

SPSA 2017-18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District



Del Roble Elementary

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

CDS Code: 43696256072151

Principal: Yolanda Ross, Principal

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Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» SUBJECT: Reading/Language Arts					
› GOAL: Improve results in English Language Arts					
› 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	\$7,123.00		
			\$1,360.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$4,963.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$800.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$10,457.00		
			\$10,457.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$325.00		
			\$325.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Staff Development	07/03/2017	06/29/2018	\$3,164.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$3,164.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› 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 Program and Results	07/03/2017	06/29/2018	\$0.00		
» SUBJECT: Mathematics					
› GOAL: Improved Mathematic 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	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$4,960.00		
			\$4,760.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$200.00	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	\$2,675.00		
			\$2,675.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/03/2017	06/29/2018	\$0.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
› 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:					
• 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	\$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: \$28,704.00					

GOALS

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

GOAL AREA: READING/LANGUAGE ARTS

LEA Goal:

- Students will acquire 21st century skills.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

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

Goal Statement:

Del Roble students will establish a base of knowledge across a wide range of subject matter. They will become proficient in curricular areas through research and study. Del Roble students will be 21st Century learners as they acquire the skills of critical and creative thinking, collaboration, and communication.

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, Del Roble staff are analyzing data using Rigby reading assessments, Running Records, and teacher observations.

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

34% percent of the Del Roble students were at Level 3 and 4 on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) Test. Students need assistance with typing skills in order to transfer their thinking to written form on the Smarter Balanced Test. They are becoming more comfortable with collaborating and orally communicating their thinking. Our staff has concluded that some students need additional support to master Common Core State Standards (CCSS), specifically in the rigor of independent writing and explaining their reasoning in mathematics.

ELA Literacy Overall	#	%	
Total # of Students Tested:	161		
Standard Not Met	66	40.99%	☑
Standard Nearly Met	40	24.84%	☑
Standard Met	34	21.12%	☑
Standard Exceeded	21	13.04%	☑

+ ELA Literacy Scale Score Ranges



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

We will analyze student achievement improvements on district determined assessments, such as iReady, performance-based assessments such as Sobrato Early Academic Language (SEAL), Project Based Learning (PBL) projects, and writing portfolios. Grade level teams will meet monthly to review student work, student writing, Rigby levels, and Engage New York assessments through the Cycle of Inquiry process.

Strategy:

The strategies and research-based best practices that are being used include (but are not limited to): Sobrato Early Academic Language (SEAL), Expeditionary Learning, Project Based Learning (PBL), Guided Reading, Shared Reading, Reading A-Z, Raz Kids, iReady lessons, Close reading, text dependent questions, informational reading, and student communication and collaboration.

Transitional Kindergarten through 3rd grade teachers are following teaching strategies from the Sobrato Early Academic Language (SEAL) program. These strategies will ensure that our students have strong academic language and literacy skills. Teachers are also supported by an on-site English Language Development teacher partner (ELTP). Teachers in grades 4-6 will use Project Based Learning (PBL) components to enhance their collaborative research skills and communication skills.



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

1. The English Learner Teacher Partner (ELTP) will support all grade levels through SEAL and Project Based Learning strategies.
2. The ELTP 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).

- **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 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:**

1. We will provide a variety of instructional materials to improve student achievement and align to the CCSS.
2. All students will use a variety of multimedia materials such as computers, videos, DVDs, and iPads to increase skills.
3. All students will participate in ELD using Specifically Designed Academic Instruction in English (SDAIE) strategies.
4. We will provide licenses and access to Reading A-Z, RAZ Kids, and iReady.
5. We will utilize a technician consultant to manage the technology issues that arise weekly.

- **Measures:**

Staff monitor increased performance as measured by CCSS, Rigby, iReady, administrator walk-throughs and observations, teacher observation, and student work samples,

- **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
Local Control Funding Formula State Compensatory Education	Raz Kids Licenses	\$1,360.00
Local Control Funding Formula State Compensatory Education	Classroom Supplies and Materials	\$4,963.00
Local Control Funding Formula State Compensatory Education	Printed Materials	\$800.00

ACTION:EXTENDED LEARNING TIME

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

- **Task:**

We will provide extra Library Clerk time so students may access the library more frequently. Students will use the library computer system to research and find books. The library will be stocked and updated with excellent literature including: multi-lingual books, award winners, and books that reflect the cultures of our students. In addition, the school will host activities that instill a love of reading for students (Read Across America and guest classroom readers).

- **Measures:**

We will monitor data from iReady reading assessments.

- **People Assigned:**

The entire teaching staff is responsible for monitoring the results of students who have use of the library. Outside agencies such as Lantern Literacy and Readers Are Leaders will provide donated books and guest readers.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Library Clerk	\$10,457.00

> ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

After school academies for students reading below grade level will be offered. iReady and other on-line programs will be provided to students both during school and at home. Kindergarten students come to Del Roble before the start of the school year to complete assessments one-to-one with kindergarten teachers.

- **Measures:**

Student instructional levels will grow as measured by Rigby, iReady, and running records. We will also monitor increased student engagement.

- **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

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Kindergarten Assessment Stipends	\$325.00

> ACTION: STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

The following professional developments are occurring:

1. Release time for teachers TK-3 participating in SEAL model training.
2. Release time for teachers 4-6 participating in Project Based Learning.
3. Professional materials for SEAL and PBL teachers.
4. Release time for teachers to meet with grade level colleagues across schools; coaches
5. 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
Local Control Funding Formula State Compensatory Education	Teacher Sub-Release Time for planning and training	\$3,164.00



ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

1. Parent Involvement Component (SEAL): SEAL Parent Workshops and Parent Gallery Walks will be provided.
2. 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.
3. Evening parent workshops are scheduled to provide skills in understanding the learning process and providing a conducive learning environment at home.

- **Measures:**

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

- **People Assigned:**

The principal and Community Liaison are responsible for monitoring the family engagement and involvement.

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, ELTP and teachers 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 (ELTP coach, Resource Specialist Program (RSP) teacher, Speech, and Psychologist) will assist 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: IMPROVED MATHEMATIC RESULTS

GOAL AREA: MATHEMATICS

LEA Goal:

- Students will use critical thinking and problem-solving.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

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

Goal Statement:

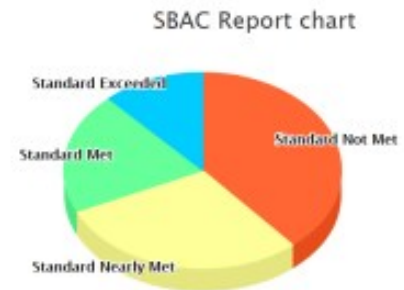
Teachers will implement the Common Core Math Standards focusing on students making sense of problems and persevering in solving them.

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

The data we used included the CCSS description for students who are career and college ready and meeting standard. Staff will be using student work within the classroom to determine if students are at standard. Students in grades 3-6 will be taking the Smarter Balanced Test as part of the California Student Performance and Progress.

Mathematics Overall	#	%	
Total # of Students Tested:	160		
Standard Not Met	62	38.75%	☑
Standard Nearly Met	47	29.38%	☑
Standard Met	32	20.00%	☑
Standard Exceeded	19	11.88%	☑

Mathematics Scale Score Ranges



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

32% of the Del Roble students are at level 3 and 4 on the CAASPP Math Test from 2016-17. Staff are analyzing the CCSS Unit Tests. Students need additional support with explaining the math reasoning and justifying how they found the answer.

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

Grade level teams will review Engage New York math student work and assessments. They will also discuss how students are explaining their thinking during Number Talks.

Strategy:

Strategies we will use include Number Talks, Mathematics Assessment Resource Service (MARS) Tasks, justifying and writing explanations about math answers, modeling and drawing how math problems are solved, and using math problems in real-life applications. Staff will also explore digital curriculum that can provide students with an adaptive approach to learning the math skills they may need.



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 lessons on iReady.

- Measures:**

Staff will use iReady end of lesson assessments, End of Module tests, Exit Tickets and MARS Tasks.

- People Assigned:**

The entire staff is responsible for implementing 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:**

We will purchase support materials to supplement the curriculum currently being utilized while teaching CCSS. We will also continue implementation of Engage New York Math. We will provide iReady math for each student.

- **Measures:**

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

- **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
Local Control Funding Formula State Compensatory Education	Classroom Supplies and Materials	\$4,760.00
Local Control Funding Formula State Compensatory Education	Printed Materials	\$200.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

After school math academies will be provided for students not at standard in grades 1-6.

- **Measures:**

We will monitor data from attendance sheets at the academies.

- **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. Teachers will provide 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 and intervention programs.

Start Date: 07/03/2017

Completion Date: 06/29/2018

ACTION:STAFF 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 monthly.
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 (Tuesdays). These will be provided by District Math Coaches and iReady consultants.
4. Teachers will participate in CCSS Math Training at the County Office of Education as needed.
5. District math coaches will model/demonstrate in classroom.

- **Measures:**

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

- **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
Local Control Funding Formula State Compensatory Education	Teacher Sub-Release Time for planning and training	\$2,675.00

> ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

1. Parent Involvement Component (SEAL): SEAL Parent Gallery Walks will be offered.
2. 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.
3. Evening parent workshops to provide skills in understanding the learning process, engaging in math activities at home, and providing a conducive learning environment at home.

- **Measures:**

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

- **People Assigned:**

The principal and Community Liaisons will monitor the family engagement and involvement.

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 administrator and Support Team (literacy coach, ELTP coach, RSP, Speech, Psychologist) will assist us in determine 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:

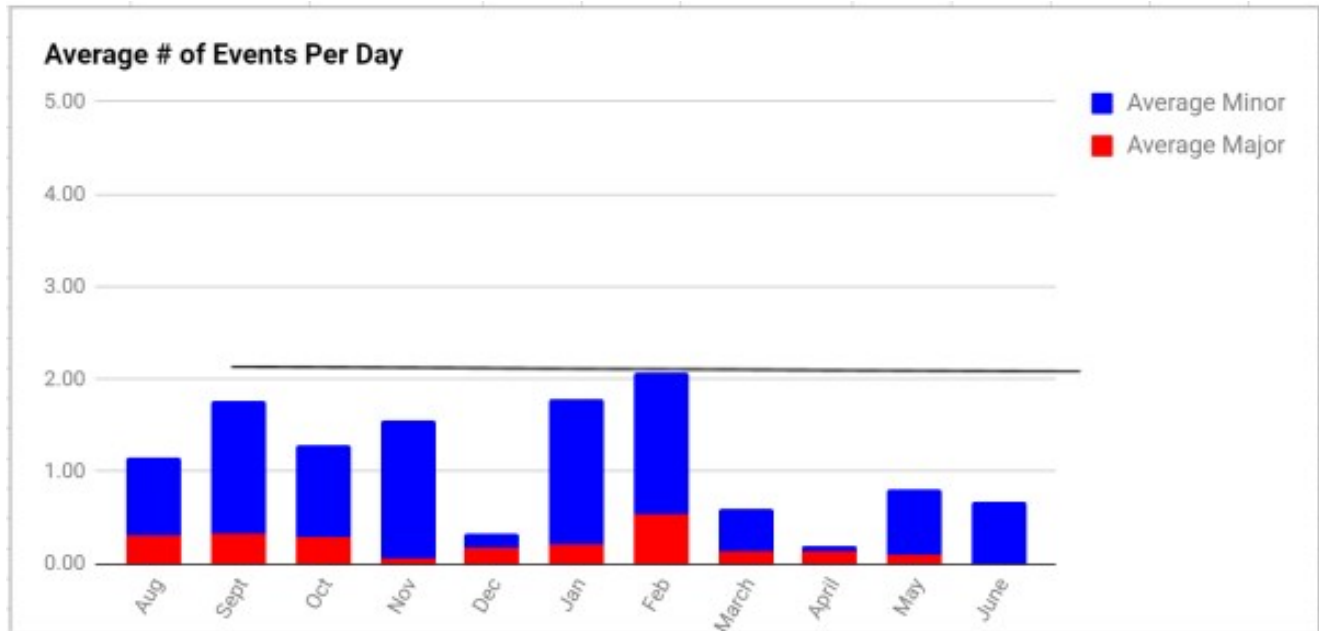
- School and classroom environments support learning, creativity, safety and engagement.

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.



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

Of the 11 months noted, all 11 months were below the national average in average number of events per day. Del Roble was significantly below the national average of events per day in 7 out of the 11 months.

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 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 Caring, Be Responsible, Be Safe, and Be Proud. The expectations are taught on a regular basis, 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 we 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 including 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:**

New teachers receive PBIS training at the August 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 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 ensure 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.

- **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 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 SET survey (School-wide Evaluation Tool) is conducted at Del Roble 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 number of times behavior expectation language is used, number of 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:**

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 :	\$28,704.00
Total Annual Expenditures for Current School Plan:	(\$28,704.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$28,704.00
	Strategies and Materials	(\$1,360.00)
	Strategies and Materials	(\$4,963.00)
	Strategies and Materials	(\$800.00)
	Extended Learning Time	(\$10,457.00)
	Increased Opportunity	(\$325.00)
	Staff Development	(\$3,164.00)
	Strategies and Materials	(\$4,760.00)
	Strategies and Materials	(\$200.00)
	Staff Development	(\$2,675.00)
	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
Yolanda Ross	Principal	(408) 225-5675	10/12/2017
Michelle Jacobs	Other School Staff	(408) 225-5675	10/12/2017
Habibah Carter	Parent or Community Member		10/12/2017
Carolyn Moreno	Classroom Teacher	(408) 225-5675	10/12/2017
Laura Miller	Parent or Community Member		10/12/2017
Jessica Hansen	Parent or Community Member		10/12/2017
Clarissa Reilly	Parent or Community Member		10/12/2017
Barbara McClish	Classroom Teacher	(408) 225-5675	10/12/2017

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:

Staff Meeting		Signature
SELAC Group		Signature
Home and School Parent Group		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:

10/12/2017

Attested:

Yolanda Ross, Principal		
Typed name of School Principal	Signature of School Principal	Date
Jessica Robledo		
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 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/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 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.

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 Club is 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. Home/school communication includes: The Parent Newsletter, teachers contacting parents on a regular basis, the weekly envelope, emails, phone calls, text messages, 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.