Personnel Salaries	0709	4000
Pilot of "Dreambox" mathematics program in 3rd grade classes on Chromebooks	December 2017- June 2018	3rd Grade Teachers Principal TOSA	Technology purchase	4000-4999: Books And Supplies	0709	1500
			Software license purchase	5800: Professional/Consulting Services And Operating Expenditures	0709	2000
School wide assessment data will be tracked and discussed at Late Start Monday PLC meetings and additional grade level meetings. Data will also contribute to SST decisions. District	August 2017-June 2018	All teachers TOSA Principal	Weekly time embedded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assessment, MAP data, and content material assessments will be used to monitor student progress.						
Supplemental reading books supporting the Accelerated Reader program will be purchased for school wide small group intervention use (differentiating within classrooms).	Fall 2017	ILT Library Tech	Supplemental materials	4000-4999: Books And Supplies	0709	1000
			District LCAP supported		District Funded	5000
Supplemental copier lease costs are included to provide materials for intervention and support.	August 2017-June 2018	Intervention teachers	Supplemental to contract	5000-5999: Services And Other Operating Expenditures	3010	3000
		LST Principal		5000-5999: Services And Other Operating Expenditures	0709	3000
Provide supplemental materials and supplies across all grade levels for EL, At-Risk and Foster students		All teachers Principal	Supplements to Core (F&P Leveled Literacy Intervention, Handwriting without Tears, online resources)	4000-4999: Books And Supplies	0709	3000
				4000-4999: Books And Supplies	4203	500
Personnel Benefits	August 2017-June 2018	Payroll	Certificated and Classified employee benefits	3000-3999: Employee Benefits	0709	11470
				3000-3999: Employee Benefits	3010	8660
				3000-3999: Employee Benefits	4203	3230
				3000-3999: Employee Benefits	4035	185
Purchase of Educational Software for Guiding Instruction (ESGI) - online system that manages the data involved with tracking student mastery of letters, sounds, sight words, and number sense. ESGI	Fall 2017	Principal	Partially site funded	5000-5999: Services And Other Operating Expenditures	0709	500
		Intervention teacher	Mini-grant	5000-5999: Services And Other Operating Expenditures	District Funded	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
generates student reports that explicitly inform instruction. This system will be used by grades TK-1.						

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: School Climate</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
<b>SCHOOL GOAL #2:</b>
Character Education By June 2018, All Oceano students will receive character education through effective school wide programs and activities in an effort to increase student safety and engagement.
Parent Education & Involvement By June 2018, Oceano school will provide effective and regular communication to our parents and community about district/site events, and offer parent education events based on site-specific needs.
After-school Programs By June 2018, Oceano school will design and implement quality before and/or after school opportunities to provide both academic support and/or enrichment for all learners.
<b>Data Used to Form this Goal:</b>
Survey of families and staff in the spring of 2017. Number and nature of the student behavior referrals. Formal and informal feedback from ELAC, PTA, and SSC. Informal and ongoing interactions with students and their families.
<b>Findings from the Analysis of this Data:</b>
1. Oceano Elementary is in its second year of implementing character education through the "Second Step" program (TK-6). Input from staff indicates that student behavior has improved since implementation has begun. 2. Family survey data from spring 2016 and 2017 indicates that families desired more timely information regarding school events and activities. The school is transitioning to electronic messaging through Blackboard (LMUSD app) and our new website through Edlio. 3. Parent Education Nights will be offered based on feedback from family surveys and to provide information about school and district initiatives.

**How the School will Evaluate the Progress of this Goal:**

Decrease in the number and nature of student behavior referrals.  
 An increase in parent attendance at information nights over 2016-2017.  
 Follow-up surveys to staff, parents and students will indicate improvement or satisfaction in these areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of "Second Step" social-emotional program (from Committee for Children).	August 2017- June 2018	Principal ILT	Supplemental materials replacement	4000-4999: Books And Supplies	School Safety and Violence Prevention Act	750
Continued professional development for teachers implementing "Second Step" curriculum.	August 2017 - June 2018	Site TOSA	Weekly PD Bulletin from TOSA, extra duty hourly for PD development	1000-1999: Certificated Personnel Salaries	0709	750
		ILT	Release Days for teachers as needed		0709	500
		Principal	Professional development materials and supplies	4000-4999: Books And Supplies	0709	500
Teachers will conduct weekly character education lessons on Monday or Tuesday mornings based on school-wide schedule around program's scope and sequence. A school-wide announcement is made on Monday mornings regarding the focus area for the week.	August 2017 - June 2018	All TK-6 Teachers Principal	Program implementation Supplemental materials and supplies/ behaviors reinforcers, etc.	4000-4999: Books And Supplies	0709	1500
Bright Futures classes will focus a minimum of one hour of programming on homework support for all student members. Program provides enrichment classes daily, and partners with Cal Poly, SLO and other agencies to provide enrichment throughout the year.	Daily (M-Th)	Bright Futures Staff	Bright Futures programming			
Parent Education Nights (3-5) will be planned around survey data and to inform families about current initiatives at the school.	August 2017 - June 2018	Principal PTA	Extra duty hourly	1000-1999: Certificated Personnel Salaries	3010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		School Staff	Extra duty hourly	1000-1999: Certificated Personnel Salaries	0709	500
			Materials for parents	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1000
Reading Plus for students grade 4-6 (research-based silent reading intervention that helps students gain proficiency by improving comprehension, reading rate, and vocabulary).  ILT is also investigating "Lexia" program as a transition from Reading Plus, due to its ability to support the academic progress of EL students.	August 2017 - June 2018	ILT	Extra duty hourly	1000-1999: Certificated Personnel Salaries	0709	1000
		Teacher Leader for program		1000-1999: Certificated Personnel Salaries	4203	1000
		Principal	Software renewal or purchase of new contract	5800: Professional/Consulting Services And Operating Expenditures	0709	3000
		Intervention Teachers			4203	1500
					3010	1500
Student Leadership Team - Grades 4-6 working collaboratively to support and promote all Oceano events and activities. Also designing and implementing student-lead school-wide activities which are accessible to all students on campus.	August 2017- June 2018	Library Tech	Extra duty hourly	2000-2999: Classified Personnel Salaries	Unrestricted	300
			Supplemental materials and supplies	4000-4999: Books And Supplies	Unrestricted	500
Character Education/Anti-bullying Assemblies: Mr. Eco Retro Bill Anne-Louise Sterry Magic Moonshine	As scheduled	Principal	Fees for presenters	5800: Professional/Consulting Services And Operating Expenditures	School Safety and Violence Prevention Act	500
				5800: Professional/Consulting Services And Operating Expenditures		500
					Parent-Teacher Association (PTA)	1000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social-emotional clubs/groups for students: Good News Club Dude. Be Nice. Club	August 2017 - June 2018	Various teachers/staff	Extra duty	1000-1999: Certificated Personnel Salaries	School Safety and Violence Prevention Act	200
		Agency Volunteers	Supplemental supplies	4000-4999: Books And Supplies	School Safety and Violence Prevention Act	1200
Enrichment opportunities: Garden Club Robotics Club MAKER Club SNAC Club (4-H) Book Club Oceano Bike Posse (teacher led rides each month, bike repair instruction, field trip to local businesses)	August 2017 - June 2018	Teacher (club advisor)	Supplemental supplies	4000-4999: Books And Supplies	Board GATE Allocation	1000
		Principal			0709	1000
		Agency providers/support staff				
Enrichment opportunities supporting academic and social-emotional goals in the form of field trips, outdoor science camp, on campus experiences provided/supported by approved consultants/agencies. Examples: PlayWell Lego Works classes, Draw-Along Assembly, and Drum and Perk music classes.	August 2017 - June 2018	Teachers	Supplementing PTA, Donations, and LCFF expenditures	5700-5799: Transfers Of Direct Costs	0709	1000
		Principal		5700-5799: Transfers Of Direct Costs	3010	1500
		Parents		5700-5799: Transfers Of Direct Costs	4203	1500
				4000-4999: Books And Supplies	0709	1000
				5800: Professional/Consulting Services And Operating Expenditures	0709	2000
				5800: Professional/Consulting Services And Operating Expenditures	3010	1000

## 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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Future Ready Education</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
<b>SCHOOL GOAL #3:</b>
By June 2018, Oceano Elementary will provide professional development opportunities for teachers, increase student use of technology, and create opportunities for students to use 21st Century Skills.
<b>Data Used to Form this Goal:</b>
Survey of families and input from staff during professional development/collaboration. Ratio of on-campus devices to students at Oceano.
<b>Findings from the Analysis of this Data:</b>
In order to create optimum access to core and intervention resources, staff and students must have access to technology on an ongoing, daily basis. And, in order to prepare our students for success beyond elementary school, they must be utilize technology to access information and to create work products to demonstrate their learning.
<b>How the School will Evaluate the Progress of this Goal:</b>
Use of technology infused in daily lesson by teachers (lesson plans, formal and informal observation). Student work products as evidence. Increased number of devices per student.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Pilot Math Intervention in Grade 3 classrooms - "Dreambox"	December 2017 - June 2017	Principal  3rd grade teachers	Chromebook purchase	4000-4999: Books And Supplies	0709	5000
			Dreambox licensing	4000-4999: Books And Supplies	3010	2500
			Mini-grant to supplement	4000-4999: Books And Supplies	District Funded	7500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Staff development	1000-1999: Certificated Personnel Salaries	3010	500
Weekly MAKER classes for all classes K-6	August 2017 - June 2018	TOSA/Maker Teacher	Donation from the Lucia Mar Foundation for Innovation	4000-4999: Books And Supplies	Donations	500
			Supplemental supplies and consumables	4000-4999: Books And Supplies	0709	2500
Professional development through EdConnect, CUE conferences, Late Start Mondays, Workshops thru Curriculum Dept and ITS, that directly supports teacher and student use of technology in the classroom.	August 2017 - June 2018	Teachers TOSA	Travel and Registraion	5000-5999: Services And Other Operating Expenditures	0709	1500
Collaboration time for teachers to develop and refine strategies.	As scheduled by staff	Teachers TOSA	Extra duty	1000-1999: Certificated Personnel Salaries	0709	500
Refresh/replace equipped classrooms grades TK-6, with doc camera and teacher station presenting through a large flat screen TV.	Ongoing	Principal	Tech purchase thru ITS dept.	4000-4999: Books And Supplies	0709	781
				4000-4999: Books And Supplies	3010	545
Use of technology during "Daily 5". Purchase supplemental supplies to support use of Chromebooks (headphones with microphones, speakers, etc.) during K-^ reading centers.	By October 2017 and then ongoing.	Principal TOSA	Supplemental supplies	4000-4999: Books And Supplies	0709	1000
Implementation of "Instant Challenges" over 6 week period - Grades 2-6	Spring 2018	Consultant	Funded by Lucia Mar Foundation for Innovation		Donations	

## 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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Organizational Excellence</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
<b>SCHOOL GOAL #4:</b>
By June 2018, Oceano Elementary will increase communication methods with all stakeholders.  By June 2018, Oceano Elementary will be implementing the updated Student Success Team (SST) procedures and practices established by the LMUSD Student Services Department (Fall 2017).
<b>Data Used to Form this Goal:</b>
Communication: Formal survey to all families ( ##### returned in spring 2017). Informal feedback from parents during school events and via communications with staff.  "Student Success Team (SST): New procedures were established by the LMUSD Student Services Department, and were disseminated to principals and SST site coordinators in September 2017. All sites are expected to transition to implementing the new procedures and practices.
<b>Findings from the Analysis of this Data:</b>
Communication: Parents/Guardians need/want more timely information in order to become more engaged/involved. Communication is a continuous process for which there is no static solution.  "Student Success Team" (SST): Oceano's current SST procedures and practices are nearly in alignment with the updated procedures and practices. Some minor changes are needed to become aligned.

**How the School will Evaluate the Progress of this Goal:**

Communication:

Survey data (staff and families). Continued monitoring of reports regarding families accessing and utilizing Homelink and LMUSD app developed through Blackboard.

"Student Success Team" (SST):

Forms updated. Documentation of various meeting level (Rtl Tiers). Documentations with Aeries (intervention screen).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assist families in accessing and utilizing LMUSD online application (Blackboard).	August 2017 - ongoing	Principal	Printing/duplicating outreach information	5000-5999: Services And Other Operating Expenditures	3010	100
		Teachers Secretaries	Extra duty hours for support staff assisting families	1000-1999: Certificated Personnel Salaries	General Fund	500
School website transition	Fall 2017	Secretary I	Transition of school website to Edlio	2000-2999: Classified Personnel Salaries	General Fund	200
Use of Google calendar by staff. School-wide events and field trips updated and accessible to all. Events posted are visible on website.	August 2017 - June 2018	Principal Secretary I Secretary IV	Within daily duties.			
Collaborate with School Readiness Coordinator to provide connection with/for our Spanish speaking families; personally reaching out to increase communication, and parent involvement & engagement.	August 2017- June 2018	Principal	Funding for position	2000-2999: Classified Personnel Salaries	Grant	
			Supplemental supplies	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCFF - Base 4203	300
Use of Student Planners in grades 4-6	August 2017 - June 2018	Teachers gr. 4-6 Students gr. 4-6	Planner purchase	4000-4999: Books And Supplies	3010	500
Monthly parent/principal forums (Community Coffee) for disseminating information and exchanging formal and informal input/ feedback	August 2017 - June 2018	Principal School Readiness Coordinator	PTA sponsored refreshments		Parent-Teacher Association (PTA)	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Reproduction of materials and purchase of supplemental supplies	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	632
Translation of all documents and information coming from the school site. Translators will also be present and available at all events involving parent/guardians.	August 2017 - June 2018	All staff	Extra duty for support staff	1000-1999: Certificated Personnel Salaries	4203	500
				2000-2999: Classified Personnel Salaries	4203	300
			Reproduction costs	5700-5799: Transfers Of Direct Costs	4203	245
Use of "Texting" capabilities within Blackboard to communication with families	August 2017 - June 2018	Secretaries	Within duty day			
Maintain social media page (Facebook)	August 2017 - June 2018	Secretaries Librarian	Within duty day			
"Student Success Team" (procedure and practice update)	October 2017 - June 2018	Principal School Psychologist SST Coordinator SST Team Intervention Teachers All additional Certificated Staff	Computer use during SST meetings - already available Staff training - LSM Purchase pre-referral intervention manuals Disseminating necessary forms to staff	4000-4999: Books And Supplies	3010	106

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
3010	48,911	0.00
Title I Part A: Parent Involvement	1,632	0.00
4203	16,125	0.00
0709	93,641	0.00
4035	1,727	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	15,000.00
0709	93,641.00
3010	48,911.00
4035	1,727.00
4203	16,125.00
Board GATE Allocation	1,000.00
District Funded	13,300.00
Donations	500.00
General Fund	700.00
Parent-Teacher Association (PTA)	1,300.00
School Safety and Violence Prevention Act	2,650.00
Title I Part A: Parent Involvement	1,632.00
Unrestricted	800.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
	21,500.00
1000-1999: Certificated Personnel Salaries	80,992.00
2000-2999: Classified Personnel Salaries	800.00
3000-3999: Employee Benefits	23,545.00
4000-4999: Books And Supplies	43,004.00
5000-5999: Services And Other Operating Expenditures	9,900.00
5700-5799: Transfers Of Direct Costs	4,245.00
5800: Professional/Consulting Services And Operating	9,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		15,000.00
	0709	1,000.00
	0709	500.00
1000-1999: Certificated Personnel Salaries	0709	44,250.00
3000-3999: Employee Benefits	0709	11,470.00
4000-4999: Books And Supplies	0709	23,421.00
5000-5999: Services And Other Operating	0709	5,000.00
5700-5799: Transfers Of Direct Costs	0709	1,000.00
5800: Professional/Consulting Services And	0709	7,000.00
	3010	1,500.00
1000-1999: Certificated Personnel Salaries	3010	29,000.00
3000-3999: Employee Benefits	3010	8,660.00
4000-4999: Books And Supplies	3010	3,651.00
5000-5999: Services And Other Operating	3010	3,100.00
5700-5799: Transfers Of Direct Costs	3010	1,500.00
5800: Professional/Consulting Services And	3010	1,500.00
1000-1999: Certificated Personnel Salaries	4035	542.00
3000-3999: Employee Benefits	4035	185.00
5000-5999: Services And Other Operating	4035	1,000.00
	4203	1,500.00
1000-1999: Certificated Personnel Salaries	4203	6,500.00
2000-2999: Classified Personnel Salaries	4203	300.00
3000-3999: Employee Benefits	4203	3,230.00
4000-4999: Books And Supplies	4203	2,850.00
5700-5799: Transfers Of Direct Costs	4203	1,745.00
4000-4999: Books And Supplies	Board GATE Allocation	1,000.00
	District Funded	5,000.00
4000-4999: Books And Supplies	District Funded	7,500.00
5000-5999: Services And Other Operating	District Funded	800.00
4000-4999: Books And Supplies	Donations	500.00
1000-1999: Certificated Personnel Salaries	General Fund	500.00
2000-2999: Classified Personnel Salaries	General Fund	200.00
	Parent-Teacher Association (PTA)	300.00
	Parent-Teacher Association (PTA)	1,000.00
1000-1999: Certificated Personnel Salaries	School Safety and Violence Prevention Act	200.00
4000-4999: Books And Supplies	School Safety and Violence Prevention Act	1,950.00
5800: Professional/Consulting Services And	School Safety and Violence Prevention Act	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,632.00
2000-2999: Classified Personnel Salaries	Unrestricted	300.00

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Unrestricted	500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	142,577.00
<b>Goal 2</b>	28,200.00
<b>Goal 3</b>	22,826.00
<b>Goal 4</b>	3,683.00

## 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
Michelle Johnson	X				
Dawn Tietz		X			
Leslie Thomas		X			
Caroline Inouye		X			
Rubi Cuevas			X		
Wanda Monson			X		
Blanca Cervantes				X	
Leticia Santana				X	
Maribel Rivera				X	
Maria Ramirez				X	
Juana Galindo				X	
Silvia Salguero				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>6</b>	

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

## Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 24, 2017.

Attested:

Michelle Johnson		
Typed Name of School Principal	Signature of School Principal	Date

Blanca Cervantes		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



## School Site Council, October 24, 2017

Admin	P/NP	Staff	P/NP	Parents	P/NP
Michelle Johnson	MAJ	Dawn Tietz	DT	Blanca Cervantes	BC
		Caroline Inouye	CI	Leticia Santana	L.S
		Leslie Thomas	LT	Maribel Rivera	MR
		Wanda Monson		Maria Ramirez	MR
		Rubi Cuevas	RC	Juana Galindo	
				Sylvia Salguero	

### Call to Order

### Discussion of transfer of SAC duties to SSC

### Review and Approval of Parent Involvement Policy and School Compact

### Review and Approval of Site Categorical Budget

- Professional Development and Parent Involvement set-asides
- Categorically funded positions

### Review and Approval of School Plan for Student Achievement (SPSA)

- Review LMUSD Board Goals for 2017-2018

### Review and Approval of Site Safety Plan

SSC Meeting Dates for 2017-2018 - Tuesdays, 3:15-4:15pm (Nov 14, Jan 30, Mar 20, May 15)

### Adjournment



## School Site Council, October 24, 2017

Admin	P/NP	Staff	P/NP	Parents	P/NP
Michelle Johnson	p	Dawn Tietz	p	Blanca Cervantes	P
		Caroline Inouye	p	Leticia Santana	P
		Leslie Thomas	P	Maribel Rivera	P
		Wanda Monson	N/P	Maria Ramirez	P
		Rubi Cuevas	P	Juana Galindo	N/P
				Sylvia Salguero	N/P

### Call to Order

**Discussion of transfer of SAC duties to SSC: Duties are the same in both groups. Parents feel that it is better to have one group and not have it complicated. Group agreed with the transfer of duties to SSC.**

**Review and Approval of Parent Involvement Policy and School Compact: School-Parent Compact will be in the Back To School Folder next year 2018-2019 per any changes. (L. Santana/M. Ramirez) Motion approved.**

### Review and Approval of Site Categorical Budget

- Professional Development and Parent Involvement set-asides
- Categorically funded positions: money has increased for October
- Looking into funding for Reading Plus for grades 3-6th with carry over monies

**(L. Thomas/R. Cuevas) Motion approved**

### Review and Approval of School Plan for Student Achievement (SPSA)

- Review LMUSD Board Goals for 2017-2018

### Review and Approval of Site Safety Plan

**Follow up meeting for SPSA and Safety Plan were approved on Friday, Oct 27th and Nov. 2nd**

**SSC Meeting Dates for 2017-2018 - Tuesdays, 3:15-4:15pm (Nov 14, Jan 30, Mar 20, May 15)**

### Adjournment

## Recommendations and Assurances

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

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

X State Compensatory Education Advisory Committee

  
 \_\_\_\_\_  
 Signature

X English Learner Advisory Committee

  
 \_\_\_\_\_  
 Signature

Special Education Advisory Committee

\_\_\_\_\_  
 Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
 Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
 Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
 Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
 Signature

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

\_\_\_\_\_  
 Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 24, 2017.

Attested:

Michelle Johnson


\_\_\_\_\_  
 Typed Name of School Principal

  
 \_\_\_\_\_  
 Signature of School Principal

10/24/17  
 \_\_\_\_\_  
 Date

Blanca Cervantes

\_\_\_\_\_  
 Typed Name of SSC Chairperson

  
 \_\_\_\_\_  
 Signature of SSC Chairperson

10-24-17  
 \_\_\_\_\_  
 Date



**DOCUMENTATION OF CONFERENCE REGARDING CATEGORICAL DUTIES**

**SCHOOL:** Oceano Elementary School

**PRINCIPAL:** Michelle Johnson

**Categorically Funded Staff Member:** Rachelle Gonzales

**Position:** Intervention Teacher (Literacy)

**Total Hours Per Week Worked:** 37.5

**Hours Per Week Categorically Funded:** 37.5

**Funding Source(s):** 40% - 0709, 10% - 4203, 50% - 3010

On **October 30, 2017**, I met with **Rachelle Gonzales, Intervention Teacher (Literacy)** to review the direct services duty statement for the employee, which details the tasks and responsibilities appropriate to the funding source for the employee.

**INTERVENTION TEACHER (LITERACY)**

**Primary responsibility:** To provide additional instruction and support in literacy for students in grades kindergarten through six.

**DIRECT SERVICES TO STUDENTS**

These efforts help students achieve grade-level proficiency in literacy.

In an effort to improve student achievement in literacy, I

- Utilize the Fountas & Pinnell Leveled Literacy Intervention program for small group instruction, targeting at-risk students in kindergarten through sixth grade.

**TEACHER SUPPORT**

These efforts help teachers successfully engage all students in learning literacy.

- The Intervention Teacher assists grade level teacher in assessing students utilizing the Fountas & Pinnell Benchmark Assessment System (BAS) in six week cycles.
- The Intervention Teacher also assists the principal in researching and field testing teacher- and student-based instructional strategies in literacy.
- The Intervention Teacher partners and collaborates with other site level Intervention Teachers to provide an equitable scheduled response grade K-6.

Signatures:

  
\_\_\_\_\_  
Principal

Date: 10/30/17

  
\_\_\_\_\_  
Intervention Teacher

Date: 10/30/17