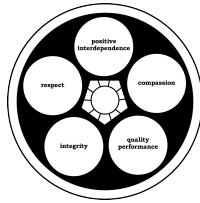


SPSA 2016-17

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District



Sakamoto Elementary

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

CDS Code: 43696256072144

Principal: Jenay Enna, Principal

Superintendent: José Manzo

Address: 6280 Shadelands Dr.
San Jose, CA 95123-4645

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Goals and Actions	Start Date	Completion Date	Amount
» Reading/Language Arts			
› English Language Arts Improvement			
• Alignment of Instruction	07/01/2016	06/30/2017	\$0.00
• Strategies and Materials	07/01/2016	06/30/2017	\$4,788.00
• Extended Learning Time	07/01/2016	06/30/2017	\$1,000.00
• Increased Opportunity	07/01/2016	06/30/2017	\$4,800.00
• Staff Development	07/01/2016	06/30/2017	\$5,457.00
• Involvement of Staff & Parents	07/01/2016	06/30/2017	\$0.00
• Auxiliary Services	07/01/2016	06/30/2017	\$0.00
• Monitoring Programs and Results	07/01/2016	06/30/2017	\$0.00
» Mathematics			
› Mathematical Proficiency			
• Alignment of Instruction	07/01/2016	06/30/2017	\$0.00
• Strategies and Materials	07/01/2016	06/30/2017	\$4,788.00
• Extended Learning Time	07/01/2016	06/30/2017	\$1,300.00
• Increased Opportunity	07/01/2016	06/30/2017	\$5,800.00
• Staff Development	07/01/2016	06/30/2017	\$5,456.00
• Involvement of Staff & Parents	07/01/2016	06/30/2017	\$0.00
• Auxiliary Services	07/01/2016	06/30/2017	\$0.00
• Monitoring Programs and Results	07/01/2016	06/30/2017	\$0.00
» School Climate			
› Improving Student Behavior & Promoting Positive School Climate			
• Alignment of Instruction	07/01/2016	06/30/2017	\$0.00
• Strategies and Materials	07/01/2016	06/30/2017	\$0.00
• Extended Learning Time	07/01/2016	06/30/2017	\$0.00
• Increased Opportunity	07/01/2016	06/30/2017	\$0.00
• Staff Development	07/01/2016	06/30/2017	\$400.00
• Involvement of Staff & Parents	07/01/2016	06/30/2017	\$0.00
• Auxiliary Services	07/01/2016	06/30/2017	\$0.00
• Monitoring Programs and Results	07/01/2016	06/30/2017	\$0.00
» Technology			
› Technology			

Goals and Actions	Start Date	Completion Date	Amount
• Alignment of Instruction	07/01/2016	06/30/2017	\$0.00
• Strategies and Materials	07/01/2016	06/30/2017	\$6,300.00
• Extended Learning Time	07/01/2016	06/30/2017	\$0.00
• Increased Opportunity	07/01/2016	06/30/2017	\$0.00
• Staff Development	07/01/2016	06/30/2017	\$0.00
• Involvement of Staff and Parents	07/01/2016	06/30/2017	\$0.00
• Auxiliary Services	07/01/2016	06/30/2017	\$0.00
• Monitoring Programs and Results	07/01/2016	06/30/2017	\$0.00
Total Annual Expenditures for Current Site Plan: \$40,089.00			

GOALS**» GOAL: ENGLISH LANGUAGE ARTS IMPROVEMENT**

GOAL AREA: READING/LANGUAGE ARTS**FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Students will be proficient in core subjects.

LCAP Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students will be proficient in all subject areas.

Goal Statement:

Sakamoto students will achieve at grade level in English Language Arts (ELA), according to the Common Core State Standards (CCSS). Students will read a range of grade level materials and persevere in critical thinking tasks in reading, writing, listening, and speaking. Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase by a minimum 5%.

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

The following data were used to form the goal:

- ◊ State CAASPP results
- ◊ California English Language Development Test (CELDT)
- ◊ iReady reading diagnostic assessments
- ◊ In-class formative assessments
- ◊ Running Records

ELA Literacy Overall	#	%	
Total # of Students Tested:	328		
Standard Not Met	63	19.21%	
Standard Nearly Met	82	25.00%	
Standard Met	100	30.49%	
Standard Exceeded	83	25.30%	



+ ELA Literacy Scale Score Ranges

Ethnic Subgroups	# Tested	ELA		# Tested	Math	
		Overall	Overall		Overall	Overall
All	328	44.21%	55.79%	329	50.76%	49.24%
White	122	40.16%	59.84%	122	45.08%	54.92%
Hispanic or Latino	105	58.09%	41.91%	105	70.48%	29.52%
Asian	56	19.65%	80.36%	57	21.05%	78.94%
Two or more races	18	38.89%	61.11%	18	44.45%	55.55%
Filipino	14	50.00%	50.00%	14	57.14%	42.86%
Black or African American	10	70.00%	30.00%	10	70.00%	30.00%
Native Hawaiian or Pacific Islander	2	100.00%	0.00%	2	100.00%	0.00%
American Indian or Alaska Native	1	100.00%	0.00%	1	100.00%	0.00%
Other Subgroups	# Tested	ELA		# Tested	Math	
Socioeconomic Disadvantage	28	67.86%	32.14%	28	71.43%	28.57%

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

Our CAASPP results from 2015-2016 revealed that 56% of students met or exceeded standards on the state ELA test. These data indicate an achievement gap. In addition, of the 93 students who took the CELDT assessment in 2015, 54 students scored at the Early Advanced or Advanced level.

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

The Grade Level Leadership Team will meet monthly to review assessment data and student work to determine students' ability to read and think critically about complex texts. Grade level professional learning communities' (PLCs) analysis of district ELA 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. Additionally, teachers will meet with the principal and support staff to discuss student data and strategies for improvement.

Strategy:

Teachers will implement instructional strategies such as Writer's Workshop, structured language practice, classroom discussions, close reading, guided reading, Designated and Integrated English Language Development and iReady intervention within a balanced literacy program. Sobrato Early Academic Literacy (SEAL), Project Based Learning, and Expeditionary Learning Units will be developed and implemented. Professional development on rigorous ELA instruction will be provided throughout the year.

ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: [Alignment of instruction with content standards](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

All teachers will:

- ◊ use the district curriculum, Expeditionary Learning, Sobrato Early Academic Literacy (SEAL), and Project Based Learning (PBL).
- ◊ engage in support from the district literacy coach and English Learner teacher partner in implementation of curriculum through co-teaching, modeling, and giving feedback.
- ◊ implement Designated and Integrated English Language Development to support the English Language Learners and the English-only learners to develop stronger language skills.
- ◊ teach Guided Reading during the day to improve the students' instructional and independent reading levels.
- ◊ implement iReady and use data to drive instruction.

- **Measures:**

The following tools will be used to monitor student progress on the grade level ELA standards:

- ◊ CAASPP summative and interim assessment results
- ◊ iReady end-of-lesson assessments
- ◊ PBL presentations
- ◊ Student written work
- ◊ District assessments

- **People Assigned:**

All classroom teachers and the principal will participate in this task.

Start Date: [07/01/2016](#)

Completion Date: [06/30/2017](#)

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: [Improvement of instruction strategies and materials](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

We will continue to implement the district adopted ELA curriculum, Expeditionary Learning as well as develop and implement SEAL and PBL units. After school academies will be provided for students reading below grade level and online language arts tools such as iReady, Read 180 and System 44 will be provided to students as needed.

- **Measures:**

The following tools will be used to monitor student progress on the grade level ELA standards:

- ◊ iReady Assessments
- ◊ Running Records
- ◊ CAASPP summative and interim assessment results
- ◊ Student written work
- ◊ Student presentations

- **People Assigned:**

All classroom teachers and the principal will participate in this task.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies and Materials	\$3,288.00
Local Control Funding Formula State Compensatory Education	Printed Materials	\$1,500.00

› ACTION:EXTENDED LEARNING TIME

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

A variety of before/after school interventions and opportunities will be offered for students. The district EdTech support person and on-site Tech Liaison and Mentor will support classroom instruction and maintain the Chromebooks, computer lab, and classroom computers on the network.

- **Measures:**

We will monitor attendance sheets from academies and workshops, as well as teacher and principal observations.

- **People Assigned:**

Classroom teachers, workshop teachers or volunteers, EdTech support persons, and the school principal will participate in this task.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Afterschool Enrichment	\$1,000.00

> ACTION:INCREASED OPPORTUNITY

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

The following interventions will be implemented and supplemental materials or tools will used:

- ◊ Scholastic News supplemental reading materials
- ◊ BrainPop and BrainPop Jr.
- ◊ Before or after school academies for students reading below grade level
- ◊ Guided Reading and other small group instruction
- ◊ In class time for iReady
- ◊ READ 180/System 44 for 4th - 6th grade students reading well below grade level

- **Measures:**

Student results will be monitored using iReady Reading results, Read 180 and System 44 assessment data, and teacher observation.

- **People Assigned:**

All classroom teachers and principal will participate in this task.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Reading A-Z and RAZ Kids	\$2,500.00
Local Control Funding Formula State Compensatory Education	Scholastic News	\$2,300.00

> ACTION:STAFF DEVELOPMENT

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

The following will be provided:

1. Release time for teachers TK-3 participating in SEAL model training.
2. Release time for teachers 4-6 participating in Project Based Learning with a consultant.
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.
6. Professional Development for all teachers in ELD and rigorous instruction in reading and writing.

- **Measures:**

We will monitor SEAL and PBL implementation through classroom observation, as well as Professional Learning Community and Cycle of Inquiry notes.

- **People Assigned:**

The principal will ensure staff receive the needed professional development based on student results and staff input.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Staff Development, Travel, Conference, Sub Release Time	\$5,457.00

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

Parents will be involved through parent group meetings such as Parent Teacher Organization, Hispanic Parent Group, English Learner Advisory Council, and Koffee Klatch. Other opportunities for parent involvement include serving on the School Site Council, participating in GATE, attending the volunteer orientation, attending safety advisory committee meetings, and participating in SEAL gallery walks and classroom visits. The principal will keep parents informed through weekly phone call and email reminders, monthly newsletters, Facebook posts, and website updates. A Community Liaison 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, interpret at parent meetings, and conduct home visits or 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, teachers, and Community Liaisons will monitor the family involvement and engagement.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type:Form A: Planned Improvements in Student Performance

- **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: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. Principal, coaches and teachers meet 3-5 times yearly to discuss student achievement.
2. Staff will analyze student assessments including 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 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: 07/01/2016

Completion Date: 06/30/2017



GOAL: MATHEMATICAL PROFICIENCY

GOAL AREA: MATHEMATICS

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Students will be proficient in core subjects.

LCAP Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students will be proficient in all subject areas.

Goal Statement:

Sakamoto 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%.

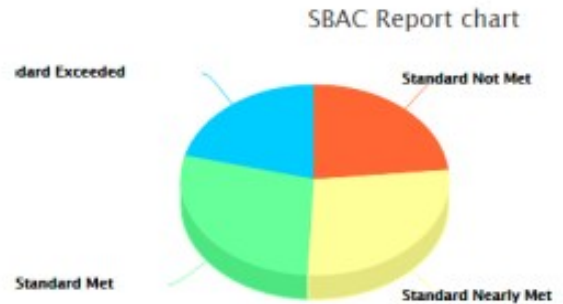
What data did you use to form this goal (findings from data analysis)?

The following data will be used to monitor the goal:

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

Mathematics Overall	#	%	
Total # of Students Tested:	329		
Standard Not Met	77	23.40%	☑
Standard Nearly Met	90	27.36%	☑
Standard Met	93	28.27%	☑
Standard Exceeded	69	20.97%	☑

⊕ Mathematics Scale Score Ranges



Ethnic Subgroups	ELA		Math	
	# Tested	Overall	# Tested	Overall
All	326	44.21% 55.79%	329	50.76% 49.24%
White	122	40.16% 59.84%	122	45.08% 54.92%
Hispanic or Latino	105	58.09% 41.91%	105	70.48% 29.52%
Asian	56	19.65% 80.36%	57	21.05% 78.94%
Two or more races	18	38.89% 61.11%	18	44.45% 55.56%
Filipino	14	50.00% 50.00%	14	57.14% 42.86%
Black or African American	10	70.00% 30.00%	10	70.00% 30.00%
Native Hawaiian or Pacific Islander	2	100.00% 0.00%	2	100.00% 0.00%
American Indian or Alaska Native	1	100.00% 0.00%	1	100.00% 0.00%
Other Subgroups	ELA		Math	
Socioeconomic Disadvantage	28	67.86% 32.14%	28	71.43% 28.57%

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

Our CAASPP results from 2015-2016 revealed that 49% of students met or exceeded standard on the Math test, a 4 point drop from the previous year. The data also shows an achievement gap.

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

The Grade Level Leadership Team will meet monthly to review assessment data and student work to determine students' ability to solve math problems. Grade level professional learning communities' (PLCs) 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. Additionally, teachers will meet with the principal and support staff to discuss student data and strategies for improvement.

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 and Dreambox. Homework club and 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](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

All teachers will:

- Use the district curriculum: Engage NY math in grades K-5 and College Preparatory Math (CPM) in 6th grade
- Integrate math in Project Based Learning and thematic units, where applicable
- Use number talks to support critical thinking and mathematical reasoning
- Integrate technology into math curriculum with online programs such as Dreambox Math, iReady, Khan Academy, and Google Classroom

- **Measures:**

The following tools will be used to monitor student progress on the grade level math standards:

- Unit tests
- Daily assignments
- Exit tickets
- Formative assessments
- CAASPP assessment results and interim tests
- iReady district assessments
- Dreambox data

- **People Assigned:**

All classroom teachers and the principal will participate in this task.

Start Date: [07/01/2016](#)

Completion Date: [06/30/2017](#)

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: [Improvement of instruction strategies and materials](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

We will continue to implement the district adopted math curriculum, Engage New York for Kindergarten through 5th grade and College Preparatory Math in 6th grade. We will purchase support material to supplement the curriculum currently being utilized while teaching CCSS. Online math tools such as iReady math and Dreambox will also be used during the math instructional block.

- **Measures:**

The following tools will be used to monitor student progress:

- ◊ End of Module Assessment
- ◊ Exit Tickets
- ◊ iReady math assessments
- ◊ Dreambox math data
- ◊ CAASPP

- **People Assigned:**

All classroom teachers and the principal will participate in this task.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Printed Materials	\$1,500.00
Local Control Funding Formula State Compensatory Education	Classroom Supplies and Materials	\$3,288.00

ACTION:EXTENDED LEARNING TIME

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

After school homework club and math academies will be provided for students not at standard. Informational materials for students and parents to access iReady and Dreambox math programs at home will be offered.

- **Measures:**

We will monitor data from attendance sheets for homework club and math academies as well as the use of pre and post assessment data used for each session.

- **People Assigned:**

Classroom teachers, classified support person, and the principal will participate in this task.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Homework Club Support	\$1,000.00
Local Control Funding Formula State Compensatory Education	Classified Homework Club Support	\$300.00

> ACTION:INCREASED OPPORTUNITY

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

The following interventions will be offered:

- ◊ Homework Club
- ◊ Before and after school Academies
- ◊ Small group instruction and collaborative group work in math instruction
- ◊ In class time for iReady and Dreambox

- **Measures:**

Student results will be monitored using iReady math results during the school year.

- **People Assigned:**

All classroom teachers and principal will participate in this task.

Start Date: [07/01/2016](#)

Completion Date: [06/30/2017](#)

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Dreambox Math	\$5,800.00

> ACTION:STAFF DEVELOPMENT

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

Teachers will be provided staff development opportunities through district and county trainings for common core math implementation. On-site teachers will be offered iReady trainings, opportunities to plan collaboratively, opportunities to participate in instructional round walk-through process, data analysis, and reflection time. We will have a teacher representative on our District Math Team. Additionally, the district math coach will provide support to teachers by modeling lessons, providing feedback and reflecting with staff.

- **Measures:**

We will monitor math implementation through classroom observation, as well as notes from professional learning community time and grade level leadership team meetings.

- **People Assigned:**

All classroom teachers, the school principal, and district coaches will participate in this task.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Staff Development, Travel, Conference, Sub Release Time	\$5,456.00

> ACTION: INVOLVEMENT OF STAFF & PARENTS

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

Parents will be involved through parent group meetings such as Parent Teacher Organization, Hispanic Parent Group, English Learner Advisory Council, and Koffee Klatch. Other opportunities for parent involvement include serving on the School Site Council, participating in GATE, attending the volunteer orientation, and attending safety advisory committee meetings. The principal will keep parents informed through weekly phone call and email reminders, monthly newsletters, Facebook posts, and website updates. A Community Liaison 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, interpret at parent meetings, and conduct home visits or make phone calls home to increase communication with parents.

- **Measures:**

We will see improved student achievement based on District assessments and teacher observation. Meeting agendas, sign in sheets, and discussion and feedback opportunities will monitor parent involvement.

- **People Assigned:**

Classroom teachers, school principal, community liaison, and parent group chairs will participate in these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION: AUXILIARY SERVICES

Means of Achievement: [Auxiliary services for students and parents](#)

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

Translator will translate parent and community documents, and childcare will be provided at parent meetings, when needed.

- **Measures:**

We will increase parent involvement as measured by increased numbers at meetings, using sign-in sheets.

- **People Assigned:**

The school principal, parent group leaders and chairs, classroom teachers, and translators will participate in this task.

Start Date: 07/01/2016

Completion Date: 06/30/2017



ACTION: MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

The school principal, support staff and teachers meet 3-5 times yearly to discuss student achievement, through the cycle of inquiry process. Staff will analyze student assessments including iReady Math, student work samples, and teacher created formative and summative assessments.

- **Measures:**

Student performance will be monitored using:

- ◊ End of Module assessments
- ◊ Daily work
- ◊ Exit Tickets
- ◊ CAASPP
- ◊ iReady math assessments
- ◊ Dreambox math

- **People Assigned:**

All classroom teachers and principal will participate in this task.

Start Date: 07/01/2016

Completion Date: 06/30/2017



GOAL: IMPROVING STUDENT BEHAVIOR & PROMOTING POSITIVE SCHOOL CLIMATE

GOAL AREA: SCHOOL CLIMATE

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

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

LCAP Priorities:

- 6 - School Climate

LCAP Goal:

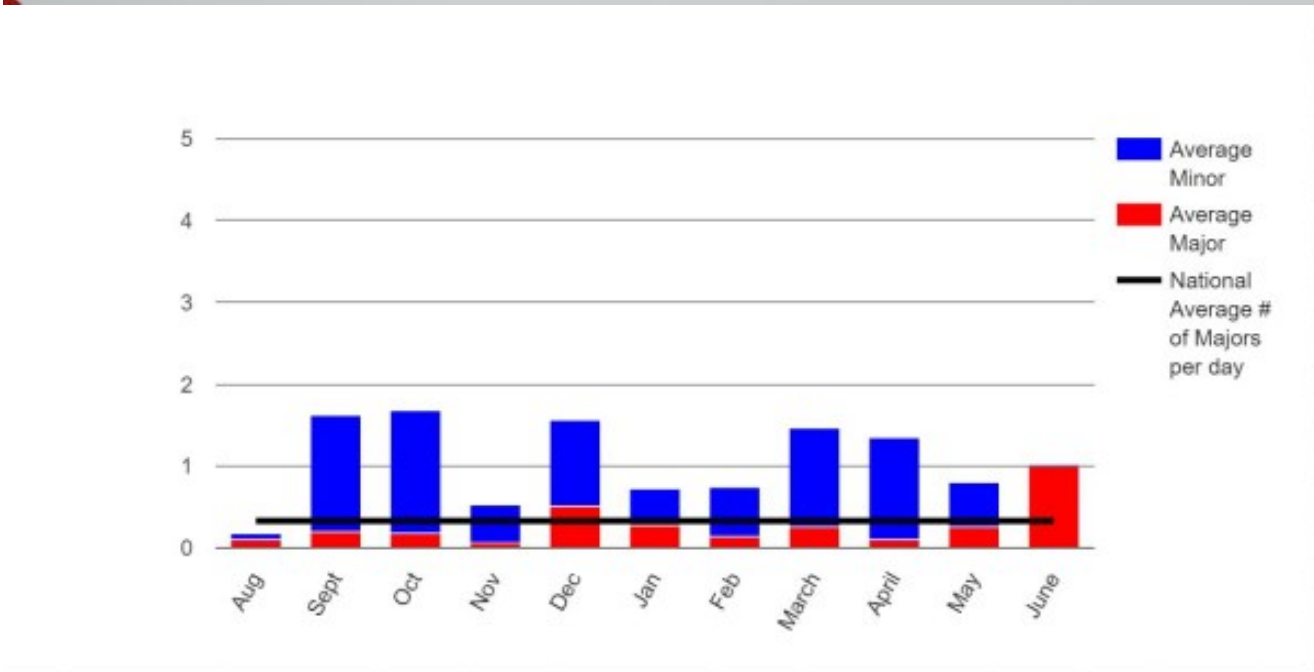
- School and classroom environments support learning, creativity, safety and engagement.

Goal Statement:

We will create a positive school culture that is predictable with clear, school-wide behavioral expectations consistent with the Positive Behavioral Interventions & Supports (PBIS) program supported by the district. By implementing systemic procedures and explicitly teaching our behavioral expectations in different school-related locations, we strive to decrease student suspensions and referrals and have a positive effect on student achievement.

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?

In 2015-16, we had two months above the national average for major referrals (December and June). Our data indicates that overall our incident data decreased in 2015-16 from the previous year.

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

The PBIS Team evaluates monthly discipline data to identify areas of concern and determine next steps. We will review the behavior events by count, location and time. We will also monitor the number of suspensions by month. The PBIS Team consists of the principal, 2 classroom teachers, Resource Specialist, and the district PBIS coach.

Strategy:

Teachers will explicitly teach lesson plans that were developed to support expected student behavior in different areas of the campus. Sakamoto uses the school-wide mantra, "Follow your ABCs" to remind students to A- Act Responsibly, B- Be Respectful, C- Care for Others. Staff, teachers, and community members are involved in praising students regularly for following their ABCs, and students earn individual incentives ("Social Skills Slips"), and class points. Adults on campus also take opportunities for "teachable moments" to reinforce the expectations.

ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: [Alignment of instruction with content standards](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **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 behavioral events that occur monthly, as well as the number of positive acknowledgements given to students for following the behavioral expectations by tracking the number of "Social Skills Slips" per class, behavior notifications and lunch time table rewards.

- **People Assigned:**

All certificated and classified staff implement PBIS.

Start Date: [07/01/2016](#)

Completion Date: [06/30/2017](#)

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: [Improvement of instruction strategies and materials](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

PBIS is a three tiered system. The school's expectations are Act Responsibly, Be Respectful, and Care for Others. 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 "STOP-WALK-TALK", which means saying "stop" to the offender, walking away, and seeking help if needed.

- **Measures:**

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

- **People Assigned:**

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

Start Date: [07/01/2016](#)

Completion Date: [06/30/2017](#)

ACTION:EXTENDED LEARNING TIME

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **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:**

The school's Support Staff Team as well as PBIS Team monitor students on Check-In and Check-Out to determine which students need the Tier II support, and when students no longer need it.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION: INCREASED OPPORTUNITY

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **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:**

The Support Staff Team monitors students needing Tier III supports. The team consists of the principal, school psychologist, resource specialist, speech therapist, and other staff as needed.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION: STAFF DEVELOPMENT

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

New teachers receive PBIS training at the district orientation in August. We also review the strategies and lessons in August with all Sakamoto staff. The PBIS Team presents a mid-year review as well as an end of the year data summary during staff development. Classified staff and noon duties receive PBIS refreshers throughout the year, either in meetings and/or in written memos. 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 learning environment standards. 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: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Noon Duty and IA training	\$400.00

> ACTION: INVOLVEMENT OF STAFF & PARENTS

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **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 we provide teachers with the monthly behavior events by count, location and time twice per year. This allows us to re-teach expectations and determine next steps.

- **People Assigned:**

The entire staff is involved in PBIS implementation.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION: AUXILIARY SERVICES

Means of Achievement: [Alignment of instruction with content standards](#)

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **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 of the school's support staff if there is a student who needs additional behavioral support plans.

- **Measures:**

The PBIS Coach attends some of the PBIS Team meetings, 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: 07/01/2016

Completion Date: 06/30/2017

ACTION: MONITORING PROGRAMS AND RESULTS

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

Every year a School-wide Evaluation Tool (SET) survey is conducted in order to evaluate the implementation of Tier 1 supports 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 the 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 each year. That data is shared with the Grade Level 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: 07/01/2016

Completion Date: 06/30/2017



GOAL: TECHNOLOGY

GOAL AREA: TECHNOLOGY

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Students will acquire 21st century skills.

LCAP Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.

Goal Statement:

Students will use technology to master Common Core 21st Century Skills of collaboration, communication, critical thinking, and creativity. They will master the grade level technology skills and standards.

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

The Oak Grove School District completed a student and staff technology survey in 2015-16.



Students are asked to conduct experiments or perform measurements

Oak Grove School District

FRAMEWORK: Technology & Learning

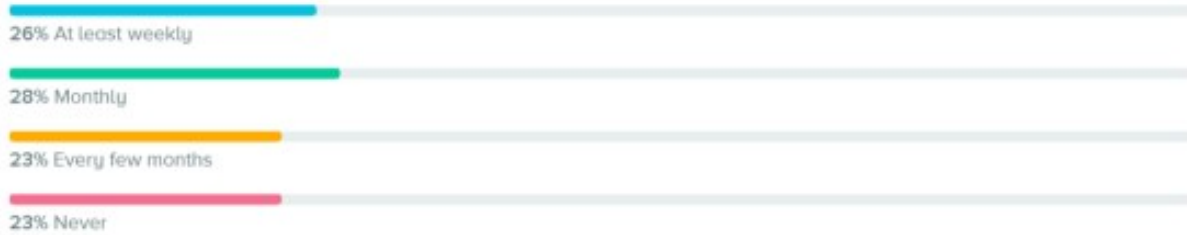
DOMAIN: Classroom

SUCCESS INDICATOR: Student Use Of The 4Cs

VARIABLE: Student Critical Thinking

DATA FROM: Jul 1, 2015 To Dec 31, 2015

FILTERED TO:



Why This Matters

When students participate in an authentic scientific experiment or investigation that calls for the use of technology, fluency in both scientific inquiry and innovative technologies are improved (Ebenezer et al., 2011).

Citation

Ebenezer, J., Koya, O., & Ebenezer, D. (2011). Engaging students in environmental research projects: Perceptions of fluency with innovative technologies and levels of scientific inquiry abilities. *Journal of Research in Science Teaching*, 48(1), 94-116.

 **Students are asked to identify and solve authentic problems**

Oak Grove School District

FRAMEWORK: Technology & Learning

DOMAIN: Classroom

SUCCESS INDICATOR: Student Use Of The 4Cs

VARIABLE: Student Critical Thinking

DATA FROM: Jul 1, 2015 To Dec 31, 2015

FILTERED TO:



25%
At least weekly



24%
Monthly



22%
Every few months



29%
Never

Why This Matters

The ability to solve problems and challenges enables young learners to develop the skills to enter a flexible workforce and compete in a global market (Gresham, 2014).

Citation

Gresham, P (2014). Fostering creativity through digital storytelling. *English Teachers Association of NSW*, 1, 47-57.

 Students are asked to collect and analyze data

Oak Grove School District

FRAMEWORK: Technology & Learning

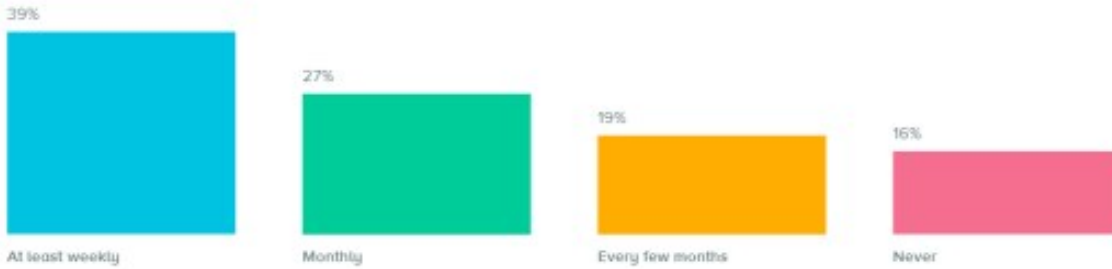
DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Classroom

FILTERED TO:

SUCCESS INDICATOR: Student Use Of The 4Cs

VARIABLE: Student Critical Thinking



Why This Matters

The urgency of using traditional skills, such as distinguishing sources and understanding plagiarism, have become heightened due to the overwhelming amounts of information available on the web (Microsoft Education Team, 2010).

Citation

Microsoft Education Team. (2010). From search to research: Developing critical thinking through web research skill. Retrieved from <http://download.microsoft.com/download/A/6/4/A645E848-4937-4564-9CF6-16A57EF8BF4B/CriticalThinking.pdf>



Students are asked to conduct research

Oak Grove School District

FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Classroom

FILTERED TO:

SUCCESS INDICATOR: Student Use Of The 4Cs

VARIABLE: Student Critical Thinking



Why This Matters

The urgency of using traditional skills such as distinguishing sources and understanding plagiarism have become heightened due to the overwhelming amounts of information available on the web (Microsoft Education Team, 2010).

Citation

Microsoft Education Team. (2010). From search to research: Developing critical thinking through web research skill. Retrieved from <http://download.microsoft.com/download/A/6/4/A645E848-4937-4564-9CF6-16A57EF8BF4B/CriticalThinking.pdf>

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

The Oak Grove School District completed a student and staff technology survey in 2015-16. Sixty-two percent of the students in grades 4-8 were asked to use technology to conduct research. Thirty-five to fifty-one percent of the students were asked to use technology to problem solve, collect and analyze data or do experiments at least monthly. That means over half of the students in grades 4-6 used technology as a critical thinking tool less than once a month.

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

We will monitor students' use of technology weekly through classroom walk throughs and student interviews. Oak Grove School District will repeat the survey to compare results from 2015-16 to 2016-17.

Strategy:

The new mission of schools is to prepare students for college and to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented. We must be prepared to embrace a landscape where technology in teaching and learning becomes part of the fabric of modeling, observation sharing, communication, collaboration and critical thinking.

ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

There are specific grade level Common Core Technology Skills and Standards. Education technology will be an effective and productive tool in the school learning environment. We focus on technology implementation to make effective use and integration of technology into all content areas through all the grade levels.

- **Measures:**

Through frequent walk throughs, the principal monitors the implementation of Common Core standards. These standards include the integration of technology skills.

- **People Assigned:**

The principal is responsible for monitoring the implementation.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

The district has provided Chromebooks for students in grades TK-3 (two-to-one), and in grades 6-8 (one-to-one). All students have a Google account which provides them access to Google Apps for Education (e.g. GAFE: Google Docs, Google Slides, Google Classroom). The Chromebooks and GAFE provide students valuable tools with which to learn across content areas.

- **Measures:**

The IT department monitors the network bandwidth to support the two-to-one and one-to-to one computing done by students. Tech Mentors and the EdTech Specialist monitor the students' Chromebooks and GAFE accounts.

- **People Assigned:**

The Tech Mentors, IT and EdTech staff monitor the needed repairs and Google account issues.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Technology Upgrades	\$4,000.00
Local Control Funding Formula State Compensatory Education	Brain Pop	\$2,300.00

> ACTION:EXTENDED LEARNING TIME

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

Students have access to their Google accounts after school and at home. We are also implementing iReady which provides lessons in reading and mathematics. On the OGSD webpage are other resources students may use both at school and at home.

- **Measures:**

The OGSD IT and EdTech team are exploring ways to increase home access for families who do not have the internet or devices at home. Currently, our after school program and the public libraries do provide that access.

- **People Assigned:**

The IT and EdTech staff are evaluating and monitoring the home access.

Start Date: [07/01/2016](#)

Completion Date: [06/30/2017](#)

> ACTION:INCREASED OPPORTUNITY

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

To ensure a technology gap will not become the next achievement gap, we work toward providing every student and teacher access to integrated technology. For English Learners and specific students with Individual Educational Plans (IEP), we provide online programs such as System 44 and Read 180. The iReady reading and math program provides an opportunity to engage students in individualized instruction.

- **Measures:**

The different programs provide a method for monitoring the number of minutes students are using the program. The programs also have diagnostic tests so the staff can evaluate the effectiveness of the program.

- **People Assigned:**

The principal, site staff and Educational Services staff monitor the implementation and success of our various programs.

Start Date: [07/01/2016](#)

Completion Date: [06/30/2017](#)

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

The district provides professional development, classroom modeling, and coaching to enhance classroom technology integration throughout all our classes. The focus has been on learning and implementing Google Apps for Education such as docs, slides, forms, and presentations. The EdTech support team also models lesson on coding, and works with site Tech Mentors on trouble shooting issues that may arise.

- **Measures:**

The principal, staff, and EdTech support team meet to discuss specific site needs in professional development. Teachers can request individual help with tools or classroom implementation by emailing their EdTech support person.

- **People Assigned:**

The principal and EdTech support team monitor the needs of professional development at each school.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

The EdTech Team provides parent trainings. On March 21, 2017, they will present at the Oak Grove Parent Involvement Night. Parents attend Project Based Learning and Sobrato Early Academic Language culminating activities. During these activities parents can see the technology their children have used during their projects.

- **Measures:**

Through conversations with School Site Council and other parent conversations, we determine if parents are aware of the technology students are using.

- **People Assigned:**

The principal and teachers are responsible for keeping the parents informed of the instructional strategies used to integrate technology into the curriculum.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

The infrastructure (network cabling and switches) is critical to the success of integrated technology in every classroom. The OGSD IT department upgraded all of the switches in every classroom in 2016. During the summer of 2017, all cabling will be upgraded. These upgrades are part of the Bond Measure that the voters approved for Oak Grove School District.

- **Measures:**

The Director of Information Technology monitors the internet access and use daily.

- **People Assigned:**

The Director of Information Technology is responsible for ensuring students have the appropriate access to the internet.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAMS AND RESULTS

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

As part of the OGSD Local Control and Accountability Plan (LCAP), students and staff are surveyed regarding the use of technology as a Common Core instructional tool. The results of that survey are shared with principals.

- **Measures:**

The Director of Technology (ESD) and the Director of Information Systems annually monitor the implementation of 21st Century Learning. The stakeholders also provide input into the Oak Grove School District LCAP. The LCAP includes a goal focusing on integrated technology in Common Core instruction.

- **People Assigned:**

The Director of Technology (ESD) and the Director of Information Systems complete the monitoring and evaluate the results.

Start Date: 07/01/2016

Completion Date: 06/30/2017



FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget :	\$40,089.00
Total Annual Expenditures for Current School Plan:	(\$40,089.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$40,089.00
	Staff Development	(\$400.00)
	Strategies and Materials	(\$3,288.00)
	Strategies and Materials	(\$1,500.00)
	Extended Learning Time	(\$1,000.00)
	Increased Opportunity	(\$2,500.00)
	Increased Opportunity	(\$2,300.00)
	Staff Development	(\$5,457.00)
	Strategies and Materials	(\$1,500.00)
	Strategies and Materials	(\$3,288.00)
	Extended Learning Time	(\$1,000.00)
	Extended Learning Time	(\$300.00)
	Increased Opportunity	(\$5,800.00)
	Staff Development	(\$5,456.00)
	Strategies and Materials	(\$4,000.00)
	Strategies and Materials	(\$2,300.00)
	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
Danielle Gentry	Classroom Teacher		11/03/2016
Jenay Enna	Principal		11/03/2016
Pam O'Hara	Other School Staff		11/03/2016
Kaushik Joglekar	Parent or Community Member		11/03/2016
Bevlee Doran	Classroom Teacher		11/03/2016
Janae Pierre	Classroom Teacher		11/03/2016
Maria Arellano	Parent or Community Member		11/03/2016
Theresa Miller	Parent or Community Member		11/03/2016
Daniel Berg	Parent or Community Member		11/03/2016
Teanna O'Mara	Parent or Community Member		11/03/2016

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	3	1	5	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:

Site English Learners Advisory Council (SELAC)

_____ 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:

12/01/2016

Attested:

Jenay Enna, Principal

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

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):

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

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

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

- Goal 1: All students will be proficient in all subject areas.

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):

- Goal 1: All students will be proficient in all subject areas.

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):

- Goal 1: All students will be proficient in all subject areas.

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):

- Goal 1: All students will be proficient in all subject areas.
- Goal 2: We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities.
- Goal 3: Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

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

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 2: We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities.
- Goal 3: Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

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 Academic Language (SEAL) strategies.

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

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):

- Goal 1: All students will be proficient in all subject areas.
- Goal 2: We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

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):

- Goal 1: All students will be proficient in all subject areas.

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):

- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

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.

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

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):

- Goal 4: School and classroom environments support learning, creativity, safety and engagement.

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

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

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

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

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

- **Goal 1: All students will be proficient in all subject areas.**

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):

- **Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.**

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.

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):

- **Goal 4: School and classroom environments support learning, creativity, safety and engagement.**

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) :

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

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.

Fiscal support (EPC):

- Goal 1: All students will be proficient in all subject areas.

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.