

SPSA 2017-18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

Parkview Elementary

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

CDS Code: 43696256093066

Principal: Mrs. Susan Kind, Principal

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Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» SUBJECT: Reading/Language Arts					
› GOAL: Improve English Language Arts Results					
› 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	\$1,322.00		
			\$1,322.00	ACTION: LCFF Supplemental and Concentration Funds	795
› ACTION: Classroom supplies and materials	07/03/2017	06/29/2018	\$9,382.00		
			\$3,015.00	ACTION: LCFF Supplemental and Concentration Funds	795
			\$5,867.00	ACTION: LCFF Supplemental and Concentration Funds	795
			\$500.00	ACTION: LCFF Supplemental and Concentration Funds	795
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Professional Development	07/03/2017	06/29/2018	\$4,189.00		
			\$4,189.00	ACTION: LCFF Supplemental and Concentration Funds	795
› 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		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» SUBJECT: English Language Development					
› GOAL: Accelerate the results of EL Students with a Focus on Latino and African American ELs					
› LCAP GOALS:					
<ul style="list-style-type: none"> 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	\$1,322.00		
			\$1,322.00	ACTION: LCFF Supplemental and Concentration Funds	795
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$6,366.00		
			\$500.00	ACTION: LCFF Supplemental and Concentration Funds	795
			\$5,866.00	ACTION: LCFF Supplemental and Concentration Funds	795
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Professional development for Continuous improvement	07/03/2017	06/29/2018	\$4,189.00		
			\$4,189.00	ACTION: LCFF Supplemental and Concentration Funds	795
› 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		
» SUBJECT: Mathematics					
› GOAL: Improve Math Results					
› LCAP GOALS:					

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
<ul style="list-style-type: none"> 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	\$1,322.00		
			\$1,322.00	ACTION: LCFF Supplemental and Concentration Funds	795
› ACTION: Classroom Supplies and Materials	07/03/2017	06/29/2018	\$6,366.00		
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› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
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› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	\$0.00		
» SUBJECT: School Climate/Parent Engagement					
› GOAL: School Climate					
› LCAP GOALS:					
<ul style="list-style-type: none"> School and classroom environments support learning, creativity, safety and engagement. 					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$200.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$200.00	ACTION: LCFF Supplemental and Concentration Funds	795
› 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	\$0.00		
› ACTION: Involvement of Staff & Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Programs and Results	07/03/2017	06/29/2018	\$0.00		

Total Annual Expenditures for Current Site Plan: \$38,847.00

GOALS**» GOAL: IMPROVE ENGLISH LANGUAGE ARTS RESULTS**

GOAL AREA: READING/LANGUAGE ARTS**LEA Goal:**

- Students will be proficient in core subjects.

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

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

Goal Statement:

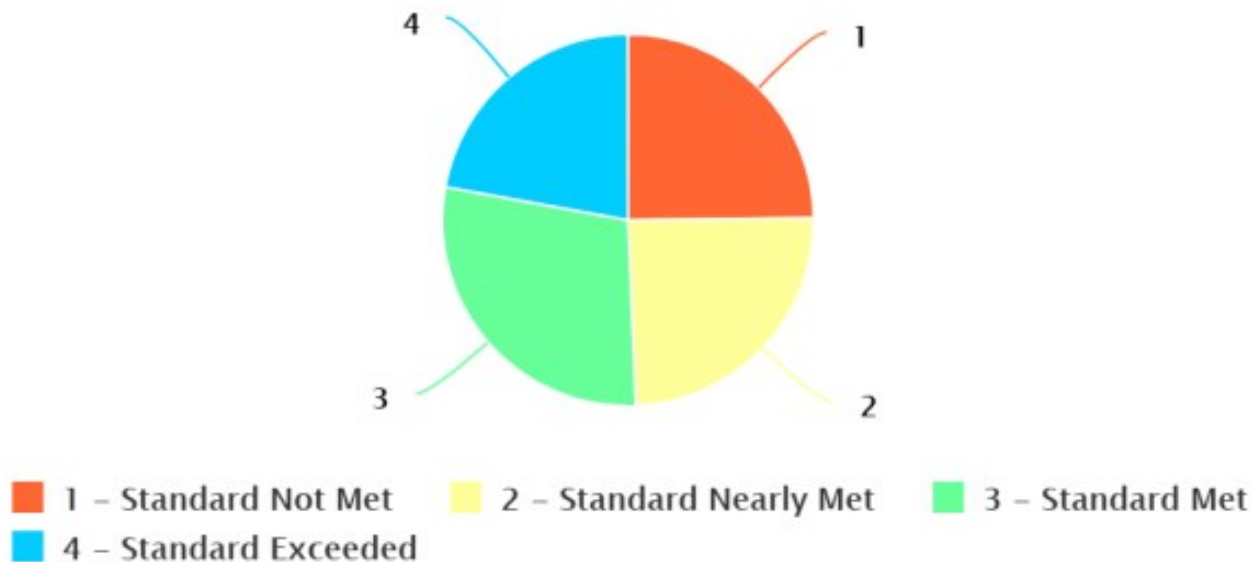
Parkview teachers will implement the Common Core state standards for English Language Arts. Parkview students will demonstrate independent thinking and cite supporting evidence within the standards. They will read a range of grade level materials and respond appropriately.

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

The data used to form this goal include California Assessment of Student Performance and Progress (CAASPP), Common Core State Standards (CCSS), and iReady diagnostic data in reading. In addition to this, Parkview staff are analyzing data using Rigby reading assessments, Running Records and teacher observations.

Performance Level Summary	#	%
Number of Students Tested:	298	
1 - Standard Not Met	74	24.83%
2 - Standard Nearly Met	73	24.5%
3 - Standard Met	85	28.52%
4 - Standard Exceeded	66	22.15%

By Performance Levels Chart



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

In 2016, 55.97% of Parkview students were at standard in English Language Arts on California Assessment of Student Performance and Progress (CAASPP). In comparison, 50.67% of all students were on grade level or above level on the 2017 CAASPP assessment.

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

The principal and leadership team will meet regularly to review Common Core aligned data to determine if students are able to complete them with independence and are citing appropriate evidence. Grade level teams will be meeting regularly as a professional learning community to review student work. In addition, all grade level teams will be meeting three times a year to review summative data in the areas of writing, reading, listening, and speaking using the Cycle of Inquiry process and iReady data.

Strategy:

The strategies and researched-based best practices that are being used include (but are not limited to): Sobrato Early Academic Language (SEAL), Project Based Learning (PBL), Engage New York, Shared Reading, Guided Reading, Close Reading, iReady lessons, English Language Development, Phonics Instruction, Words Their Way, Reading A-Z and RAZ Kids.



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

1. The English Learner Teacher Partner (ELTP) and District Partner in Academic Learning (PAL) will support all grade levels through SEAL and Project Based Learning strategies and implementation.
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 for student below grade level in reading.
5. Teachers TK-3 will participate in the SEAL model and practice the strategies with their students (language development).

- **Measures:**

Staff will 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 CCSS strategies and materials.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
LCFF Supplemental and Concentration Funds	Technology	\$1,322.00



ACTION:CLASSROOM SUPPLIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

Purchase classroom materials and supplies for language arts curriculum to support students in their classrooms, in order to utilize best practices and differentiate instruction. This includes purchasing books from Reading A to Z to support guided reading at students' instructional level. The budget covers instructional books, classroom incentives, online educational resources, cost of copies (including copier and print shop) and support provided to copy materials (including copier and maintenance agreement).

- **Measures:**

RIGBY, student writing samples, Unit Tests, iReady diagnostic assessments, and CAASPP English Language Arts (ELA) data will all be utilized.

- **People Assigned:**

People assigned to this goal are the principal, classroom teachers, and the District English Language Arts Coaches (PALS).

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
LCFF Supplemental and Concentration Funds	Reading A-Z/RAZ Kids	\$3,015.00
LCFF Supplemental and Concentration Funds	Classroom supplies, books, copy paper, ink	\$5,867.00
LCFF Supplemental and Concentration Funds	Print Shop	\$500.00

ACTION:EXTENDED LEARNING TIME

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

- **Task:**

1. Provide a variety of before/after school interventions (Academies, City of San Jose ROCK program, Child Development Center Program).
2. Outside Tech Consultant and Tech Liaison will maintain the Chromebooks, computer lab and classroom computers on network.
3. After school seminars for GATE students will be provided.

- **Measures:**

We will monitor data from academies, after school ROCK and CDC programs and teacher and principal observations.

- **People Assigned:**

The entire staff is responsible for monitoring the results of students who attended the academies.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

1. Before and after school academies are offered for students reading below grade level.
2. iReady and other on-line programs provided to students both during school and at home.

- **Measures:**

Student instructional levels will grow as measured by Rigby, iReady, and running records.

- **People Assigned:**

The entire staff is responsible for monitoring the results of students using the different programs.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION: PROFESSIONAL DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

1. Release time is provided for teachers TK-3 participating in SEAL model training.
2. Release time is provided for teachers 4-6 participating in Project Based Learning with consultant.
3. Professional materials are provided for SEAL and PBL teachers.
4. Release time is provided for teachers to meet with grade level colleagues and coaches across schools.
5. A 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 will ensure staff receive the needed professional development based on student results and staff input.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
LCFF Supplemental and Concentration Funds	Teacher Release/Professional Development	\$4,189.00

> ACTION: INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

1. There is a Parent Involvement Component through Sobrato Early Academic Language (SEAL) through SEAL Parent Workshops.
2. The Community Liaisons will work with staff, parents and students in providing information from school to home and from home to school. They will translate information in Spanish, and interpret at parent meetings. They 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, Leadership Team and Community Liaison will monitor the engagement and involvement of families.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

1. Translator will translate parent and community documents.
2. Childcare will be provided at parent meetings.

- **Measures:**

We will increase parent involvement as measured by increased numbers at meetings (sign-in sheet).

- **People Assigned:**

The principal is responsible for ensuring 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:**

1. Principal, coaches and teachers will meet 3-5 times yearly to discuss student achievement.
2. Staff will analyze student assessments including Rigby, running records, iReady data, student work samples, and teacher created tests.

- **Measures:**

Meetings and observations by administrator and Support Team (English Learner Teacher Partner (ELTP) coach, Resource Specialist, Speech and Language Therapist, and Psychologist) will assist us in determining if student results are increasing throughout the year.

- **People Assigned:**

The principal and Leadership Team will monitor the programs and student results.

Start Date: 07/03/2017

Completion Date: 06/29/2018



GOAL: ACCELERATE THE RESULTS OF EL STUDENTS WITH A FOCUS ON LATINO AND AFRICAN AMERICAN ELS

GOAL AREA: ENGLISH LANGUAGE DEVELOPMENT

LEA Goal:

- We will close the achievement gap, and accelerate learning for all student groups.

State Priorities:

- 4 - Pupil Achievement

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:

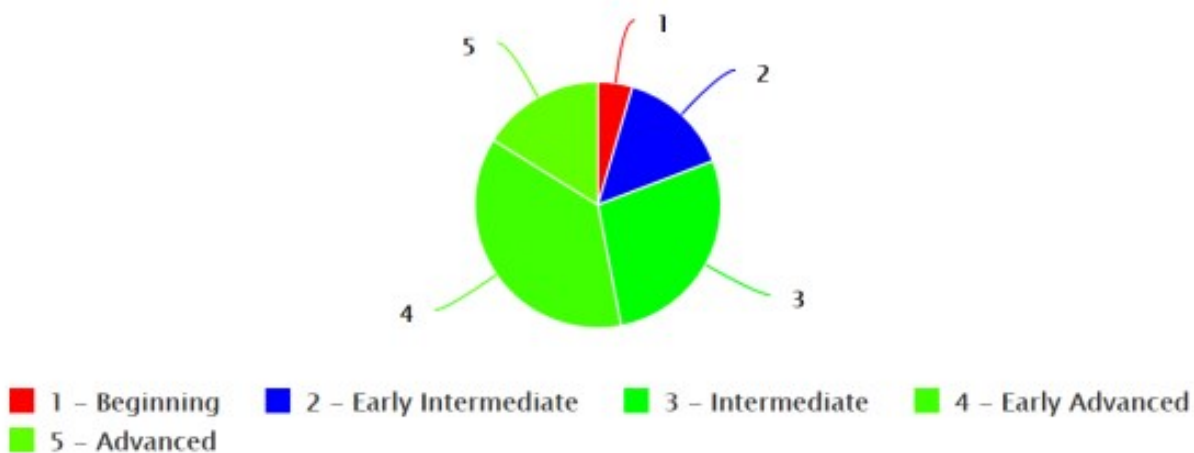
All English Learners (ELs) will increase a minimum of one or more proficiency levels on the English Language Performance Assessment for California (ELPAC) or CELDT (California English Language Development Test) which measures Listening, Speaking, Reading, and Writing annually in order to be proficient 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, and iReady were used to form this goal.

Performance Level Summary	#	%	<input checked="" type="checkbox"/>
Number of Students Tested:	198		
1 - Beginning	9	4.55%	<input checked="" type="checkbox"/>
2 - Early Intermediate	29	14.65%	<input checked="" type="checkbox"/>
3 - Intermediate	55	27.78%	<input checked="" type="checkbox"/>
4 - Early Advanced	73	36.87%	<input checked="" type="checkbox"/>
5 - Advanced	32	16.16%	<input checked="" type="checkbox"/>

By Performance Levels Chart



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

Creation of structured activities within the classroom involving collaboration and communication will be beneficial to English Language learners as they strengthen skills in oral and written communication in English. In 2015-2016, 44.44% of EL students were proficient on the CELDT assessment. In comparison, 53.03% of EL students were proficient in 2016-2017. We are pleased with the increase in the percentage of EL students meeting standard, but still see an achievement gap when compared to their English-only peers.

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

Principal and Leadership Team will meet three-four times a year to monitor the Diagnostic Assessments of EL students. Grade levels will meet regularly as a professional learning community using the Cycle of Inquiry process.

Strategy:

Strategies to be used include the SEAL model in TK-3. Teachers work with the English Language Teacher Partner (ELTP) coach, and discuss progress and needs of EL students and strategize together.

> ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

1. Teachers implement Designated ELD at all grade levels.
2. Teachers implement Integrated ELD throughout the day in all subject areas.
3. ELTP coach works with all teachers to provide integrated and designated ELD.
4. ELTP coach will implement and monitor the CELDT and ELPAC testing process on site.
5. Teachers in TK-3 will implement strategies learned in SEAL.

- **Measures:**

Data from the CELDT and ELPAC will be analyzed yearly.

- **People Assigned:**

Assigned staff include classroom teachers, ELTP coach, the principal, and the District English Learner Administrator.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
LCFF Supplemental and Concentration Funds	Technology	\$1,322.00

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

1. Designated ELD instruction will be in flexible small groups based on instructional need.
2. Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, realia, manipulatives, tradebooks, instructional magazines).
3. Researched-based English Learner strategies will be used by teachers and instructional assistants.
4. Teachers will create a print-rich environment (TK-3 using SEAL strategies).
5. Teachers will use technology to support classroom learning.
6. Teachers will utilize the leveled book room.
7. Materials will be purchased to support best practices (SEAL, PBL).

- **Measures:**

Assessment measures include: CELDT, ELPAC, iReady, teacher observation, and student work samples.

- **People Assigned:**

Staff assigned include classroom teachers, the ELTP coach, the principal, Instructional Assistants, and the Support Team.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
LCFF Supplemental and Concentration Funds	Print Shop	\$500.00
LCFF Supplemental and Concentration Funds	Classroom supplies, books, copy paper, ink	\$5,866.00

> ACTION:EXTENDED LEARNING TIME

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

- **Task:**
We will provide English Learner before and/or after school Literacy and/or Math Academies.
- **Measures:**
Measures include data from CELDT, ELPAC, and iReady.
- **People Assigned:**
Classroom teachers, the principal, Support Staff, and the ELTP coach are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:INCREASED OPPORTUNITY

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

- **Task:**
The staff provides multiple opportunities for small group instruction for the students performing below grade level.
- **Measures:**
Teacher observations of student progress are conducted daily.
- **People Assigned:**
Classroom teachers and coach are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION:PROFESSIONAL DEVELOPMENT FOR CONTINUOUS IMPROVEMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

Transitional kindergarten through sixth grade teaching teams will continue collaboration around continuous improvement strategies. Grade level planning days will be available for all teachers. Two to three full days of release time will be available for each teacher for grade level planning time. Teachers will also have opportunities to receive professional development around research-based curriculum to support instruction.

1. PLC work, planning and student data analysis will be accomplished on professional development days.
2. Release time for PLC work, planning, and data analysis will be provided.
3. Release time for SEAL professional development will be provided.

- **Measures:**

Increase in achievement will be noted, as measured by teacher observations and district assessments.

- **People Assigned:**

Classroom teachers, the principal, the ELTP coach, District Office personnel, as well as SEAL facilitators and trainers will be utilized.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
LCFF Supplemental and Concentration Funds	Release Time/Professional Development	\$4,189.00



ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Auxiliary services for students and parents

- **Task:**

1. Translator will translate parent and community documents.
2. Childcare will be provided at parent meetings.
3. End-of-Unit Gallery Walks and Community Presentations are encouraged for parents to come and participate in the classroom learning.
4. Parent workshops provided around topics to aid in language development in the home (effective read-alouds, understanding CELDT, ELPAC, etc.).

- **Measures:**

Increased parent involvement will be measured by increased numbers at meetings and trainings/workshops (sign in sheets).

- **People Assigned:**

Translators, the Community Liaison, District Office personnel, classroom teachers, ELTP coach, and the principal are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**
 1. Translator will translate parent and community documents.
 2. Childcare provided at parent meetings.
- **Measures:**

We will increase parent involvement as measured by increased numbers at meetings (sign-in sheet).
- **People Assigned:**

The principal is responsible for providing the services.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**
 1. The ELTP coach coordinates CELDT and ELPAC testing in order to group students for instruction.
 2. The administrator and Support Team meet regularly to discuss student progress.
 3. Staff will analyze student assessments including CELDT, ELPAC, running records, student work samples and teacher made tests.
 4. Staff will input, track and analyze student assessment results of language learners on a common site-wide Google Document.
- **Measures:**

Measurements include meetings and observations by the administrator and Support Team.
- **People Assigned:**

Classroom teachers, the principal, the ELTP and the Support Team are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018



GOAL: IMPROVE MATH RESULTS

GOAL AREA: MATHEMATICS

LEA Goal:

- Students will be proficient in core subjects.

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

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

Goal Statement:

Parkview students will achieve at grade level in mathematics, according to the Common Core State Standards. Students will be fluent and proficient in the Standards for Mathematical Practice and will be able to apply knowledge and reasoning skills to real world situations, as well as explain their reasoning by constructing viable arguments. Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase by a minimum of 5%.

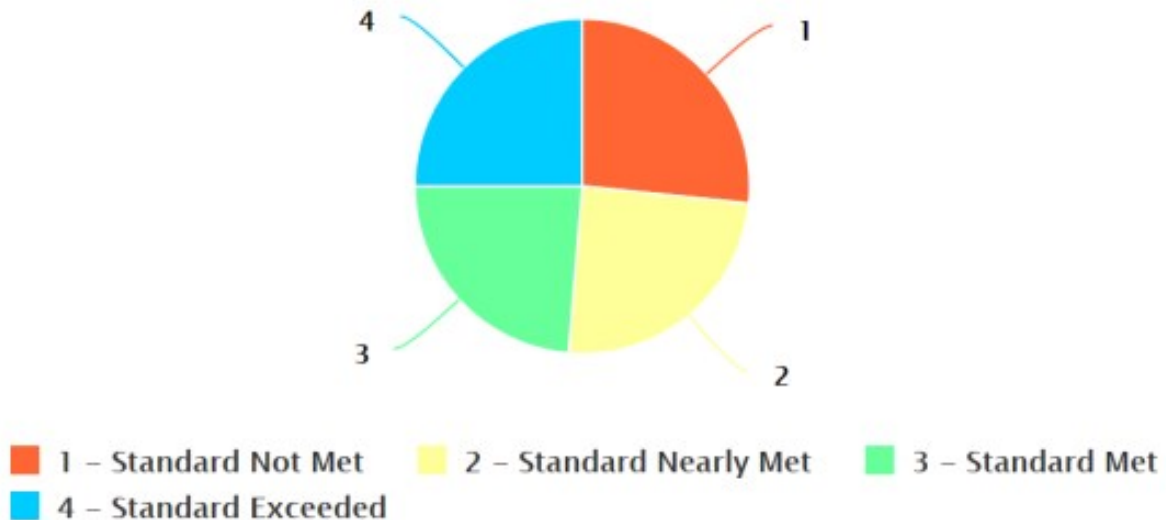
What data did you use to form this goal (findings from data analysis)?

The following data will be used to monitor the goal:

- ◊ State CAASPP Assessment results
- ◊ iReady diagnostic assessments
- ◊ Eureka Math (Engage NY) curriculum mid-module and end of module assessments
- ◊ Standards for Mathematical Practice (foundations for the Common Core State Standards in math)

Performance Level Summary	#	%	<input checked="" type="checkbox"/>
Number of Students Tested:	304		
1 - Standard Not Met	81	26.64%	<input checked="" type="checkbox"/>
2 - Standard Nearly Met	75	24.67%	<input checked="" type="checkbox"/>
3 - Standard Met	72	23.68%	<input checked="" type="checkbox"/>
4 - Standard Exceeded	76	25%	<input checked="" type="checkbox"/>

By Performance Levels Chart



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

In 2014-2015, 37.83% of overall students were proficient on the Math CAASPP assessment. In comparison, 48.64% of overall students were proficient in 2015-2016, and in 2016-2017, 48.68% of overall students were proficient in math, which is an increase of .04%. Upon analyzing the CCSS Engage New York teaching modules, iReady math assessments and number talks, we note that students need to deepen understanding of problem solving and communicating reasoning. We are focusing on constructed responses to ensure students are able to construct viable arguments and justify their answers in math. We find they have difficulty explaining their reasoning.

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

The Grade Level Leadership Team will meet regularly to review assessment data and student work to determine students' ability to solve math problems. Grade level professional learning communities (PLC's) analysis of district math assessments will occur after each of the tests during the school year. Using the Cycle of Inquiry process, teachers will plan and implement instruction based on students' needs and abilities.

Strategy:

Teachers will implement instructional strategies such as Number Talks, hands-on real world math, differentiated instruction, College Preparatory Math and Engage NY (district adopted math curricula) pacing guide and resources, group & partner classroom discussions, and integrated technology tools such as iReady Math. Academies will be provided as additional intervention. Professional development on rigorous math instruction will be implemented throughout the year.



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

1. All teachers will utilize the Engage New York Modules to help with pacing the CCSS in Mathematics.
2. All teachers will provide a daily math block to teach the CCSS.
3. All students will participate in daily Number Talks to explain their mathematical reasoning.
4. All teachers will provide time each week for students to access the math lesson on iReady.

- **Measures:**

Staff use iReady end-of-lesson assessments, End-of-Module tests, Exit Tickets and Mathematics Assessment Resource Service (MARS) Tasks as performance measures.

- **People Assigned:**

The entire staff is responsible for implementing CCSS strategies and materials.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
LCFF Supplemental and Concentration Funds	Technology	\$1,322.00



ACTION:CLASSROOM SUPPLIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

We will purchase classroom materials and supplies for mathematics to supplement the curriculum currently being utilized while teaching CCSS through Engage New York Math curriculum and iReady supplemental lessons.

- **Measures:**

Our measurements will be improved scores on End-of-Module tests, District designated benchmarks, and iReady assessments.

- **People Assigned:**

People assigned to this goal are the principal, classroom teachers, and district math coaches.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
LCFF Supplemental and Concentration Funds	Classroom materials, copy paper, books, ink	\$5,866.00
LCFF Supplemental and Concentration Funds	Print Shop	\$500.00

› ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

1. After school math academies will be offered to students not at standard in grades 1-6.
2. Tutorials for students and parents to access iReady and other on-line math programs at home will be offered.
3. City of San Jose After School ROCK program, Child Development Center (CDC), and Before and After Enrichment Program (BASE) after school programs will provide homework support opportunities and tutoring.

- **Measures:**

Attendance sheets, exit tickets, classroom and district math assessments, and classroom work will be used as performance measures.

We will monitor data from attendance sheets at the academies and After School ROCK, CDC, and BASE and teacher and principal observations.

- **People Assigned:**

The principal is responsible for monitoring the after school programs.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**
 1. After school academies will be provided for students below grade level.
 2. Teachers will provide small group instruction for students scoring below grade level.
 3. There will be in-class opportunities for iReady lessons.
 4. Teachers will plan and support collaborative group work within the math instruction block.
- **Measures:**

Student results will be monitored using iReady Math results during the school year.
- **People Assigned:**

The principal is responsible for monitoring the after school programs.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:PROFESSIONAL DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**
 1. School Math Liaison will attend the District Math Team (DMT) meetings at the District level and report information back to colleagues after each meeting.
 2. Teachers will meet regularly at site grade level meetings to ensure CCSS concepts are being taught.
 3. Professional Development around Engage New York Math, strategies, CCSS math standards, and iReady will occur at least four times during the year after school or on planning days. Training will be provided by District Math Coaches or iReady consultants.
 4. Teachers will participate in CCSS Math Training at the County Office of Education.
 5. District math coaches model/demonstrate in the classroom.
- **Measures:**

We will monitor math implementation through classroom observations.
- **People Assigned:**

The principal is responsible for providing staff professional development based on student results and staff input.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
LCFF Supplemental and Concentration Funds	Release Time/Professional Development	\$4,189.00

> ACTION: INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

1. There is a Parent Involvement Component through Sobrato Early Academic Language (SEAL) through SEAL Parent Workshops.
2. The Community Liaisons will work with staff, parents and students in providing information from school to home and from home to school. They will translate information in Spanish and interpret at parent meetings. They 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, Leadership Team and Community Liaison will monitor the engagement and involvement of families.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

1. Translator will translate parent and community documents.
2. Childcare will be provided at parent meetings.

- **Measures:**

We will increase parent involvement as measured by increased numbers at meetings (sign-in sheet).

- **People Assigned:**

The principal is responsible for providing the services.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION: MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

1. Principal, coaches and teachers meet 3-5 times yearly to discuss student achievement.
2. Staff will analyze student assessments including iReady Math, MARS Tasks, student work samples, and teacher created tests.

- **Measures:**

Meetings and observations by the administrator and Support Team (ELTP coach, Resource Specialist, Speech and Language Therapist, and Psychologist) will assist us in determining if student results are increasing throughout the year.

- **People Assigned:**

The principal and Leadership Team will monitor the programs and student results.

Start Date: 07/03/2017

Completion Date: 06/29/2018



GOAL: SCHOOL CLIMATE

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:

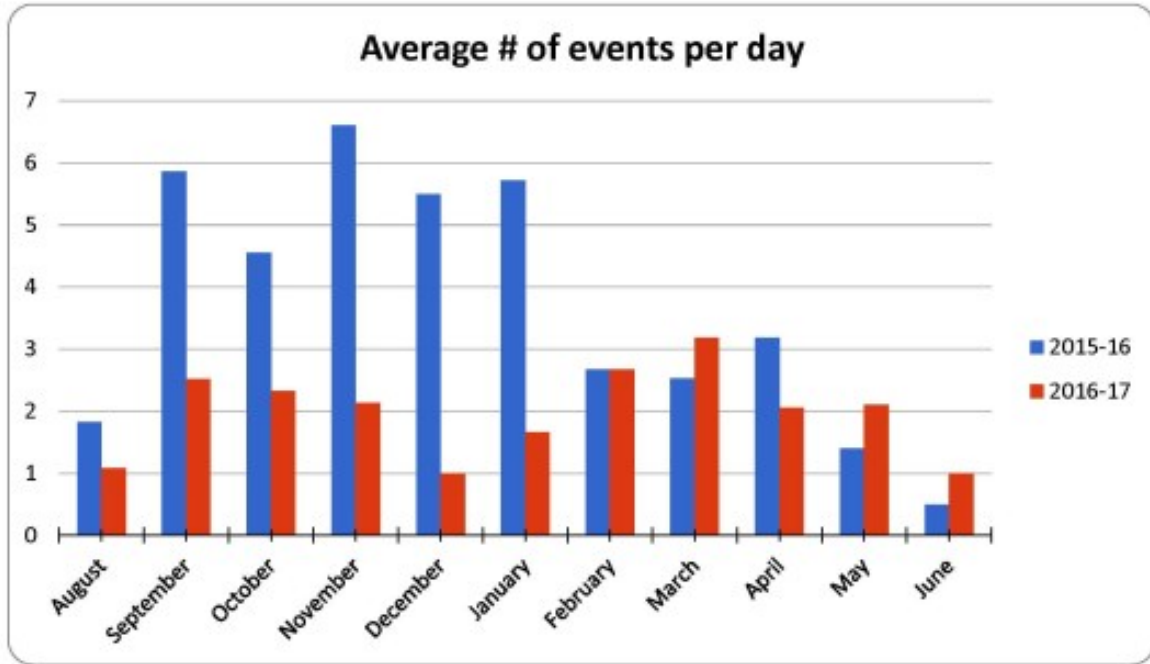
- School and classroom environments support learning, creativity, safety and engagement.

Goal Statement:

At least 85% of our students will respond to the Positive Behavior Interventions and Support (PBIS) Tiered I intervention supports as evidenced in the data analysis by receiving one or fewer referrals during the school year. We will also have monthly behavior events below the national average.

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

We reviewed the Behavior Event referrals from 2015-16 and 2016-17 to help us form this goal.



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

In 2016-17, seven out of the eleven school months showed a decrease in behavior events.

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

We will review the behavior events monthly by count, location and time. We will also monitor the number of suspensions by month.

Strategy:

We will review the behavior events monthly by count, location and time. We will also monitor the number of suspensions by month.



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 Positive Behavioral Interventions and Supports (PBIS) three-tiered 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

Funding Resources	Related Expenditures	Estimated Cost
LCFF Supplemental and Concentration Funds	PBIS Support	\$200.00



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. Our PBIS parent group funds Spirit Sticks every year to distribute to students who have displayed Respectful, Responsible or Safe Behavior. Lifetouch Photography provides the school with Paw Prints for staff to distribute for positive behavior. We have monthly PBIS rallies where we recognize a student from each class who has demonstrated the expectation of the month, we review behavior data, and we set goals and incentives for the upcoming month. The behavior goal and incentive is shared with parents in the monthly newsletter. A key component of PBIS is Bully Proofing. We teach students the strategy of saying "Stop, Walk and Talk" if needed.

- **Measures:**

We monitor 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 a time of year. We look at behavioral data monthly with students and staff and set a goal for the following month.

- **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 (CICO).

- **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:**

New teachers receive PBIS training at the August district orientation. We also review the strategies and lessons in August with all staff. The PBIS and Special Education coaches are available to teachers who need additional support in classroom management and learning environment strategies.

- **Measures:**

The California Standards for the Teaching Profession include standards in classroom management and the learning environment. Through the behavior event data, we are able to monitor staff who need additional support and professional development.

- **People Assigned:**

The principal is responsible for monitoring the classroom learning environments and ensuring staff receive support as needed.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION: INVOLVEMENT OF STAFF & 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. Our Community Liaison provides parent training on how to extend PBIS strategies (expectations and incentives) at home. The newsletter shares monthly behavior data and school-wide goals for the upcoming month.

- **Measures:**

In August, we review the behavioral expectations with the staff, and at monthly meetings we provide teachers with the behavior events by count, location and time. We also share monthly behavior data with students at our PBIS rallies. This allows us to re-teach 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. She provides data to the staff on school-wide implementation and works with classroom teachers to engage in coaching cycles focused on behavioral data. We also 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 PROGRAMS AND RESULTS

Means of Achievement: [Monitoring program implementation and results](#)

- **Task:**

Every year a School-wide Evaluation Tool (SET) survey is conducted at your school 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
- 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:**

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 :	\$38,847.00
Total Annual Expenditures for Current School Plan:	(\$38,847.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
795	LCFF Supplemental and Concentration Funds	\$38,847.00
	Classroom supplies and materials	(\$3,015.00)
	Classroom supplies and materials	(\$5,867.00)
	Classroom supplies and materials	(\$500.00)
	Alignment of Instruction	(\$1,322.00)
	Professional Development	(\$4,189.00)
	Classroom Supplies and Materials	(\$5,866.00)
	Classroom Supplies and Materials	(\$500.00)
	Alignment of Instruction	(\$1,322.00)
	Professional Development	(\$4,189.00)
	Professional development for Continuous improvement	(\$4,189.00)
	Alignment of Instruction	(\$1,322.00)
	Strategies and Materials	(\$500.00)
	Strategies and Materials	(\$5,866.00)
	Alignment of Instruction	(\$200.00)
	Balance:	\$0.00

**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
Susan Perez Kind	Principal		10/05/2017
Debra Raney	Classroom Teacher		10/05/2017
Nhatnam Pham	Classroom Teacher		10/05/2017
Jenifer Carver	Other School Staff		10/05/2017
Luis Velasquez	Parent or Community Member		10/05/2017
Donna Jackson	Parent or Community Member		10/05/2017
Ashley Morton	Parent or Community Member		10/05/2017
Kara Fuller	Parent or Community Member		10/05/2017

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	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:

Parkview Staff		Signature
Parkview School Community Association (PSCA)		Signature
English Language Advisory Committee (ELAC)		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:

10/05/2017

Attested:

Mrs. Susan Kind, Principal		
Typed name of School Principal	Signature of School Principal	Date
Debra Raney		
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):

Support for Collegial Collaboration and Accountability for All Staff: Teachers will continue to meet as Professional Learning Communities (PLCs) to analyze student data, collaborate and plan standards-based lessons. Teachers will monitor students' reading levels through iReady diagnostics, Guided Reading Running Records and RIGBY, as needed, during the year. During the PLC collaboration process, teachers will modify their instruction to meet the needs of students. Through Number Talks and MARS Tasks, staff will gain insight on students' understanding of mathematical practices. Student data, classroom assessments and iReady diagnostic data will also 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 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. Leadership Team meetings are scheduled regularly throughout the year 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):

District coaches 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. Leadership Team meetings are scheduled regularly throughout the year with an emphasis on analyzing assessments and student work, planning staff development activities, and modifying the instructional program. Grade level collaboration occurs on an ongoing basis, as well as on Tuesday adjusted days. Teachers meet as PLCs 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. Our focus is on reading, both to have students learn to read and also 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 research-based.

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

The principal reviews daily schedules, and ensures that an appropriate amount of instruction is given in 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 in the elementary schools and/or small group instruction or support classes at the intermediate schools.

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).

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. At the intermediate schools, there are support classes provided. 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. In order to best prepare a student for success in school and in life a teacher will integrate these three elements into instruction. To ensure the inclusion of both rigor and relevance, the International Center for Leadership in Education (ICLE) 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 ICLE, which describes five levels of relevant learning.

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

Parkview School Community Association (PSCA) is an active volunteer organization that supports the educational programs at school. Their financial assistance from fundraisers provides money for field trips, cultural celebrations, community nights, assemblies, an additional music program, and classroom supplies. Home and school communication is strengthened through parent newsletters that go home along with other District flyers. Teachers contact parents on a regular basis through newsletters, the weekly envelope, 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 support 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 and 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.