

# The Single Plan for Student Achievement

**School:** Ottomon Way Elementary School  
**CDS Code:** 34-67447-6105928  
**District:** San Juan Unified School District  
**Principal:** Hilda Fernandez  
**Revision Date:** October 21, 2013

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 11/19/13.**

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## School Mission

### Ottomon Way Elementary School's Mission Statement

Valuing our diverse, rural community, Ottomon Elementary's mission is to empower all students to develop their unique strengths and academic abilities through a focused commitment on literacy, analytics, and the arts.

## School Profile

Ottomon P-5 Elementary School is a neighborhood school whose focus is in balanced literacy, analytics, and the arts. The curriculum provided is aligned to the California State Standards. We are focusing on a Comprehensive Literacy Program as we prepare our students to be independent readers and thinkers. This is our second year of implementing our Strategic Plan.

The Ottomon Elementary School community provides a safe environment where students are able to acquire knowledge, communicate ideas, and develop integrity; thereby inspiring all to become lifelong learners with high academic and ethical standards. At Ottomon we are committed to supporting learning and teaching as we prepare our students to globally compete in the 21st Century with not only effective oral and written communication skills but also engage in problem solving and critical inquiry. We believe that learning must be a partnership with home, school, and community and seek to involve all stakeholders. Students are our priority.

Ottomon is one of 35 elementary schools in the San Juan Unified School District. The 308 students attending Ottomon are 75% white, 14% Hispanic, 6% African American, 3% Asian American, and 2% Other. Additionally, 4% of our students are identified as English Language Learners, and 3% of our students are identified as Gifted and Talented (GATE), while 10% are attending special education services. Ottomon offers a Preschool program as well as a Full Day Kindergarten program. We also have the Bridges After School program for extended school day providing homework, recreation, and technology.

### Parent Involvement

Parent participation is welcomed at Ottomon Elementary. Parents are visible as they assist and support our teachers through many activities both at school and outside of regular school hours. Through our parent representation, we are able to provide the District Art Docent program and attend the Superintendent's Parent Advisory Committee monthly meetings. Parents participate in our PTA and Site Council. Our PTA is involved in volunteer activities throughout the school year which directly impact our students in a positive manner. The following activities are supported by our parents and community:

- \*Grandparent's BBQ
- \*V.A.P.A. activities
- \*Turkey Trot
- \*Parade of Characters (Reading Week)
- \*Harvest Festival
- \*Spring Carnival
- \*Annual Fund Raising
- \*Classroom Art Docent program
- \*School Beautification
- \*Watch Dogs (Dads of Great Students)
- \*Orangevale Rotarians
- \*Intel PC Pals
- \*Early Engineers
- \*Mad Scientists
- \*Girl Scouts
- \*Monthly Student Recognition programs
- \*Author Day

## Comprehensive Needs Assessment Components

### Introduction

Ottomon staff and community members completed our Strategic Plan in the Spring of 2012. We have three tactics that have specific goals and results to improve instructional practices and to increase student learning.

### Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

During the planning process data showed evidence that while Ottomon students were making growth academically, the sub groups of Socially Economic Disadvantaged Students and English Language Learners are not making adequate yearly progress. It was determined that an action plan would be developed around instructional strategies that would identify school-wide agreed upon quality first instruction along with the Common Core State Standards. During our planning, it was also determined that Ottomon would continue its Character Trait positive behavior program in line with the District's Strategy 6. Parent and community involvement was also an area that was determined to be built up so that students would mutually benefit from this relationship.

### Parental Involvement

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

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)

Parents along with teachers are participants in their child's learning at Ottomon, Parent leadership makes it possible to support many programs, such as the District's Art Docent program and attendance at the Superintendent's Parent Advisory Committee monthly meetings. Parents participate in PTA and Site Council. The PTA is active and participates in a variety of volunteer activities which benefit the entire school community. The following activities are successful because of our PTA supporters:

- \*Grandparent BBQ
- \*Visual and Performing Arts activities
- \*Turkey Trot
- \*Parade of Characters (Reading Week)
- \*Red Ribbon Week
- \*Harvest Festival
- \*Spring Carnival
- \*Annual Fund Raising
- \*Classroom Art Docent program
- \*School Beautification
- \*Watch Dogs (Dads of Great Students)
- \*Orangevale Rotarians
- \*Intel PC Pals
- \*Early Engineers
- \*Mad Scientists
- \*Girl Scouts

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

Include the strongest themes from critical issues or Gap to Goal Review of Data

Ottomon's data analysis of CST in Language Arts shows that although 61% are at proficient or above, our sub groups are not making yearly adequate growth. Only 14 % of ELL, 52% of Low SES are at proficient or above. Data indicates that Ottomon students are doing better in Math. Ottomon met their AYP.

The Ottomon data around attendance shows little growth, with students' tardiness as a continual problem which leads to interrupted instruction for all students, not just students who are late. Our yearly attendance hovers at approximately 95 - 95.5%. Our goal this year is 96.17%. Incentives and rewards for positive school attendance have been implemented for the 2013-14 school year.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	267	228	212	210	179	160	8	12	12	6	5	4
<b>Growth API</b>	836	816	808	845	824	815		775	760			
<b>Base API</b>	803	836	815	806	845	823	771		775			
<b>Target</b>	A	A	A	A	A	A						
<b>Growth</b>	33	-20	-7	39	-21	-8						
<b>Met Target</b>	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	36	24	27	17	12	9	125	119	115	40	36	53
<b>Growth API</b>	786	798	774	717	795		822	786	775	786	589	594
<b>Base API</b>	786	786	791	647	717	782	776	822	785	675	783	592
<b>Target</b>							5	A	5			
<b>Growth</b>							46	-36	-10			
<b>Met Target</b>							Yes	No	No			

#### Conclusions based on this data:

1. English Language Learners and other subgroups did not show improvement.
2. Students with disabilities were the only subgroup showing growth.
3. Socioeconomically Disadvantaged students' API decreased by -15.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	99	99	100	100	100	100	100	100
Number At or Above Proficient	157	139	126	134	114	97	--	8	7	--	--	
Percent At or Above Proficient	59.0	61.2	59.4	63.8	64.0	60.6	--	66.7	58.3	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100	100	100	100	100	100	99	99	100	100	99
Number At or Above Proficient	13	11	12	3	5		70	63	61	24	11	14
Percent At or Above Proficient	37.1	45.8	44.4	17.6	41.7	--	56.0	52.9	53.0	60.0	30.6	26.4
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	Yes	No	No	--	--	No

#### Conclusions based on this data:

1. Students with a disability are not meeting AYP target..
2. Students who are Socioeconomically disadvantaged are not meeting AYP target.
3. Students who are English Learners are not meeting AYP target.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	98	99	100	98	98	100	100	100	100	100	100
Number At or Above Proficient	174	143	142	138	117	110	--	6	8	--	--	
Percent At or Above Proficient	65.7	63.6	67.6	66.0	66.5	69.6	--	50.0	66.7	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100	100	100	100	100	100	98	98	100	98	99
Number At or Above Proficient	22	13	14	7	7		78	66	67	23	12	19
Percent At or Above Proficient	62.9	54.2	51.9	41.2	58.3	--	62.4	55.9	59.3	57.5	34.3	35.8
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	Yes	No	Yes	--	--	Yes

#### Conclusions based on this data:

1. Students with Disabilities are meeting their AYP goal.
2. Students who are Socioeconomically Disadvantaged are meeting their AYP goal.
3. Students who are Hispanic/English Learners are meeting their AYP goal.
4. Students met AYP target for Math.

## School and Student Performance Data

### CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	***** *	***			***** *	***	1	25.0			*****
2			1	16.7	2	33.3	1	16.7	2	33.3	6
3			1	33.3	2	66.7					3
4			***** *	***	2	100.0					*****
<b>Total</b>	1	25	1	25	2	50	2	13.3	2	13.3	4

#### Conclusions based on this data:

1. Our English Language Learners are showing progress.

### CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	25.0			2	50.0	***** *	***			*****
2			1	17	2	33	1	17	2	33	6
3			***** *	***	***** *	***					*****
4					2	100.0					2
5					***** *	***					*****
<b>Total</b>	1	6.7	2	17	6	50	2	17	2	17	12

#### Conclusions based on this data:

1. ELL students are making good progress.
2. This is a small subgroup in our population.



## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	25			2	50	1	25			4
2			1	17	2	33	1	17	2	33	6
3			***** *	***	***** *	***					*****
4			***** *	***							*****
5					***** *	***					*****
<b>Total</b>	1	6	3	19	8	50	2	13	2	13	16

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	20	13	12
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	20	13	12
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	19	5	11	4	12	2
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
<b>Mathematics</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

#### Conclusions based on this data:

1. ELL's made good progress.

# School and Student Performance Data

## Local Assessment Data

### Data Worksheet

### Ottomon Way Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	78.7	88.1	64.8	90
	African Am				90
	Hispanic		100.0		90
	Low SES	77.8	84.6	73.9	90
	English Lnr				90
	Special Ed			41.7	90
Ovl	Growth API	836.0	816.0	808.0	800
	African Am		775.0		800
	Hispanic	786.0	798.0		800
	Low SES	822.0	786.0	771.0	800
	English Lnr	717.0	795.0		800
	Special Ed	786.0	589.0		800
2	Reading on grade level (gr 2-11)	59.7	59.9	59.2	90
	African Am	54.5	61.5	53.3	90
	Hispanic	41.0	48.1	48.3	90
	Low SES	56.6	53.3	52.4	90
	English Lnr		50.0		90
	Special Ed	53.8	32.1	36.2	90
2	Math at grade level (gr 2-7)	65.1	62.9	66.5	90
	African Am	45.5	46.2	60.0	90
	Hispanic	64.1	55.6	48.3	90
	Low SES	59.6	56.7	55.7	90
	English Lnr		50.0		90
	Special Ed	53.8	32.1	36.2	90
2	Algebra 1 completed 1st time				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.				70
3	Pct of students abs>10% (gr K-8)	9.3	12.1	15.8	3
	African Am	15.8	35.3	33.3	3
	Hispanic	8.0	16.3	20.4	3
	Low SES	15.4	14.6	21.7	3
	English Lnr			6.3	3
	Special Ed	24.5	18.3	25.6	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing AG/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	6.3	6.9	4.9	<2
	African Am	14.3	6.3	4.8	<2
	Hispanic	8.8	2.4	4.1	<2
	Low SES	9.1	9.3	6.1	<2
	English Lnr	16.7		6.3	<2
	Special Ed	14.6	8.8	9.0	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR EIA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



**SPRING 2013 SCHOOL SURVEY RESULTS**

**Ottomon**

*Low Parent Response - Low Staff Response*

<b>Effective Instructional Strategies/21st Century Skills</b>	<i>Pct Strongly Agree/Agree</i>		PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct	N	Pct
Improved ability to read and understand complex text	45	82.2%	57	80.7%	9	100.0%		
Improved written communication skills	44	88.6%	57	75.4%	9	88.9%		
Improved spoken/oral communication skills	44	86.4%	56	73.2%	9	100.0%		
Improved ability to solve complex problems	45	82.2%	57	75.4%	9	66.7%		
Improved ability to use technology to find information/solve problems	45	80.0%	56	37.5%	8	62.5%		
Improved ability at working with other students on problems/projects	45	82.2%	57	77.2%	9	100.0%		
Improved leadership skills	44	65.9%	57	75.4%	9	77.8%		
Encouraged to share knowledge/ideas in a creative way	44	81.8%	57	63.2%	9	88.9%		
Curiosity/imagination is fostered	45	75.6%	57	64.9%	9	100.0%		
School promotes academic success of all students.	44	75.0%			9	100.0%		
<b>Personalized Learning</b>								
	<i>Pct Strongly Agree/Agree</i>		PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct	N	Pct
Academic goals have been collaboratively set and monitored.	43	69.8%	53	56.6%	9	88.9%		
Students have a learning plan/4-year plan.	42	59.5%	53	24.5%	7	42.9%		
Students are challenged at school through high standards of academic performance.	44	81.8%	57	77.2%	9	88.9%		
<b>Character Education</b>								
	<i>Pct Most/All of the Time (character)</i>		PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct	N	Pct
Students model RESPECT at this school.	45	66.7%	55	60.0%	9	55.6%		
Students model RESPONSIBILITY at this school.	44	79.5%	54	51.9%	9	55.6%		
Students model HONESTY at this school.	45	51.1%	55	69.1%	9	55.6%		
Students model CARING at this school.	44	72.7%	55	69.1%	9	66.7%		
Students model COOPERATION at this school.	45	60.0%	53	45.3%	9	55.6%		
Students model COURAGE at this school.	45	64.4%	56	64.3%	9	44.4%		
The school fosters an appreciation of student diversity and respect for each other.					57	63.2%	9	100.0%
<b>Parent/Family Involvement</b>								
	<i>Pct Strongly Agree/Agree</i>		PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct	N	Pct
Parents are well-informed about their child's progress in school.	45	82.2%						
Teachers provide information about a child's performance to parents who speak a language other than English.	19	94.7%					6	50.0%
Teachers promptly contact parents when he/she is concerned about their child's progress.	45	71.1%					9	88.9%
Teachers are responsive to parents when they call or want to meet.	45	80.0%					9	100.0%
Teachers send home work or ideas that help parents support their students at home.	45	77.8%					9	77.8%
Adults/staff in the office are helpful when parents/students come in or call.	45	80.0%	56	78.6%				
Translated materials (or a translator) for my language are available when parents come to school.	19	68.4%						
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).	45	88.9%						
The school keeps parents well-informed about school activities.	45	88.9%						
I speak a language other than English and I receive general information from my student's school in my language.	19	94.7%						
This school offers parents opportunities to be involved in school and classroom activities.	45	82.2%					9	88.9%
Parents are invited to meetings where the school's academic performance is discussed.	45	77.8%						
This school actively seeks the input of parents before making important decisions.	45	62.2%						

**Conclusions based on this data:**

1. API for low SES is showing a steady decline.
2. Perceptions differ from Parent to Teachers
3. Our Strategic Plan and goals to achieve 21st century students needs to show improvement.

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Academic and Instructional Focus</b>
<b>District Strategy:</b>
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
<b>Tactic #1:</b>
We will ensure all staff implements effective instructional strategies to increase academic achievement for each student.
<b>Data Used to Form this Tactic:</b>
.STAR test results .CELDT test results .NWEA test results for 2nd-5th grades .Writing assessments .Trimester Benchmarks .Teacher's College Assessments .Mondo Oral Language - Primary .ELL Intervention
<b>Findings from the Analysis of this Data:</b>
We did not reach our goals of improving ELA by 10%.
<b>Related Objective and how it will be Measured:</b>
Progress of students moving from FBB, BB, B, will be monitored based on multiple measures showing evidence of student growth as it relates to their personal student learning profile, which aligns with the curriculum and Common Core State Standards.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Implementation of Common Core Standards: Continue to devote and schedule time to unpack and understand CCSS during Professional Thursday Collaborations, Professional Development, Staff Meetings, Workshop, and grade level meetings.</p> <p>The MAP Team will continue to meet throughout the year, starting with Data Conversation on Oct. 10, and at the end of each testing period.</p>	8/15/2013 - 8/1/2015	All Teachers and Principal	Schedule time for staff to study, understand, discuss, and receive training in CCSS and assessment, utilizing DT&L modules. CCSS Modules to take place during Professional Collaboration and PD on following dates: Oct. 17; Nov. 7; Dec. 12; Jan. 16; Jan. 30; and Feb. 13	None Specified	Other	
			Evaluate current curriculum and obtain instructional materials for CCSS.	4000-4999: Books And Supplies	Other	5,000
			Provide consistent articulation between grade levels during Professional Collaboration grade level meetings.	None Specified	Other	
			Ensure collaboration time to analyze the results of common assessment to guide and revise instruction. Provide ongoing teacher support and coaching to support implementation of the CCSS in all curriculum area.	None Specified	Other	

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Curriculum Alignment with CCSS: .Continue to realign curriculum materials/resources to support CCSS. Balanced Literacy- including but not limited to: Critical Literach, Writer's Workshop, Mentor Texts;Interactive Read Alouds, Shared Reading;Guided Reading;Independent Reading;Daily Five, and READ 180.	8/15/2013 - 8/1/2015	All Teachers and Principal	Teachers will attend PD related to the updated Writer's Workshop model and all instructional strategies aligned with academic standards.	5800: Professional/Consulting Services And Operating Expenditures	Other	1,500
			Teachers will receive Units of Study for their gradel level .	4000-4999: Books And Supplies	Other	2,400.00
1.3 Develop Common Assessments The following actions will be taken in support of ongoing implementation of Common Core Standards and Assessments: .Use district assessments and rubrics aligned with CCSS .Use and analyze MAP - computer assisted testing to drive curriculum .Staff collaborates and works together to develop authentic assessments .Ensure collaboration time is provided to analyze the results of common assessments to guide ongoing instruction and implementation of Common Core .Revise and update assessments as needed to ensure the use of effective toolsnts in continued support of CCSS implementation	8/15/2013 - 8/1/2015	All Teachers and Principal	Ensure collaboration both grade level and whole school.	None Specified		
			Ensure data is analyzed and next curriculum steps developed to drive instruction. Initial Data/Curriculum Conversations on Oct. 21 and Oct. 23, 2013.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Common Assessments: We will ensure that common assessments are utilized throughout the year. We will ensure collaboration time is allotted to analyze the results of common assessments to guide curriculum instruction.			Continued collaboration during Professional Thursdays.	None Specified		
1.5 Professional Development: .We will ensure staff continues to attend on-going workshops to assist in implementation of CCSS through 2015 and in support of our Strategic Plan.  We will ensure that the Common Core Work Group is given time to bring back information during Professional Collaboration Thursday, Staff Meetings, and Grade Level meetings. . We will ensure that staff is trained in Critical Literacy and receive coaching days.  .We will continue our focus on Comprehensive Balanced Literacy. .We will continue our focus on Visual and Performing Arts.	8/15/2013 - 8/1/2015	All Teachers and Principal	Teachers, support staff; I.A's will attend and build our capacity in line with the new CCSS.	5800: Professional/Consulting Services And Operating Expenditures	Other	5,000
1.6 Writer's Training/Workshop: Writer's Workshop Team will attend workshops/trainings throughout the year and bring back to our Professional	8/15/2013 - 8/1/2015	All Teachers and Principal	Teachers will attend PD in Writer's Workshop focusing on new Units of Study.			



Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Collaboration/Staff Meeting days.</p> <p>.Balanced Literacy Team will attend workshops/trainings, such as Adria Klein, throughout the year and bring back to our Professional Collaboration/Staff Meeting days.</p> <p>.We will ensure that teachers are given release days to observe other Writer's Workshop teachers that are in their third or fourth year of Writer's Workshop.</p>			Teachers will receive materials by grade level on new Units of Study.			
<p>1.7 Procure technology that will meet the increased needs of integration of academic content standards through technology-based instruction for purposes of improving the academic performance of students.</p> <p>Provide teachers with support in learning how to work with technology and access grade level and content specific CCSS aligned curriculum materials, resources, and assessments .</p>			Teachers will be able to work with technology and access resources aligned with standards.	6000-6999: Capital Outlay		10,000
<p>1.8 Before School ELL Intervetion and purchase of 12 IPads</p>	2/25/14-5/23/14	two teachers	Teachers will work with students to improve their language aquisition through use of Ipads and mentor texts		Local Control Funding Formula (LCFF)	8,715.00

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Visual and Performing Arts</b>
<b>District Strategy:</b>
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
<b>Tactic #2:</b>
We will integrate visual and performing arts into our curriculum and extra curricular programs to enrich our student's education experience.
<b>Data Used to Form this Tactic:</b>
STAR test results .NWEA testing for 2nd-5th grades .CELDT testing .Writing assessments .Trimester Benchmarks .Teacher's College Assessments .Mondo - Oral Language Assessment - Primary .ELL Intervention
<b>Findings from the Analysis of this Data:</b>
Research shows that connecting the brain and addressing multiple intelligences will create better student outcomes.
<b>Related Objective and how it will be Measured:</b>
Progress will be monitored based on student growth as it related to their personal student learning profile, which aligns with the curriculum, assessment criteria, and classroom instructional strategies for all students in the classroom. We anticipate better student outcomes in ELA and also student attendance. Progress monitoring will occur at the minimum of each trimester.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 V.A.P.A. Integrated Curriculum: Staff will continue to identify or develop arts-integrated lessons to use at appropriate grade levels from a variety of resources, i.e., Jonas Basom's Drama Kit; Art Rats research based lessons, presenters, field trips, books, websites, visitation to other schools/districts, etc.)	8/15/2013 - 8/1/2015	All Teachers and Principal	Provide collaboration utilizing visual and performing arts strategies in order to engage students.	None Specified	Other	
2.2 Visual and Performing Arts: .Participate in professional development on the integration of art-based lessons throughout the curriculum. Promote schoolwide/grade level performances, including but not limited to Choir and Band Performances.	8/15/2013 - 8/1/2015	All Teachers and Principal	Engage in Professional Collaboration and engage staff in Arts Based Lessons.	None Specified	Other	

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Family/Community Engagement</b>
<b>District Strategy:</b>
Strategy 7: We will actively engage families as valued partners in the education process.
<b>Tactic #3:</b>
We will actively engage families and our community as valued partners in our education process as in connection with our District's Strategic Plan #7. At Ottomon, our parents are volunteering to be active participants in their children's learning.
<b>Data Used to Form this Tactic:</b>
Participation at student/family events. .Monitoring of Intel volunteers in classrooms. .Monitoring of all Orangevale Rotarian volunteers in classrooms. .Monitoring of Watch Dogs.
<b>Findings from the Analysis of this Data:</b>
Research has shown that there is a direct correlation with parent engagement and student engagement which leads to life-long learning and academic success. Additionally, including parents as partners in education increases attendance and engagement.
<b>Related Objective and how it will be Measured:</b>
Monitoring attendance at various family nights, such as our Family Movie Nights, Winter Performance, Band Performance, Choir Performance, Variety Show, Beautification Day, Carnival, California Museum, Poetry Tea Day, Writer's Workshop Celebrations, and partnership with Orangevale Rotarians and PC Intel Pals, Watch Dogs, and Music Makers.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Community Outreach: We will identify and contact community associations, businesses, and organizations whose partnerships will mutually benefit Ottomon students and the surrounding community, i.e., Intel PC Pals, Orangevale Food Bank, POW WOW days, Orangevale Rotarians, Casa Roble and Louis Pasteur Community Service Workers, Girl Scouts, Mad Scientist's, and Early Engineers.			Continue engagement with Ottomon's community to further engage students, staff, and families.	None Specified		

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Local Control Funding Formula (LCFF)	9,164	449.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Local Control Funding Formula (LCFF)	8,715.00
Other	13,900.00

**Total Expenditures by Object Type and Funding Source**

<b>Funding Source</b>	<b>Object Type</b>	<b>Total Expenditures</b>
Local Control Funding Formula (LCFF)		8,715.00
Other	4000-4999: Books And Supplies	7,400.00
Other	5800: Professional/Consulting Services And Operating	6,500.00

## 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
Angelina Siepak	[ ]	[ ]	[ ]	[X]	[ ]
Darlene Venzke	[ ]	[ ]	[X]	[ ]	[ ]
Hilda Fernandez	[X]	[ ]	[ ]	[ ]	[ ]
Marcie Amparo	[ ]	[ ]	[ ]	[X]	[ ]
Jeff Lanzaro	[ ]	[ ]	[ ]	[X]	[ ]
Jennifer Martinez	[ ]	[ ]	[ ]	[X]	[ ]
Rachel Schottky(Chair)	[ ]	[X]	[ ]	[ ]	[ ]
Rebecca Marangi	[ ]	[X]	[ ]	[ ]	[ ]
Valerie Davis	[ ]	[X]	[ ]	[ ]	[ ]
Nicole Vance	[ ]	[ ]	[ ]	[X]	[ ]
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - State Compensatory Education Advisory Committee
  - English Learner Advisory Committee
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 Oct. 21, 2013.

Attested:

<u>Hilda Fernandez</u>	_____	_____
Typed Name of School Principal	Signature of School Principal	Date

<u>Rachel Schottky</u>	_____	_____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



## **Ottomon Way Elementary School's Parent Involvement Policy**

All parents are welcomed as a partner in education at Ottomon. Parents have the responsibility to support the behavior expectations that are spelled out in Ottomon's Parent Handbook.

## Annual Program Evaluation for 2013-14 Goals & Actions

### Planned Improvement Goal #1:

We will ensure all staff implements effective instructional strategies to increase academic achievement for each student.

### Related Objective and how it will be Measured:

Progress of students moving from FBB, BB, B, will be monitored based on multiple measures showing evidence of student growth as it relates to their personal student learning profile, which aligns with the curriculum and Common Core State Standards.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

### Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
<p>Implementation of Common Core Standards: Continue to devote and schedule time to unpack and understand CCSS during Professional Thursday Collaborations, Professional Development, Staff Meetings, Workshop, and grade level meetings.</p> <p>The MAP Team will continue to meet throughout the year, starting with Data Conversation on Oct. 10, and at the end of each testing period.</p>			
<p>Curriculum Alignment with CCSS: .Continue to realign curriculum materials/resources to support CCSS. Balanced Literacy- including but not limited to: Critical Literach, Writer's Workshop, Mentor Texts;Interactive Read Alouds, Shared Reading;Guided Reading;Independent Reading;Daily Five, and READ 180.</p>			

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
Develop Common Assessments The following actions will be taken in support of ongoing implementation of Common Core Standards and Assessments: .Use district assessments and rubrics aligned with CCSS .Use and analyze MAP - computer assisted testing to drive curriculum .Staff collaborates and works together to develop authentic assessments .Ensure collaboration time is provided to analyze the results of common assessments to guide ongoing instruction and implementation of Common Core .Revise and update assessments as needed to ensure the use of effective tools in continued support of CCSS implementation			
Common Assessments: We will ensure that common assessments are utilized throughout the year. We will ensure collaboration time is allotted to analyze the results of common assessments to guide curriculum instruction.			
Professional Development: .We will ensure staff continues to attend on-going workshops to assist in implementation of CCSS through 2015 and in support of our Strategic Plan.  We will ensure that the Common Core Work Group is given time to bring back information during Professional Collaboration Thursday, Staff Meetings, and Grade Level meetings. . We will ensure that staff is trained in Critical Literacy and receive coaching days.  .We will continue our focus on Comprehensive Balanced Literacy. .We will continue our focus on Visual and Performing Arts.			

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
<p>Writer's Training/Workshop: Writer's Workshop Team will attend workshops/trainings throughout the year and bring back to our Professional Collaboration/Staff Meeting days.</p> <p>.Balanced Literacy Team will attend workshops/trainings, such as Adria Klein, throughout the year and bring back to our Professional Collaboration/Staff Meeting days.</p> <p>.We will ensure that teachers are given release days to observe other Writer's Workshop teachers that are in their third or fourth year of Writer's Workshop.</p>			
<p>Procure technology that will meet the increased needs of integration of academic content standards through technology-based instruction for purposes of improving the academic performance of students.</p> <p>Provide teachers with support in learning how to work with technology and access grade level and content specific CCSS aligned curriculum materials, resources, and assessments .</p>			
<p>Before School ELL Intervetion and purchase of 12 iPads</p>			

**Planned Improvement Goal #2:**

We will integrate visual and performing arts into our curriculum and extra curricular programs to enrich our student's education experience.

**Related Objective and how it will be Measured:**

Progress will be monitored based on student growth as it related to their personal student learning profile, which aligns with the curriculum, assessment criteria, and classroom instructional strategies for all students in the classroom. We anticipate better student outcomes in ELA and also student attendance.

Progress monitoring will occur at the minimum of each trimester.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

**Data: Analysis/Findings:**

Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
V.A.P.A. Integrated Curriculum: Staff will continue to identify or develop arts-integrated lessons to use at appropriate grade levels from a variety of resources, i.e., Jonas Basom's Drama Kit; Art Rats research based lessons, presenters, field trips, books, websites, visitation to other schools/districts, etc.)			
Visual and Performing Arts: .Participate in professional development on the integration of art-based lessons throughout the curriculum. Promote schoolwide/grade level performances, including but not limited to Choir and Band Performances.			

**Planned Improvement Goal #3:**

We will actively engage families and our community as valued partners in our education process as in connection with our District's Strategic Plan #7. At Ottomon, our parents are volunteering to be active participants in their children's learning.

**Related Objective and how it will be Measured:**

Monitoring attendance at various family nights, such as our Family Movie Nights, Winter Performance, Band Performance, Choir Performance, Variety Show, Beautification Day, Carnival, California Museum, Poetry Tea Day, Writer's Workshop Celebrations, and partnership with Orangevale Rotarians and PC Intel Pals, Watch Dogs, and Music Makers.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

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**Data: Analysis/Findings:**

Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
Community Outreach: We will identify and contact community associations, businesses, and organizations whose partnerships will mutually benefit Ottomon students and the surrounding community, i.e., Intel PC Pals, Orangevale Food Bank, POW WOW days, Orangevale Rotarians, Casa Roble and Louis Pasteur Community Service Workers, Girl Scouts, Mad Scientist's, and Early Engineers.			