

# SPSA 2017-18

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

Hayes Elementary

The District Governing Board approved this revision of the School Plan on:

CDS Code: 43696256099451

Principal: Tracy Cochran, Principal

Superintendent: José Manzo

Address: 5035 Poston Dr.  
San Jose, CA 95136-3348

Phone: (408) 227-0424

Email: [tlcochran@ogsd.net](mailto:tlcochran@ogsd.net)

Web Site: <https://hayes.ogsd.net>



Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» <b>SUBJECT: English Language Development</b>					
› GOAL: English-Language Arts Achievement					
› LCAP GOALS:					
• All students will be proficient in meeting and/or exceeding all Common Core State Standards.					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$4,697.00		
			\$3,122.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$150.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$0.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$1,425.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$13,000.00		
			\$13,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Staff Development	07/03/2017	06/29/2018	\$0.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$0.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff and Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	\$0.00		
› GOAL: Proficiency for ELL Students					
› LCAP GOALS:					
• We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs.					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$0.00		
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	\$1,400.00		
			\$1,400.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff and Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	\$0.00		
» <b>SUBJECT: Mathematics</b>					
› GOAL: Mathematics Achievement					
› LCAP GOALS:					
• All students will be proficient in meeting and/or exceeding all Common Core State Standards.					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$3,272.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$3,122.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$150.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	\$5,928.00		
			\$5,928.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff and Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	\$0.00		
<b>» SUBJECT: School Climate/Parent Engagement</b>					
› GOAL: Positive Learning Environment					
› LCAP GOALS:					
• School and classroom environments support learning, creativity, safety and engagement.					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$0.00		
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	\$200.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$200.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff and Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	\$0.00		

**Total Annual Expenditures for Current Site Plan: \$28,497.00**

**GOALS**

» **GOAL: ENGLISH-LANGUAGE ARTS ACHIEVEMENT**

**GOAL AREA: ENGLISH LANGUAGE DEVELOPMENT**

**LEA Goal:**

- Students will be proficient in core subjects.

**State Priorities:**

- 1 - Basic Services

**LCAP Goal:**

- All students will be proficient in meeting and/or exceeding all Common Core State Standards.

**Goal Statement:**

One hundred percent of the Hayes students will demonstrate independence in Common Core State Standards for English Language Arts. The CAASPP results for the 2014-15 school year showed 48% of the Hayes students were meeting or exceeding standards and the following year rose to 50%. The 2016-17 CAASPP test revealed 43% of Hayes students were meeting or exceeding standards. Our goal continues to be to increase these results by 10%.

**What data did you use to form this goal (findings from data analysis)?**

We used Common Core State Standards description for students who are career and college ready and meeting standards. We examined the CAASPP results along with the Ready Diagnostic Test at the beginning of the year.

ELA Literacy Overall	#	%	<input checked="" type="checkbox"/>
Total # of Students Tested:	166		
Standard Not Met	56	33.73%	<input checked="" type="checkbox"/>
Standard Nearly Met	37	22.29%	<input checked="" type="checkbox"/>
Standard Met	52	31.33%	<input checked="" type="checkbox"/>
Standard Exceeded	21	12.65%	<input checked="" type="checkbox"/>

**+ ELA Literacy Scale Score Ranges**

**What did the analysis of the data reveal that led you to this goal?**

The writing results vary from grade level to grade level. We are focusing on doing more formative writing. We are also working on increasing students' reading level so they are able to closely read expository text.

## What process will you use to monitor and evaluate the data?

Staff will participate in the Cycle of Inquiry examining both informal classroom assessments and District (Engage New York), iReady Diagnostics. Teachers will monitor student writing through formative assessment writing within the classroom.

### Strategy:

Grades K-3 are implementing Sobrato Early Academic Language (SEAL), and grades 4-6 are implementing Project Based Learning (PBL). Interventions include iReady, Guided Reading, Close Reading and Reading Intervention Support groupings, Reading A-Z, and Raz Kids.



## ACTION:ALIGNMENT OF INSTRUCTION

---

### Means of Achievement: Alignment of instruction with content standards

- **Task:**

1. The Literacy English Learner Teacher Partner will support all grade levels through SEAL and Project Based Learning strategies.
2. The coaches will be utilized to co-teach, model and coach the teachers on an on-going basis.
3. Teachers will implement Designated and Integrated ELD to support the English Language Learners and the English-only learners to develop stronger language skills.
4. Teachers will use Guided Reading during their teaching day to improve the students' instructional and independent reading levels.
5. Teachers TK-3 will participate in the SEAL model and practice the strategies with their students (Language development).
6. Teachers 4-6 will use Project Based Learning (PBL) to integrate ELA with the other content areas.

- **Measures:**

Staff use iReady end of lesson assessments, PBL presentations, student work, and other District measures as determined.

- **People Assigned:**

The entire staff is responsible for implementing Common Core State Standards (CCSS) strategies and materials.

Start Date: 07/03/2017

Completion Date: 06/29/2018



## ACTION:STRATEGIES AND MATERIALS

---

### Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

Grades K-3 are implementing Sobrato Early Academic Language (SEAL), and grades 4-6 are implementing Project Based Learning (PBL). Staff collaborate as Professional Learning Communities (PLCs) in planning and developing units within these instructional Common Core Standards.

We will provide a variety of classroom materials necessary to improve student achievement in reading and writing. The materials will be aligned to the California Common Core State Standards. These materials include A-Z Reading and Raz Kids materials.

Teachers will integrate a variety of multimedia materials and technologies, such as computers, chrome books, videos, DVDs and iPads.

- **Measures:**

We will monitor iReady Diagnostic results and classroom formative assessments.

- **People Assigned:**

All staff, Hayes English Language Teacher Partner (ELTP) and principal are responsible for implementing the strategies.

**Start Date: 07/03/2017**

**Completion Date: 06/29/2018**

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies and Materials	\$3,122.00
Local Control Funding Formula State Compensatory Education	Printed Materials	\$150.00
Local Control Funding Formula State Compensatory Education	Copier Maintenance Agreement	\$0.00
Local Control Funding Formula State Compensatory Education	Raz Kids and Reading A-Z Licenses	\$1,425.00

## **> ACTION: EXTENDED LEARNING TIME**

### **Means of Achievement: Extended learning time**

- **Task:**

We will provide a variety of before/after school interventions. We will also offer after school seminars for GATE students.

- **Measures:**

We will monitor data from academies.

- **People Assigned:**

The principal and Leadership Team will monitor the success of students in the after school programs.

**Start Date: 07/03/2017**

**Completion Date: 06/29/2018**



## > ACTION:INCREASED OPPORTUNITY

### Means of Achievement: Increased educational opportunity

- Task:**

A certificated teacher pulls small guided reading groups throughout the day from grades K-6. This provides a double dose of guided reading for students who need additional reading support.

iReady and other online programs are provided to students both during school time and at home.

Read 180/System 44 is provided for upper grade special education students, with individualized education plans, who are reading well below grade level.

- Measures:**

We will monitor the improved results on district benchmarks and State tests (e.g. iReady Diagnostic and Running Records).

- People Assigned:**

Principal and Leadership Team will monitor the results of the intervention class. The SDC and RSP teacher will monitor results with the below grade level students they serve.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Reading Intervention Teacher	\$13,000.00

## > ACTION:STAFF DEVELOPMENT

### Means of Achievement: Staff development and professional collaboration

- Task:**

We will provide release time for teachers TK-3 participating in SEAL model training.

We will participate in PLC groups to look at student data at least once a month. Facilitators will be teachers who have gone to the New Teacher Center PLC Training.

We will provide professional materials for SEAL and PBL teachers.

Teachers will be given time to meet with grade level colleagues across schools and coaches.

Teacher leader participates in the District Literacy Team (DLT) and shares information with colleagues.

- Measures:**

We will monitor SEAL and PBL implementation through classroom observation and Professional Learning Community/Cycle of Inquiry (PLC/COI) notes.

- **People Assigned:**

The principal and ELTP are responsible for providing needed staff development based on student results and staff input.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	PBL Professional Development Presenter	\$0.00



## ACTION: INVOLVEMENT OF STAFF AND PARENTS

### Means of Achievement: Involvement of staff, parents and community

- **Task:**

There is a Parent Involvement Component in SEAL: SEAL Parent Workshops.

We will also have PBL authentic audience participation which includes parents.

The Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She will translate information in Spanish, and interpret at parent meetings. She will conduct home visits and make phone calls home to increase communication with parents.

- **Measures:**

We will see improved student achievement based on District assessments and teacher observation.

- **People Assigned:**

The principal, staff, English Language Teaching Partner and Community Liaison are responsible for family engagement.

Start Date: 07/03/2017

Completion Date: 06/29/2018



## ACTION: AUXILIARY SERVICES

### Means of Achievement: Auxiliary services for students and parents

- **Task:**

An interpreter will translate parent and community documents.

Childcare will be provided at parent meetings.

- **Measures:**

We will increase parent involvement as measured by increased numbers of parents attending meetings (sign in sheet).

- **People Assigned:**

The principal is responsible to ensure the services are provided.

Start Date: 07/03/2017

Completion Date: 06/29/2018



## ACTION: MONITORING PROGRAM AND RESULTS

### Means of Achievement: Monitoring program implementation and results

- **Task:**

Principal, coaches and teachers will meet 8 times this year to discuss student achievement.

Staff will analyze student assessments including Rigby, running records, iReady data, student work samples, and teacher created formative assessments.

- **Measures:**

The meetings and observations by administrator and Support Team (ELTP coach, Resource Specialist Program (RSP) teacher, Speech, Psychologist) as they look at student data will be the process for measuring our success throughout the year.

- **People Assigned:**

The principal and Leadership Team will monitor program implementation and students' results.

Start Date: 07/03/2017

Completion Date: 06/29/2018



## GOAL: PROFICIENCY FOR ELL STUDENTS

### GOAL AREA: ENGLISH LANGUAGE DEVELOPMENT

#### LEA Goal:

- Students will be proficient in core subjects.

#### State Priorities:

- 2 - Implementation of State Standards

#### LCAP Goal:

- We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs.

#### Goal Statement:

All English Learners will increase a minimum of one or more proficiency levels on the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) which assesses students' Listening, Speaking, Reading, and Writing ability annually in order to be proficient in grade level CCSS.

Students will use the 21st Century Skills of collaboration and communication.

## What data did you use to form this goal (findings from data analysis)?

Results from CAASPP, CELDT, ELPAC and IReady will be utilized.

ELA Literacy Overall	#	%	✓
Total # of Students Tested:	61		
Standard Not Met	27	44.26%	✓
Standard Nearly Met	16	26.23%	✓
Standard Met	14	22.95%	✓
Standard Exceeded	4	6.56%	✓

### + ELA Literacy Scale Score Ranges

## What did the analysis of the data reveal that led you to this goal?

The data revealed that we have many upper grade long-term English language learners who are struggling, especially in writing.

## What process will you use to monitor and evaluate the data?

We will continue to monitor CELDT, ELPAC, IReady, and CAASPP data along with observation in the classroom by principal and English Language Teaching Partner.

### Strategy:

We will utilize the SEAL strategies in grade TK-3rd grade, Read 180 in upper grade, and collaborate with upper grade teachers on utilizing intervention groups with iReady.

## > ACTION:ALIGNMENT OF INSTRUCTION

### Means of Achievement: Alignment of instruction with content standards

- **Task:**

Teachers will implement Designated English Language Development (ELD) at all grade levels.

Teachers will implement Integrated ELD throughout the day in all subject areas.

English Language Teaching Partner (ELTP) Coach works with all teachers to provide designated and integrated ELD. ELTP Coach will provide and monitor California English Language Development Test (CELDT) and English Language Proficiency Assessment for California (ELPAC) Testing at the site.

Teachers in TK-3 will implement strategies learned in SEAL.

- **Measures:**

We will use the CELDT and ELPAC to measure our progress.

- **People Assigned:**

Classroom teachers, ELTP, Principal, and District Administrator will be assigned to these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:STRATEGIES AND MATERIALS

### Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

Designated ELD will be flexible, small groups based on instructional need.

Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, realia, trade books, Scholastic magazines).

Research based English Learner strategies will be used by teachers and instructional assistants.

Teachers will create a print-rich environment using Sobrato Early Academic Language (SEAL) strategies.

Teachers will utilize leveled books.

Teachers will use technology to support student learning.

Materials will be purchased to support best practices including SEAL and Project Based Learning (PBL).

- **Measures:**

We will use CELDT, ELPAC, Rigby, iReady, teacher observation, and student samples to measure our progress.

- **People Assigned:**

The classroom teachers, ELTP, Principal, Instructional Assistants, and Support Staff will be assigned to these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:EXTENDED LEARNING TIME

### Means of Achievement: Extended learning time

- **Task:**

We will provide extra Guided Reading support for at risk readers during the school day.

We will provide English Learner after school academies.

- **Measures:**

We will use CELDT, ELPAC, iReady, and Rigby as measures of our progress.

- **People Assigned:**

The Reading Intervention Teacher, teachers, Principal, and District Administrator will be assigned to these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:INCREASED OPPORTUNITY

---

Means of Achievement: [Increased educational opportunity](#)

- **Task:**

The classroom staff provides multiple opportunities for differentiated small group instruction.

Teachers will use the intervention groupings which are available in iReady to assist in focusing in on individualized student needs.

- **Measures:**

Teacher observation of student progress and iReady reports will be used to measure our progress.

- **People Assigned:**

Classroom teachers, instructional assistants, and the ELTP instructional assistant will all be working on these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:STAFF DEVELOPMENT

---

Means of Achievement: [Staff development and professional collaboration](#)

- **Task:**

We will engage in PLC work/Cycle of Inquiry, planning and student data analysis on professional development days.

We will provide release time for PLC work, planning and data analysis.

Release time for SEAL Professional development will be provided to primary grades.

Staff will engage in continued District Integrated/Designated ELD training.

- **Measures:**

Increase in achievement as measured by teacher observations and district assessments will show our success.

The calibration of student work to the International Center for Leadership in Education (ICLE) rubrics will also measure our success.

- **People Assigned:**

Classroom teachers, Principal, ELTP coach, District Office personnel, SEAL facilitators and trainers will all be working on these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	PLC Staff Development	\$1,400.00



## ACTION: INVOLVEMENT OF STAFF AND PARENTS

### Means of Achievement: Involvement of staff, parents and community

- **Task:**

We will have Gallery Walks for SEAL during the school day.

SEAL strategy training family nights will be provided to the community.

The principal will host Data Presentations for Parent Group meetings, which include School Site Council, Home and School Club, Hispanic Parent Group, Koffee Klatch, and Vietnamese Parent Group.

The Hayes Home and School Club (HHSC) will sponsor Family Dinner Night Out on a monthly basis.

- **Measures:**

We will use attendance sign in sheets, participant evaluations, and parent voice activities as measures of our success.

- **People Assigned:**

The Principal, Community Liaison, Parent Groups, ELTP, and teachers will be assigned to these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018



## ACTION: AUXILIARY SERVICES

### Means of Achievement: Auxiliary services for students and parents

- **Task:**

An interpreter will translate parent and community documents and provide services at school meetings as needed.

Childcare will be provided at parent meetings.

- **Measures:**

Increased parent involvement will be measured by the increased numbers at meetings (sign in sheets) and parent volunteers.

- **People Assigned:**

Community Liaison, Principal, Interpreters, District Office Personnel, Kids Club Volunteers, and the Home and School Club Executive Board will all be working on these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018



## ACTION: MONITORING PROGRAM AND RESULTS

---

### Means of Achievement: Monitoring program implementation and results

- **Task:**

The ELTP Coach will coordinate CELDT and ELPAC Testing in order to group students for ELD instruction.

The Administrator and Support Team meet regularly to monitor and discuss student progress.

The Staff will analyze student assessments including CELDT, ELPAC, Rigby, running records, student work samples and teacher formative assessments.

- **Measures:**

Meetings and observations by Principal and Support Team will measure our success.

- **People Assigned:**

The classroom teachers, Principal, ELTP, and Support Team will be assigned to these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018



## GOAL: MATHEMATICS ACHIEVEMENT

---

### GOAL AREA: MATHEMATICS

#### LEA Goal:

- Students will use critical thinking and problem-solving.

#### State Priorities:

- 1 - Basic Services

#### LCAP Goal:

- All students will be proficient in meeting and/or exceeding all Common Core State Standards.

#### Goal Statement:

One hundred percent of Hayes students will construct viable arguments and critique the reasoning of others. Two years ago, our 2014-15 California Assessment of Student Progress and Performance (CAASPP) Math results noted that 26% of Hayes students met or exceeded standards. The 2016-17 CAASPP revealed 35% of students meeting or exceeding standards. We continue to strive for a 10% increase each year.



## What data did you use to form this goal (findings from data analysis)?

We used the Common Core State Standards description for students who are career and college ready and mathematically proficient and our CAASPP Smarter Balanced Math results.

Mathematics Overall	#	%	<input checked="" type="checkbox"/>
Total # of Students Tested:	168		
Standard Not Met	42	25.00%	<input checked="" type="checkbox"/>
Standard Nearly Met	67	39.88%	<input checked="" type="checkbox"/>
Standard Met	41	24.40%	<input checked="" type="checkbox"/>
Standard Exceeded	18	10.71%	<input checked="" type="checkbox"/>

### + Mathematics Scale Score Ranges

## What did the analysis of the data reveal that led you to this goal?

The analysis showed we were below the district percent of students meeting standards in mathematics.

## What process will you use to monitor and evaluate the data?

The principal and staff will meet monthly in Professional Learning Communities, using the Cycle of Inquiry Process to analyze the Common Core State Standards Unit Math Tests and iReady math results.

## Strategy:

We will use Number Talks, writing explanations to math problems, keeping math journals and writing math stories as strategies to increase our performance. Staff also receive professional development from a district math coach on Cognitively Guided Instruction (CGI) in order to implement the strategy in grades 4-6. 6th grade teachers are implementing College Preparatory Math (CPM).

## > ACTION: ALIGNMENT OF INSTRUCTION

### Means of Achievement: Alignment of instruction with content standards

- **Task:**

All teachers will utilize the Engage New York Modules to help with the pacing of the Common Core State Standards in Mathematics.

All teachers will provide a Daily Math Block to teach the CCSS.

All students will participate in Daily Number Talks to explain their mathematical reasoning.

All teachers will provide time each week for students to access the math lessons on iReady.

- **Measures:**

The staff will use iReady end of lesson assessments, End of Module Tests (Engage New York), Exit tickets and Mathematics Assessment Resource Services (MARS) Tasks to measure our growth.

- **People Assigned:**

The classroom teachers, instructional assistants, District Math Coach and Principal will be assigned to these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:STRATEGIES AND MATERIALS

### Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

We will purchase support material to supplement the curriculum currently being utilized while teaching CCSS.

We will continue implementation of Engage New York Math.

We will provide iReady math for each student.

- **Measures:**

The staff will monitor increased performance as measured by End of Module Tests and iReady Math results.

- **People Assigned:**

The teachers, instructional assistants and principal will be assigned to these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies and Materials	\$3,122.00
Local Control Funding Formula State Compensatory Education	Printed Materials	\$150.00

## > ACTION:EXTENDED LEARNING TIME

### Means of Achievement: Extended learning time

- **Task:**

Students have an opportunity to come before school to have math lessons re-taught. The cost is paid from the District intervention funds.

Tutorials for students and parents to access iReady and other on-line math programs at home will be offered.

- **Measures:**

We are monitoring the iReady Diagnostic results for individual students and reviewing the classroom work.

We will monitor data from attendance sheets for academies and after school tutoring.

We will also use teacher and principal observations.

- **People Assigned:**

Teachers and principal will monitor the success of the before and after school programs.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION: INCREASED OPPORTUNITY

---

### Means of Achievement: Increased educational opportunity

- **Task:**

Students have access to iReady math both at school and at home.

Before or after school academies will be offered to students below grade level.

Teachers will provide small group differentiated instruction within the classroom.

Teachers will plan and support collaborative group work within the math instruction block.

- **Measures:**

We will monitor results throughout the year to determine student use and increased results.

- **People Assigned:**

Principal and staff are responsible for monitoring student use and success in iReady.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION: STAFF DEVELOPMENT

---

### Means of Achievement: Staff development and professional collaboration

- **Task:**

The district math coach is providing professional development to teachers in grades 4-6 through lesson modeling and coaching on Cognitively Guided Instruction (CGI) and number talks in grades K-8.

6th grade teachers are learning to implement College Preparatory Math (CPM).

The school Math Liaison will attend the District Math Team Meetings and report back to colleagues monthly.

Teachers will meet regularly by grade level to collaborate on teaching CCSS for Math.

Professional Development opportunities around Engage New York math, CCSS math standards and iReady Math will be offered by District Math Coaches and iReady consultants.

Teachers may participate in CCSS Math Training at the County Office of Education.

- **Measures:**

We will monitor the iReady math assessments and unit math assessments to measure our success on this goal.

We will also monitor math implementation through classroom observation and Professional Learning Community and Cycle of Inquiry notes.

- **People Assigned:**

Principals and District Math Coach will monitor the implementation of CGI.

Teachers and Principal will monitor on site implementation of CCSS Math.

**Start Date:** 07/03/2017

**Completion Date:** 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Sub-Release Time for Teacher planning	\$5,928.00

## ACTION: INVOLVEMENT OF STAFF AND PARENTS

### Means of Achievement: [Involvement of staff, parents and community](#)

- **Task:**

Parent Teacher Goal Setting will occur in the fall, and conferences in January and as necessary throughout the year to inform and support student math success.

Translation of all necessary documents will be provided.

- **Measures:**

Conferences and meetings will provide information to parents and also inform principal of parent needs in regards to CCSS math instruction and homework.

- **People Assigned:**

The Principal, classroom teachers, Community Liaison, front office staff and Support Staff will be assigned to these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018

 **ACTION:AUXILIARY SERVICES****Means of Achievement: Auxiliary services for students and parents**

- **Task:**

Interpreters will be provided for parent conferences and meetings and also provide the translation of documents.

Childcare and interpreters will be provided for parent meetings.

- **Measures:**

Increased parent involvement and understanding of CCSS for Math will be measured by principal and Community Liaison by increased numbers of parents signing in for parent meetings.

- **People Assigned:**

The Community Liaison, principal, interpreters, and childcare providers will be the people assigned to these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018

 **ACTION:MONITORING PROGRAM AND RESULTS****Means of Achievement: Monitoring program implementation and results**

- **Task:**

Students will be assessed using unit tests, MARS Tasks and District determined assessments.

The results of the tests will be analyzed by principal and staff through a cycle of inquiry process which will occur during staff meetings and grade level release days.

- **Measures:**

Student achievement levels (iReady and end of year CAASPP) will be the measure of success, as well as student work, observations, end of module tests, exit tickets and MARS Tasks.

- **People Assigned:**

Classroom teachers, principal, and Support Staff will be assigned to these tasks.

Start Date: 07/03/2017

Completion Date: 06/29/2018

» GOAL: POSITIVE LEARNING ENVIRONMENT

GOAL AREA: SCHOOL CLIMATE/PARENT ENGAGEMENT

LEA Goal:

- Students will have a sense of relatedness, belonging and voice.

State Priorities:

- 6 - School Climate

LCAP Goal:

- School and classroom environments support learning, creativity, safety and engagement.

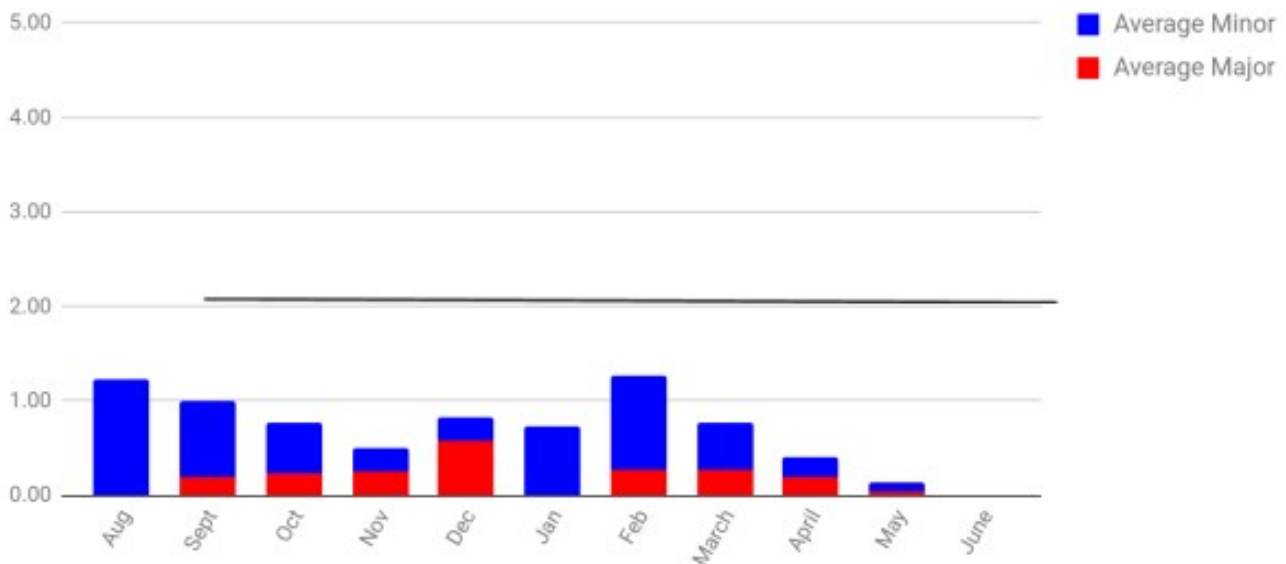
Goal Statement:

Hayes School will provide a positive learning environment for all students.

What data did you use to form this goal (findings from data analysis)?

Data will include behavior events inputted into Infinite Campus and the completion of the PBIS Schoolwide Evaluation by the Oak Grove PBIS Coach.

2016-2017 Average # of Events Per Day



What did the analysis of the data reveal that led you to this goal?

We found that not all staff are documenting behavior events or using positive reinforcements with students daily. Because the data reveals that we are above the national average for behavior events, we know based on research we will decrease behavioral events when we acknowledge students doing the right thing. The target is to acknowledge students following the behavioral expectation of being respectful, responsible and safe every day. Acknowledgement should outnumber corrections five to one. It needs to be specific, not random. Acknowledgements can reinforce a student practicing appropriate behavior but cannot alone correct inappropriate behavior. Having the desired behavior described, modeled, and practiced with feedback given are required to establish a positive behavior.

## What process will you use to monitor and evaluate the data?

We will continue to monitor the behavior events monthly and ask the PBIS coach to complete the Schoolwide Evaluation again in May.

### Strategy:

We will implement the Positive Behavioral Interventions and Supports (PBIS) three tiered approach, and provide more professional development to staff who need it. Rewarding students for meeting behavior expectations, done right, is simply a thank you for helping make the school a safe, pleasant place to learn and be. Most students appreciate such acknowledgement unless it is cheapened by gushy lavishness, heaping rewards on deserving and undeserving alike, or insincerity. Reward presentations will be fun for those who do not receive them as well as those who do. Group rewards for meeting group goals should be considered. We will use assemblies to recognize student behavior.



## ACTION:ALIGNMENT OF INSTRUCTION

### Means of Achievement: Alignment of instruction with content standards

- **Task:**

We provide students with a positive, predictable, consistent, and safe learning environment through the Positive Behavioral Interventions and Supports (PBIS) three tier system.

- **Measures:**

We monitor the number of acknowledgements given to students for following the behavioral expectations and the number of behavioral events that occur monthly.

- **People Assigned:**

All certificated and classified staff implement PBIS.

Start Date: 07/03/2017

Completion Date: 06/29/2018



## ACTION:STRATEGIES AND MATERIALS

### Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

PBIS is a three tiered system. The school's expectations are Be Respectful, Be Responsible, Be Safe. The expectations are taught on a regular basis and are posted throughout the school, and we provide students with incentives for following the expectations. A key component of PBIS is Bully Proofing. We teach students the strategy of saying "Stop," walking away, and seeking help if needed.

- **Measures:**

We monitor to ensure that the behavioral expectations lessons are taught the first two weeks of school, and provide additional lessons when behavioral events increase in a specific location or at a specific time of year.

- **People Assigned:**

The implementation of PBIS is done by all staff members included classified staff.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:EXTENDED LEARNING TIME

---

### Means of Achievement: [Extended learning time](#)

- **Task:**

PBIS offers Tier II support for some students at the beginning and end of the day. The process is called Check In and Check Out.

- **Measures:**

Check In and Check Out has an individual student data system.

- **People Assigned:**

Support Staff monitors students on Check In and Check Out to determine which students need the Tier II support, and when students no longer need CICO.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:INCREASED OPPORTUNITY

---

### Means of Achievement: [Increased educational opportunity](#)

- **Task:**

PBIS offers Tier III support for students who need additional behavior support plans.

- **Measures:**

Behavior support plans have specific goals and objectives for individual students.

- **People Assigned:**

Support Staff monitors students needing Tier III supports.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:STAFF DEVELOPMENT

---

### Means of Achievement: [Staff development and professional collaboration](#)

- **Task:**

The entire staff was involved in developing the behavioral expectations. We share with parents the behavioral expectations at the school and encourage them to use the same expectations in their home.



- **Measures:**

In August, we review the behavioral expectations with the staff, and at monthly meetings provide teachers with the behavior events by count, location and time. This allows us to reteach the expectations throughout the year.

- **People Assigned:**

The entire staff is involved in PBIS implementation.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Noon Duty training	\$200.00

## > ACTION: INVOLVEMENT OF STAFF AND PARENTS

### Means of Achievement: Involvement of staff, parents and community

- **Task:**

The entire staff was involved in developing the behavioral expectations. We share with parents the behavioral expectations at the school and encourage them to use the same expectations in their home.

- **Measures:**

In August, we review the behavioral expectations with the staff, and at monthly meetings provide teachers with the behavior events by count, location and time. This allows us to reteach the expectations throughout the year.

- **People Assigned:**

The entire staff is involved in PBIS implementation.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION: AUXILIARY SERVICES

### Means of Achievement: Auxiliary services for students and parents

- **Task:**

Oak Grove School District provides a PBIS Coach who supports us with the implementation of the three tiered support systems. We also may include others outside the school's support staff if there is a student who needs additional behavioral support plans.

- **Measures:**

The PBIS Coach attends some of the Leadership Team meetings when we are discussing our PBIS implementation, and provides the team with feedback and support ideas.

- **People Assigned:**

The PBIS Coach and principal meet and discuss the site needs in implementing PBIS.

Start Date: 07/03/2017

Completion Date: 06/29/2018



## ACTION: MONITORING PROGRAM AND RESULTS

---

### Means of Achievement: Monitoring program implementation and results

- **Task:**

Every year a SET survey (School-wide Evaluation Tool) is conducted at Hayes in order to evaluate the implementation of Tier 1 within the PBIS framework. The SET involves: - Campus observation: looking for visuals, PBIS posters, etc. - Classroom observations: 20-30 min observation in 3-4 classes: looking for # of times behavior expectation language is used, # positives vs. correctives, reward/acknowledgement system (either school-wide or classroom specific) - Documentation of PBIS: Looking through school's teaching matrix, PBIS lesson plans, PBIS discipline flow chart, teaching schedule and reward system. - Admin Interview: 15 min Interview with Principal (or AP at Jr. High) - Student Interviews: Asking students 3 questions during their recess and lunch: What are the behavior expectations? What do they mean? Have you been acknowledged/rewarded in the last 2 weeks for showing these expectations? - Staff Interviews: 7 question survey with the staff (10 questions for staff on the PBIS team) about the implementation of PBIS as well as safety procedures

- **Measures:**

The SET data is provided to the principal in the Fall of each year. That data is shared with the Leadership Team and staff for review.

- **People Assigned:**

The PBIS Coach and the entire staff are involved in the evaluation of the SET data.

Start Date: 07/03/2017

Completion Date: 06/29/2018

» **FUNDING PROGRAMS INCLUDED IN THIS PLAN**

- Each state and federal categorical program in which the school participates.

Total Site Plan Budget :	<b>\$28,497.00</b>
Total Annual Expenditures for Current School Plan:	<b>(\$28,497.00)</b>
Balance:	<b>\$0.00</b>

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	<b>\$28,497.00</b>
	Strategies and Materials	(\$3,122.00)
	Strategies and Materials	(\$150.00)
	Strategies and Materials	(\$0.00)
	Strategies and Materials	(\$1,425.00)
	Increased Opportunity	(\$13,000.00)
	Staff Development	(\$0.00)
	Strategies and Materials	(\$3,122.00)
	Strategies and Materials	(\$150.00)
	Staff Development	(\$5,928.00)
	Staff Development	(\$200.00)
	Staff Development	(\$1,400.00)
	<b>Balance:</b>	<b>\$0.00</b>

**SCHOOL SITE COUNCIL MEMBERSHIP**

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

Name	Represents	Contact Info	Reviewed Plan Date
<b>Tracy Cochran</b>	Principal	408-227-0424 Ext. 201	09/28/2017
<b>Heather Marks</b>	Other School Staff	408-227-0424 Ext. 222	09/28/2017
<b>Shelly Finley</b>	Classroom Teacher	408-227-0424 Ext. 234	09/28/2017
<b>Danice Garibay Granados</b>	Parent or Community Member	gdanice@yahoo.com	09/28/2017
<b>Ann Jacobsen</b>	Parent or Community Member	girlbacktoyou@yahoo.com	09/28/2017
<b>Mindy McCarthy</b>	Classroom Teacher	408-227-0424 Ext. 237	09/28/2017
<b>Jazmin Ibarra</b>	Parent or Community Member	jaznails@yahoo.com	09/28/2017
<b>Carmel Combs</b>	Parent or Community Member	roryblaise@yahoo.com	09/28/2017

**TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS**

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
<b>Number of members of each category</b>	1	2	1	4	0

## » 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:

<b>Staff of Hayes</b>		Signature
<b>HHSC</b>		Signature
<b>Site English Learner Advisory Committee (SELAC)</b>		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 here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

09/28/2017

Attested:

<b>Tracy Cochran, Principal</b>		
Typed name of School Principal	Signature of School Principal	Date
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date



## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

### Use of state and local assessments to modify instruction and improve student achievement (ESEA):

The California Student Performance and Progress (CAASPP): The CAASPP System is intended to provide parents and students more accurate and actionable information about what students are learning. Because the Smarter Balanced Assessments, which are administered as part of the CAASPP System, are computer adaptive, these assessments will also provide better information about the needs and successes of individual students. The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college-and-career-readiness. Oak Grove staff and students use on-going formative assessments to inform the instruction in the classroom. iReady is used three times per year to measure levels in math and ELA for grades K-8. Some staff are also using Smarter Balanced Interim Assessments.

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

Teachers will continue to meet as Professional Learning Communities (PLCs) using the Cycle of Inquiry (COI) process to monitor student progress. Teachers will monitor students' reading levels through Guided Reading Running Records and/or iReady assessments. During the Cycle of Inquiry process, teachers will modify their instruction to meet the needs of students. Through Number Talks and Math Tasks, staff will gain insight on students' understanding of mathematical practices. The ELA and Math formative assessments will provide information for staff and students as to where to modify instruction and align to the Common Core State Standards.

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

Oak Grove works collaboratively with the local colleges and a neighboring school district to assist with training staff to become highly qualified. All teachers in Oak Grove are highly qualified.

### Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The principal has completed all required coursework, and receives additional professional development through Curriculum and Instruction Meetings.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

Oak Grove provides an Induction Program for teachers new to the profession that aligns with the California Standards for the Teaching Profession. Teachers hired with experience are required to show evidence that they are highly qualified and have received the appropriate coursework prior to employment in Oak Grove.

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

Teacher leaders meet regularly to review student work and assessments. Continuous Equity Improvement and/or Leadership Team meetings are scheduled once per month with an emphasis on analyzing assessments and student work, planning staff development activities, and modifying the instructional program. The principal and the Leadership Team determine how to support staff with implementation of instructional strategies.

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

There are district coaches who support teachers in integrating technology in all content areas, implementing Positive Behavior

Intervention Support (PBIS), CCSS Mathematics strategies and materials, and Project Based Learning and CCSS ELA materials. The English-Language Development Teaching Partners (ELTPs) assist teachers throughout the District in the implementation of the ELA/ELD Framework and grades TK-3 with Sobrato Early Language Academic (SEAL) strategies.

### Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teacher leaders meet regularly to review student work and assessments. Continuous Equity Improvement (leadership) Team meetings are scheduled once per month with an emphasis on analyzing assessments, student work, planning staff development activities, and modifying the instructional program. Grade level/department collaboration occurs weekly, as well as on the adjusted days. Teachers use the Cycle of Inquiry process to analyze data, reflect and plan.

### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

Staff plans, implements, and evaluates aligned curriculum and instruction which ensure students are learning the CCSS. Instructional practices are best practices as outlined in the research, and exemplary programs as identified through State and federal projects. Strategies include those identified as effective in improving the achievement of children in preparation for career and college readiness. One focus is to have students learn to read and read to learn. Daily practice in reading and writing is a top priority. The staff realizes the importance of student support and offers a variety of teaching and learning opportunities to meet the needs of individual learners as it aligns to standards. Materials and resources are selected around effective methods and instructional strategies that are scientifically researched-based.

### Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

The principal reviews daily schedules, and ensures that there are the appropriate amount of instructional minutes for English Language Arts, Mathematics, Science, History Social Science (embedded or integrated), and Physical Education.

### Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

The instruction of grade level CCSS in ELA and math are mapped out prior to the start of the year. The standards are broken into integrated units of study (the integration of ELA with science and social studies is a goal of Common Core Standards). The daily schedule established by grade level or department teams provides flexibility for interventions throughout the day such as Guided Reading.

### Availability of standards-based instructional materials appropriate to all student groups (ESEA):

All students have access to the standards-based core instructional materials. Prevention and intervention strategies ensure that students in the general education classroom and students with special needs have access to the core curriculum and can achieve success. Students who experience difficulty mastering standards are given timely additional assistance, and increased learning time is offered through programs such as Literacy and/or Math Academies (extended day/week). The Safe School Specialist and Community Liaisons assist in ensuring good student attendance. Assessment data for Gifted And Talented Education (GATE) students is disaggregated. Three staff meetings are scheduled by the District each year to share ideas and brainstorm GATE program options. GATE students may participate in site-based programs developed by staff, site administration, and parents. Teachers, parents, or site administrators refer students for consideration for the GATE program. Referral packets are available in English, Spanish, and Vietnamese. The identification process consists of search, nomination, screening, selection, and review. The search for students with outstanding intellectual, academic, and creative potential begins at third grade. Typically, students begin to receive GATE services in fourth grade. In the spring every third grader is screened for GATE. Once group testing is completed, all data are sent to the District Office where the information is processed and reviewed. Students with test scores that are inconsistent with parent or teacher perceptions receive special consideration. Student Success Teams (SST) have the ability to make a provisional placement for one year in order to evaluate the student's ability to benefit from the program. When appropriate, students with special needs use System 44 or Read 180. READ 180, the most effective reading intervention program, is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. Designed for any student reading two or

more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

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

At the beginning of each year, staff completes the Williams Bill textbook audit to ensure all students have access to Board approved instructional materials. The curriculum also provides intervention materials to support students needing additional resources in learning the standards. Oak Grove students and staff will implement the Common Core State Standards, including aligned formative and summative assessment and instructional strategies.

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

The use of time in the instructional day as well as extended day programs are made available to students who are underperforming. Students below standard are identified and instructional decisions are based on student work and assessment results. For example, elementary students are grouped by reading level for guided reading. The instruction is intended to support the core curriculum and provide necessary assistance to students in order for them to achieve academic success. Students meeting specific criteria are reclassified to "fluent English proficient," and their progress is monitored by English-Language Development (ELD) staff.

### Research-based educational practices to raise student achievement at this school (ESEA):

Rigor, relevance, and relationships are three elements that provide the hallmark for education today. These three elements are integrally connected; if one is missing in a teacher's teaching practices, he or she is not doing his or her best to prepare students for success in school and in life. To ensure the inclusion of both rigor and relevance, the International Center created the Rigor/Relevance Framework for teachers to use to examine curriculum and plan instruction and assessment. The framework consists of four quadrants that reflect these two dimensions of higher standards and student achievement: (1) "Knowledge taxonomy," which describes the increasingly complex ways in which we think; and (2) Application Model developed by the International Center, which describes five levels of relevant learning.

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

Home and School Clubs and Parent Faculty Clubs/Associations are an active volunteer organization that supports the educational programs at school. Their financial assistance from fundraisers provides for field trips, science assemblies, computers and technology, online resources, library books, and classroom supplies. Parent/Family communication includes: The Principal Newsletter and calendars, EdConnects, regular teacher contact with parents through Remind, the weekly envelope, emails, phone calls, and conferences. Back to School Night and Open House offer parents an opportunity to view school programs and student products. Parents are invited to serve on various site and District committees to gain additional information about the instructional programs.

### Fiscal support (EPC):

The Oak Grove Business Services Division meets annually with the principal to establish projected budgets. The meeting ensures coordination of all school funds for the following year. The projected budget is then brought to the School Site Council for approval as part of the SPSA approval process. Expenditure of funds must be used to raise the academic achievement of students to the level of State standards. Activities/actions funded must supplement the core educational program for students not yet meeting proficiency.

### Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

We encourage parents/guardians to serve as volunteers in the schools and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles. School Site Council (SSC) is one of the



advisory councils. The council is composed of the principal and representatives: 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. The council is constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. The purpose of the Single Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The SPSA must be based on an analysis of verifiable State-level data, including results of the CAASPP and the California English Language Development Test (CELDT), as well as district assessments. The SPSA template contains sample tables of state- and local-level data on student performance. Using such measures of student performance, the school site council must identify significant low performance among all student groups. The SSC should then decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the council. The SSC next considers the relationship between the current instructional program and conclusions reached from the analysis of student data. This analysis will help determine those program areas that need to be addressed to raise the performance of student groups not meeting academic standards. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified groups of students. The district and school administration is responsible for implementing the SPSA as approved by the Board of Trustees. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the council. Once the plan is approved, the responsibility of the SSC is to monitor the effectiveness of planned activities and modify those that prove to be ineffective. Monitoring will be made easier if the plan specifies actions, dates, and estimated costs.

### Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

Programs are provided to support student achievement through restructuring of the instructional day, and by means of extended day/week/year programs. Assessments are monitored and adjustments to the instructional program occur regularly. Coordination of supplemental programs (e.g. Special Education, English Learner Services, GATE, etc.) occurs through the Cycle of Inquiry and Student Success Team (SST) process, during grade level/department meetings, during planning time as part of adjusted days, and during various staff development offerings where standards, assessment, and performance are discussed. All students, including general education, English Learner (EL), Fluent English Proficient (FEP), GATE, and Special Education students participate in the core curriculum, and receive supplementary activities/assistance through the supplemental or categorical funds to support and extend the core program.