

SPSA 2016-17

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District



Christopher Elementary

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

CDS Code: 43696256048102

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Goals and Actions	Start Date	Completion Date	Amount
» Reading/Language Arts			
› English Language Arts			
• Alignment of Instruction	07/01/2016	06/30/2017	\$64,891.00
• Strategies and Materials	07/01/2016	06/30/2017	\$9,675.00
• Extended Learning Time	07/01/2016	06/30/2017	\$15,817.00
• Increased Opportunity	07/01/2016	06/30/2017	\$18,226.00
• Staff Development	07/01/2016	06/30/2017	\$2,975.00
• Involvement of Staff & Parents	07/01/2016	06/30/2017	\$700.00
• Auxiliary Services	07/01/2016	06/30/2017	\$250.00
• Monitoring Program Results	07/01/2016	06/30/2017	\$1,400.00
» English Language Development			
› (EL)English Learner Achievement			
• Alignment of Instruction	07/01/2016	06/30/2017	\$16,848.00
• Strategies and Materials	07/01/2016	06/30/2017	\$6,800.00
• Extended Learning Time	07/01/2016	06/30/2017	\$8,590.00
• Increased Opportunity	07/01/2016	06/30/2017	\$0.00
• Staff Development	07/01/2016	06/30/2017	\$2,975.00
• Involvement of Staff and Parents	07/01/2016	06/30/2017	\$250.00
• Auxiliary Services	07/01/2016	06/30/2017	\$1,300.00
• Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00
» Mathematics			
› (M) Mathematics			
• Alignment of Instruction	07/01/2016	06/30/2017	\$1,160.00
• Strategies and Materials	07/01/2016	06/30/2017	\$4,000.00
• Extended Learning Time	07/01/2016	06/30/2017	\$27,725.00
• Increased Opportunity	07/01/2016	06/30/2017	\$0.00
• Staff Development	07/01/2016	06/30/2017	\$4,975.00
• Involvement of Staff & Parents	07/01/2016	06/30/2017	\$1,566.00
• Auxiliary Services	07/01/2016	06/30/2017	\$250.00
• Monitoring Program Results	07/01/2016	06/30/2017	\$1,860.00
» School Climate			
› School Climate			

Goals and Actions	Start Date	Completion Date	Amount
• Alignment of Instruction	07/01/2016	06/30/2017	\$12,400.00
• Strategies and Materials	07/01/2016	06/30/2017	\$6,912.00
• Extended Learning Time	07/01/2016	06/30/2017	\$18,000.00
• Increased Opportunity	07/01/2016	06/30/2017	\$31,250.00
• Staff Development	07/01/2016	06/30/2017	\$3,000.00
• Involvement of Staff and Parents	07/01/2016	06/30/2017	\$16,982.00
• Auxiliary Services	07/01/2016	06/30/2017	\$4,000.00
• Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00
Total Annual Expenditures for Current Site Plan: \$284,777.00			

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

- 4 - Pupil Achievement

LCAP Goal:

- All students will be proficient in all subject areas.

Goal Statement:

Students at Christopher will establish a base of knowledge across a wide range of subject matter and will become proficient in curricular areas through research and study. Christopher students will be 21st Century learners, becoming strong communicators, collaborators, as well as critical and creative thinkers. We will become proficient in areas that will lead to achieving this goal.

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

The data we used included iReady, CAASPP, and the California English Language Development Test (CELDT).

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

Our analysis revealed that implementing Sobrato Early Academic Language Initiative (SEAL), Project Based Learning (PBL) and Designated and Integrated English Language Development would improve our success in Language Arts. CAASPP scores showed that while we are at an overall 29.23% in English Language Arts, the areas of need in Reading (47.54% below standard) and writing (35.92% below standard) were much higher than the areas of Research/Inquiry (31.34% below standard) and Listening (28.87% below standard). CAASPP also showed that support is needed in 3rd -5th grades. Our iReady scores suggested high growth potential in the areas of Phonological Awareness in grades Kindergarten through 4th grades, high growth potential with Phonics at Grades 5th through 8th, and moderate growth in the areas of High-Frequency Words for K, 1st, 4th, 5th and 6th grades, and Vocabulary in 2nd and 3rd grades.

By Grade	# Tested	Avg. SS	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
			#	%	#	%	#	%	#	%
Oak Grove School District	5797	2407.76	1747	25.7%	1616	23.79%	2039	30%	1395	20.52%
Christopher School	284	2459.75	120	42.25%	81	28.52%	61	21.48%	22	7.75%
Grade 3	49	2363.51	30	61.22%	10	20.41%	6	12.24%	3	6.12%
Grade 4	61	2431.90	25	40.98%	16	26.23%	13	21.31%	7	11.48%
Grade 5	62	2449.55	31	50%	18	29.03%	8	12.9%	5	8.06%
Grade 6	53	2491.55	23	43.4%	12	22.64%	15	28.3%	3	5.66%
Grade 7	28	2521.50	7	25%	15	53.57%	5	17.86%	1	3.57%
Grade 8	31	2576.90	4	12.9%	10	32.26%	14	45.16%	3	9.68%

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

We will analyze student achievement growth on district assessments (iReady), Exit tickets, student presentations, and walk through observations.

Strategy:

1. All teachers will define, develop and implement the learning criteria and processes for a coordinated systemic approach to Common Core Standards in English Language Arts.
2. Teachers will teach through yearly SEAL and PBL thematic units connected to Common Core Standards.
3. Teachers will teach student leadership skills and develop students' 21st Century skills of Communication, Collaboration, Critical Thinking, and Creativity to support the application of learned Common Core standards.

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- Task:

1. The Literacy Coach will support all grade levels through SEAL (Sobrato Early Academic Language Initiative) and PBL (Project Based Learning) Strategies.
2. The coach will be utilized to co-teach, model and coach the teachers on an ongoing basis in both the SEAL (Sobrato Early Academic Language Initiative) and PBL (Project Based Learning) Models.
3. Designated and Integrated ELD will help the English Language Learners and the English Only Learners to develop stronger language skills.
4. Teachers will use Guided Reading and Literature Circles during their teaching day to improve the student's instructional and independent reading levels.
5. Teachers in Kindergarten through 3rd grade will participate in the SEAL Model and practice the strategies with their students to develop academic language.
6. Teachers in grades 4th through 8th will participate in PBL training and the Essential Elements of a PBL Project.
7. Teachers will utilize the Exit Tickets/Module Assessments (Engage New York).

- **Measures:**

CAASPP, iReady Assessments, Rigby, Unit tests, Engage NY module assessments, and other district measures as determined will be utilized.

- **People Assigned:**

The Literacy Coach, teachers, Principal, and English Language Teaching Partner (ELTP) Coach will all be assigned to these actions.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Literacy Coach	\$64,891.00

ACTION: STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

1. We will provide a variety of instructional materials to improve student achievement and align to the Common Core Standards.
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 the Designated and Integrated English Language Development aligned lessons.
4. We will provide licenses and access to Reading A-Z, Accelerated Reader in grades 1-5, Starfall for Kindergarten, and RAZ Kids for Kindergarten through 6th grades.
5. We will purchase computers, software, printers, LCD projectors, document cameras, and iPads.
6. We will utilize the Computer Technician Consultant to manage the technology issues that arise weekly.

- **Measures:**

Measures will include increased performance as measured by iReady assessments, site specific developed assessments, administrator walk-through observations, and student work samples.

- **People Assigned:**

Teachers, administrators, Literacy Coach, ELTP Coach, Technology Liaison, and Principal are assigned to these actions.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Materials, Supplies, Reading A-Z, AR, Raz Kids licenses	\$9,675.00

> ACTION:EXTENDED LEARNING TIME

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

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

- **Task:**

1. Provide a variety of before/after school interventions (Academies, Boys & Girls Club).
2. Peer Tutoring (upper grade students work in Primary grades during lunch recess) will be offered.
3. Service Agreement personnel and Tech Liaison will maintain the Computer Lab and classroom computers on network.
4. Supplemental Educational Services (SES) will be provided for students as needed and available.

- **Measures:**

Data from Academies, SES Provider assessments, Boys & Girls Club attendance logs, and iReady assessments will all be monitored.

- **People Assigned:**

Teachers, Principal, SES Provider, Service Agreement personnel, and Technology Liaison are all responsible for these actions.

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

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

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Service Agreements for personnel to work in computer lab and classrooms	\$15,817.00

> ACTION:INCREASED OPPORTUNITY

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

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

- **Task:**

1. Extra support in the K-3 Classrooms in the area of guided reading and small group instruction will be offered.
2. The Library will be open for extended access for students.
3. Before and After School Academies will be offered for students reading below level as determined by teachers, through assessments and students not meeting or exceeding standards in CCSS.
4. We will provide Foster Grandparent(s) to classroom(s) who will support students in the classroom. The Foster Grandparents provide a nurturing experience for the students.

- **Measures:**

Student instructional levels - will grow as measured by RIGBY and Running Records and benchmarks as designated by the District. We will also monitor increased student engagement and iReady lessons that are accessible by students and parents.

- **People Assigned:**

The people assigned to these tasks include: a retired teacher/reading specialist, Library Clerk, principal, Foster Grandparents, and teachers.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Extended time Library Clerk	\$18,226.00

> ACTION:STAFF DEVELOPMENT

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

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

- **Task:**

Staff development will include:

1. Release time for Kindergarten through 3rd grade teachers participating in SEAL Model training.
2. Release time for 4th through 8th grade teachers for PBL training with consultant and coaches.
3. Professional materials for SEAL Model and for PBL.
4. Release time for teachers to meet with Support teams.
5. Teacher leaders' participation on our District Literacy Team (DLT).

- **Measures:**

SEAL implementation rubric data, iReady assessment, walk-through observations, Cycle of Inquiry, and SST (student study team) logs will be monitored.

- **People Assigned:**

The principal, teachers, coaches, Literacy Specialists, and District Level Administrators are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Release Time for Planning and Cycle of Inquiry Goals to support our Instructional Focus	\$2,975.00

> ACTION:INVOLVEMENT OF STAFF & PARENTS

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

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

- **Task:**

Tasks include:

1. Family Literacy classes/Family Nights will provide opportunities for parents and students to interact in order to improve success toward mastering CCSS.
2. We will provide supplies and materials for Family Literacy Nights.
3. We will provide babysitting for Family Literacy Nights.
4. The Parent Involvement Component of SEAL (Sobrato Early Academic Language) provides gallery walks in which parents are invited to attend.
5. We will participate in Family Engagement Impact Project (FEIP).

- **Measures:**

We will monitor the participation from parents and review the impact their involvement and participation has on improved student outcomes. We will use iReady assessments and teacher observations as a way to measure and monitor progress.

- **People Assigned:**

Staff, the principal, Literacy Coach, and ELTP Coach are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplies and Materials for Parent meetings	\$700.00

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. Child Care providers will provide child care during parent meetings and Literacy Nights, Home & School Meetings, and Cafecitos Parent Meetings.

- **Measures:**

Increased parent involvement as measured by increased numbers at meetings (sign in sheets) will be monitored.

- **People Assigned:**

Translators, Child Care Providers, and Community Liaison are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Service Agreements for Childcare	\$250.00

> ACTION: MONITORING PROGRAM RESULTS

Means of Achievement: Monitoring program implementation and results

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

1. Administrator and Support Team will meet with classroom teachers annually to discuss progress of students in all Kindergarten through 8th grade levels (Marathon Meetings and Goal Setting/Evaluation Conferences).
2. Staff will analyze student assessments including iReady levels, Running Records, Unit Tests, teacher created assessments, and student work samples.

- **Measures:**

Meetings and observations by administrator and Support Team that can include teachers, Literacy Coach, ELTP Coach, RSP (Resource Specialist Program) teacher, Speech teacher, and the school psychologist.

- **People Assigned:**

Classroom Teachers, Principal, Literacy Coach, ELTP Coach, Speech, RSP teacher, Speech teacher, school psychologist, and Community Liaison are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Roving sub for marathon meetings and goal setting and evaluation conferencing	\$1,400.00

» GOAL: (EL) ENGLISH LEARNER ACHIEVEMENT

GOAL AREA: ENGLISH LANGUAGE DEVELOPMENT

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:

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

LCAP Priorities:

- 8 - Other Pupil Outcomes

LCAP Goal:

- We will accelerate student success for EL, low socio-economic students, Foster Youth and students with special needs.

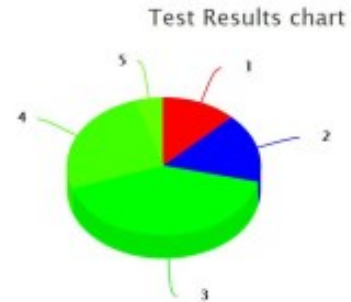
Goal Statement:

All English Learners will increase a minimum of one or more proficiency levels on CELDT annually in order to be proficient in grade level CCSS as well as CELDT. Students will develop language in the use the 21st Century Skills of communication and collaboration.

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

Results from CAASPP, CELDT, and teacher observation data helped in forming this goal.

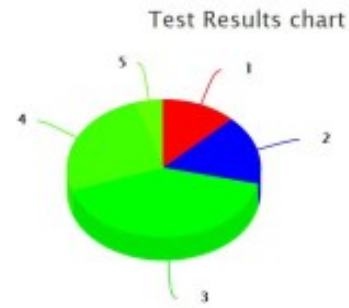
Test Results	Objective Analysis	Demographics Profile	Summary
Performance Level Summary			
	#	%	<input checked="" type="checkbox"/>
Number of Students Tested:	184		
1 - Beginning	23	12.5%	<input checked="" type="checkbox"/>
2 - Early Intermediate	30	16.3%	<input checked="" type="checkbox"/>
3 - Intermediate	75	40.76%	<input checked="" type="checkbox"/>
4 - Early Advanced	47	25.54%	<input checked="" type="checkbox"/>
5 - Advanced	9	4.89%	<input checked="" type="checkbox"/>



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

English Learners consistently score lower on standardized tests due to the need to develop their English proficiency until they become fluent in English. Christopher English Learners scored 28.64% overall on the CELDT test. A total of 71.19% of our English Learners scored on the Intermediate, Early Advanced, and Advanced proficiency bands on the CELDT test. Students who were redesignated scored at 64.52% proficient or advanced in English Language Arts on CAASPP while 42.37% of these same students scored proficient or advanced in Math on CAASPP. The scores call for the continued use of language throughout their program. SEAL and PBL are great models to use Designated and Integrated English Language Development.

Test Results	Objective Analysis	Demographics Profile	Summary
Performance Level Summary			
	#	%	<input checked="" type="checkbox"/>
Number of Students Tested: 184			
1 - Beginning	23	12.5%	<input checked="" type="checkbox"/>
2 - Early Intermediate	30	16.3%	<input checked="" type="checkbox"/>
3 - Intermediate	75	40.76%	<input checked="" type="checkbox"/>
4 - Early Advanced	47	25.54%	<input checked="" type="checkbox"/>
5 - Advanced	9	4.89%	<input checked="" type="checkbox"/>



Ethnic Subgroups	ELA		Math	
	# Tested	Overall	# Tested	Overall
All	284	70.77%	286	75.17%
Hispanic or Latino	248	72.18%	250	78.40%
Asian	15	33.33%	15	40.00%
Black or African American	8	87.50%	9	100.00%
Native Hawaiian or Pacific Islander	5	100.00%	4	75.00%
White	3	66.67%	3	100.00%
Filipino	2	50.00%	2	50.00%
Two or more races	2	50.00%	2	50.00%
American Indian or Alaska Native	1	100.00%	1	100.00%
Other Subgroups				
Other Subgroups	ELA		Math	
	# Tested	Overall	# Tested	Overall
Socioeconomic Disadvantage	233	72.53%	235	78.72%
Migrant Education	5	80.00%	5	80.00%
English Proficiency				
English Proficiency	ELA		Math	
	# Tested	Overall	# Tested	Overall
English Only	82	73.17%	84	77.38%
I-FEP	10	50.00%	10	60.00%
EL	129	87.99%	131	82.44%
R-FEP	62	35.48%	58	57.62%

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

We will utilize the following to monitor and evaluate data:

- ◊ Students will be assessed on the iReady assessment.
- ◊ CELDT results will be used to determine student language needs.
- ◊ Students' progress on assessments and on writing samples will be looked at using the lens of language level production during the school year.
- ◊ Teachers will use the Cycle of Inquiry process to consistently evaluate student growth and make adjustments to instruction based on student needs.

Strategy:

1. Teachers will meet with the Support Staff and in grade levels to discuss the progress and observations of English Learners.
2. Release days will be provided to support planning and testing for Designated and Integrated English Language Development.
3. SEAL model in Kindergarten through grade 3 and PBL in grades 4th through 8th grades will be implemented and adjusted to support English Learners.

> ACTION:ALIGNMENT OF INSTRUCTION

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

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

- **Task:**

1. Teachers and staff will implement Designated and Integrated English Language Development at all grade levels K- 8.
2. ELTP Coach will work with K-8 teachers to implement Designated and Integrated English Language Development.
3. ELTP Coach will implement and monitor the CELDT testing process on site.
4. Teachers in Kindergarten through 3rd grade will implement strategies learned in SEAL training.
5. Teachers in 4th through 8th grades will implement strategies learned in PBL training and work towards giving our English Language Learners access through the essential elements of the program.
6. The Response to Intervention (RTI) coach will work with Kindergarten through Eighth Grade teachers to implement/align our Response to Interventions.

- **Measures:**

CELDT and Classroom Observations will measure our success.

- **People Assigned:**

Classroom Teachers, principal, ELTP Coach, District Administrator, Literacy Coach, and RTI (Response to Intervention) Coach are assigned to these actions.

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

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

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	RTI Coach service agreement	\$16,848.00

> ACTION:STRATEGIES AND MATERIALS

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

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

- **Task:**

1. Integrated and Designated English Language Development will be based on instructional need.
2. Materials will be available to supplement instruction in SEAL and PBL (non-fiction texts, leveled readers, dictionaries, realia, manipulatives, tradebooks, posters).
3. English Learner researched based strategies will be used by teachers and instructional assistants.
4. Teachers and students will create a print rich environment through SEAL and PBL.
5. Teachers will use audio visual support in classrooms including listening centers, projection devices, document cameras, and iPads.

- **Measures:**

CELDT, CAASPP, iReady, Reading Levels, and Teacher/Administrator observations will be utilized to monitor success.

- **People Assigned:**

Classroom teachers, Support Team, and administration are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Materials, Supplies	\$2,000.00
Local Control Funding Formula State Compensatory Education	Print Shop	\$800.00
Local Control Funding Formula State Compensatory Education	Materials, Supplies	\$4,000.00

ACTION:EXTENDED LEARNING TIME

Means of Achievement: **Extended learning time**

Action Type:**Form A: Planned Improvements in Student Performance**

- **Task:**

1. Staff provide students who are below grade level with extended learning opportunities before, during and after school.
2. Christopher will provide English Learners after school Literacy Academies in grades K-8.

- **Measures:**

CELDT, Rigby, CAASPP, and iReady results will be monitored.

- **People Assigned:**

The following people are assigned to these tasks: Staff, principal, ELTP, Literacy Coach, as well as people on service agreements for additional instructional support.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Service Agreements for personnel to work in computer lab and classrooms	\$8,590.00

> ACTION: INCREASED OPPORTUNITY

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

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

- **Task:**

1. We will provide multiple opportunities for small group instruction for the students performing below grade level.
2. We will offer intersession classes and afterschool programs as a safety net during the school year.

- **Measures:**

Teacher observations of student progress will be monitored.

- **People Assigned:**

The following people are assigned to these actions: teachers, Literacy Coach, retired teachers, and those we have hired on service agreements.

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:**

1. Provide Cycle of Inquiry, planning and student data analysis on professional development days.
2. Provide release time for cycle of inquiry, teacher evaluations, retention meetings, and Student Study Team (SST) meetings.
3. Provide release time for SEAL Model professional development such as Unit Planning Days.
4. Provide release time for PBL.
5. Set up Bilingual Team Meetings (3-4 times a year) to address the needs of English Learner Achievement.

- **Measures:**

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

- **People Assigned:**

The following people are assigned to these actions: teachers, the principal, Literacy Coach, and ELTP Coach.

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

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

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Release Time for Planning and Cycle of Inquiry Goals to support our Instructional Focus	\$2,975.00

> 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:**

1. Family Literacy classes/ Family Nights will provide opportunities for parents and students to interact in order to improve success toward CCSS (for parents with students in TK - 3).
2. Provide supplies and materials for Family Nights.
3. Provide babysitting for Family Nights.

- **Measures:**

Improved student achievement based on District assessments and teacher observations will be monitored.

- **People Assigned:**

All staff, the principal, Literacy Coach, and ELTP Coach are assigned to these tasks.

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

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

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Service Agreements for Childcare	\$250.00

> 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. Child Care providers will provide child care during parent meetings, Home & School Meetings and Hispanic Parent Meetings.

- **Measures:**

Increased parent involvement as measured by increased numbers at meetings (sign in sheets) will be monitored.

- **People Assigned:**

The following people are assigned to these tasks: translators, child care providers, and the Community Liaison.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Parent Meeting supplies and materials	\$1,300.00

ACTION: MONITORING PROGRAM AND RESULTS

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

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

- **Task:**

1. Our ELTP Coach will coordinate CELDT testing in order to support staff with student placement in Designated and Integrated English Language Development time.
2. The Administrator and Support Team will meet with classroom teachers twice a year to discuss progress of students in all grade levels K-8.
3. Staff will analyze student assessments including CELDT, CAASPP, iReady, Running Records, Module Tests, teacher created assessments, and student work samples.

- **Measures:**

Meetings and observations by administrator and Support Team (Literacy Coach, ELTP Coach, RTI Coach, RSP (Resource Specialist), Speech Teacher, and Psychologist) will help measure progress.

- **People Assigned:**

Teachers, principal, Literacy Coach, ELTP Coach, RTI coach, Speech teacher, RSP (Resource Specialist), Psychologist, and Community Liaison are all responsible for these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

» GOAL: (M) MATHEMATICS

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:

- 4 - Pupil Achievement

LCAP Goal:

- All students will be proficient in all subject areas.

Goal Statement:

Based on Common Core Standards, Christopher students will become mathematically proficient students. They will use the eight Mathematical Practices to become proficient in math. The practices are:

- 1) Make sense of problems and persevere in solving them
- 2) Reason abstractly and quantitatively
- 3) Construct viable arguments and critique the reasoning of others
- 4) Model with Mathematics
- 5) Use appropriate tools strategically
- 6) Attend to precision
- 7) Look for and make use of structure
- 8) Look for and express regularity in repeated reasoning

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

CAASPP, District determined assessments, other performance based assessments (End of Unit Engage New York Math, Mathematics Assessment Resource Service (MARS) Tasks) all assisted in creating this goal.

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

The analysis of CAASPP data in math, observations during Math Talks, and iReady math assessments revealed that there is a need in student application of mathematics. CAASPP data showed that students had an overall score of 24.82%. Concepts and Procedures were a relative weakness at 53.85% of students below standard while Communicating Reasoning (65.73% at/near and above standard) and Problem Solving (61.19% at/near and above standard) were a relative strength. CAASPP also showed that supports in math are needed especially in 4th through 7th grades. The iReady data showed that Algebra and Algebraic Thinking was a strength among all the grade levels tested, while Numbers & Operations were a weakness for Kindergarten, 3rd, 4th and 5th grades, Measurement & Data was a weakness for 1st, 2nd, 6th, 7th, and 8th grades, and Geometry was a weakness for all grade levels. We concluded that working on the 8 Mathematical Practices would give us growth in all of these areas by working on the application and procedures of math.

By Grade	# Tested	Avg. SS	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
			#	%	#	%	#	%	#	%
Oak Grove School District	6839	2502.37	2051	29.99%	1909	27.91%	1533	22.42%	1346	19.68%
Christopher School	295	2464.52	111	38.81%	104	36.36%	54	18.88%	17	5.94%
Grade 3	48	2403.33	14	29.17%	21	43.75%	11	22.92%	2	4.17%
Grade 4	61	2438.98	25	40.98%	18	29.51%	14	22.95%	4	6.56%
Grade 5	63	2453.73	32	50.79%	19	30.16%	8	12.7%	4	6.35%
Grade 6	54	2490.89	23	42.59%	18	33.33%	8	14.81%	5	9.26%
Grade 7	29	2506.97	12	41.38%	9	31.03%	8	27.59%	0	0%
Grade 8	31	2545.84	5	16.13%	19	61.29%	5	16.13%	2	6.45%

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

We will use Cycle of Inquiry discussions, Marathon Meetings, Administration/Teacher meetings, Cycle of Inquiry Team meetings, Support Team meetings, Grade Level meetings and planning/launches with coaches will help us to monitor and evaluate the data.

Strategy:

1. All teachers will define, develop and promote effective teaching practices that maximize rigor and active engagement for all students in math.
2. All teachers will implement and monitor a K-8 vertically aligned Common Core Math Standards-based curriculum with the use of the 8 Mathematical Practices.
3. All teachers will develop or research any needed assessments and utilize current math assessments including Number Talks, MARS tasks, Exit tickets, End of unit tests, and iReady tests to meet Common Core Standards goals in Mathematics.

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- Task:

1. All teachers will utilize the Engage New York Modules for Mathematics.
2. All teachers will provide a Daily Math Block to teach the CCSS.
3. Teachers will give Number Talks at least three times a week.
4. All teachers will have access to Math alignment and training materials.

- Measures:

The following measures will be used to monitor success: End of Module Tests, Exit Tickets, MARS Tasks, and iReady assessments.

- **People Assigned:**

The teachers, coaches, and principal are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Licenses for Math	\$1,160.00

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. We will utilize support materials to supplement the curriculum currently being utilized while teaching CCSS.
2. We will organize math materials into one central location.
3. We will purchase math manipulatives and materials as needed.

- **Measures:**

Improved scores on End of Module tests and iReady Assessments will be monitored to measure progress.

- **People Assigned:**

Teachers, coaches, and the principal are all assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Classroom Math Materials and supplies	\$2,500.00
Local Control Funding Formula State Compensatory Education	Technology projectors and presentation items	\$1,500.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. After school math academies may be provided for students not at standard.
2. Before and After school computer lab opportunities will be provided for students to use math software.
3. Boys and Girls Club after school program will provide opportunities for homework support.
4. Globaloria program for Science Technology Engineering and Math (STEM) Leadership students will be provided.
5. SJ Learns Math Program at 3rd grade level will be implemented until the grant funding is extinguished.

- **Measures:**

Attendance sheets, Exit tickets, end of module tests, iReady Assessments, Gigi math data, and classroom work will all be monitored to measure student growth.

- **People Assigned:**

Teachers, the Support Team, the principal, as well as additional staff hired on service agreements are responsible for these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Materials, lab technology, computer lab service agreement	\$20,725.00
Local Control Funding Formula State Compensatory Education	Materials, lab technology, computer lab service agreement	\$7,000.00

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

1. Staff will provide targeted flexible group math instruction for students scoring below standard.
2. Access to iReady Math will be provided to students.

- **Measures:**

Student performance on district benchmarks, End of Module Tests, MARS Tasks, iReady Assessments, and Gigi Math data will be monitored to measure student progress.

- **People Assigned:**

Classroom teachers, the principal, and additional staff hired on service agreements are assigned to these tasks.

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:**

1. School Math Liaisons will attend the District Math Team (DMT) meetings and report information back to colleagues on a monthly basis.
2. We will provide release time for teachers participating in the Stanford Early Math Initiative.
3. Teachers will meet regularly at site grade level meetings to ensure CCSS math concepts are being taught.

- **Measures:**

Lesson plans, observations, student work, Unit test scores, and iReady data will be used to measure student learning.

- **People Assigned:**

Classroom teachers, coaches, the principal, and District Math Team Liaison are responsible for these actions.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Release Time for Planning and Cycle of Inquiry Goals to support our Instructional Focus	\$4,975.00

ACTION:INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. Parent/Teacher goal setting conferences will take place in the fall and as needed throughout the year.
2. Translation of all necessary documentation for home will be provided.
3. Parent meetings will be held to support Math Home/School Connection.
4. Family Math/Science Nights will be scheduled.

- **Measures:**

1. Conferences and Meetings will provide information to parents.
2. Number of participants will be noted.

- **People Assigned:**

The principal and classroom teachers are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Contract with Children's Discovery Museum for Family Nights	\$975.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Meeting Supplies	\$591.00

> 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. Child Care providers will provide child care during parent meetings, Home & School Meetings, and Hispanic Parent Meetings.
- **Measures:**

Increased parent involvement will be measured by increased numbers at meetings (sign in sheets).
- **People Assigned:**

Translators and the principal are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Service Agreements for Childcare	\$250.00

> ACTION:MONITORING PROGRAM RESULTS

Means of Achievement: Monitoring program implementation and results

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**
 1. Students will be assessed using Unit Tests, MARS Tasks, and iReady Assessment data.
 2. Results of assessments will be analyzed by principal and staff.
 3. Student achievement will be discussed at Grade Level meetings and Staff Professional Development.
 4. Teachers will participate in the Cycle of Inquiry process to monitor student learning.
- **Measures:**

Evidence will be in the student achievement levels as seen in student work, observations, End of Module Tests, Exit tickets, and MARS Tasks.
- **People Assigned:**

Classroom teachers, coaches, and principal are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Release Time for Staff	\$1,860.00



GOAL: 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:

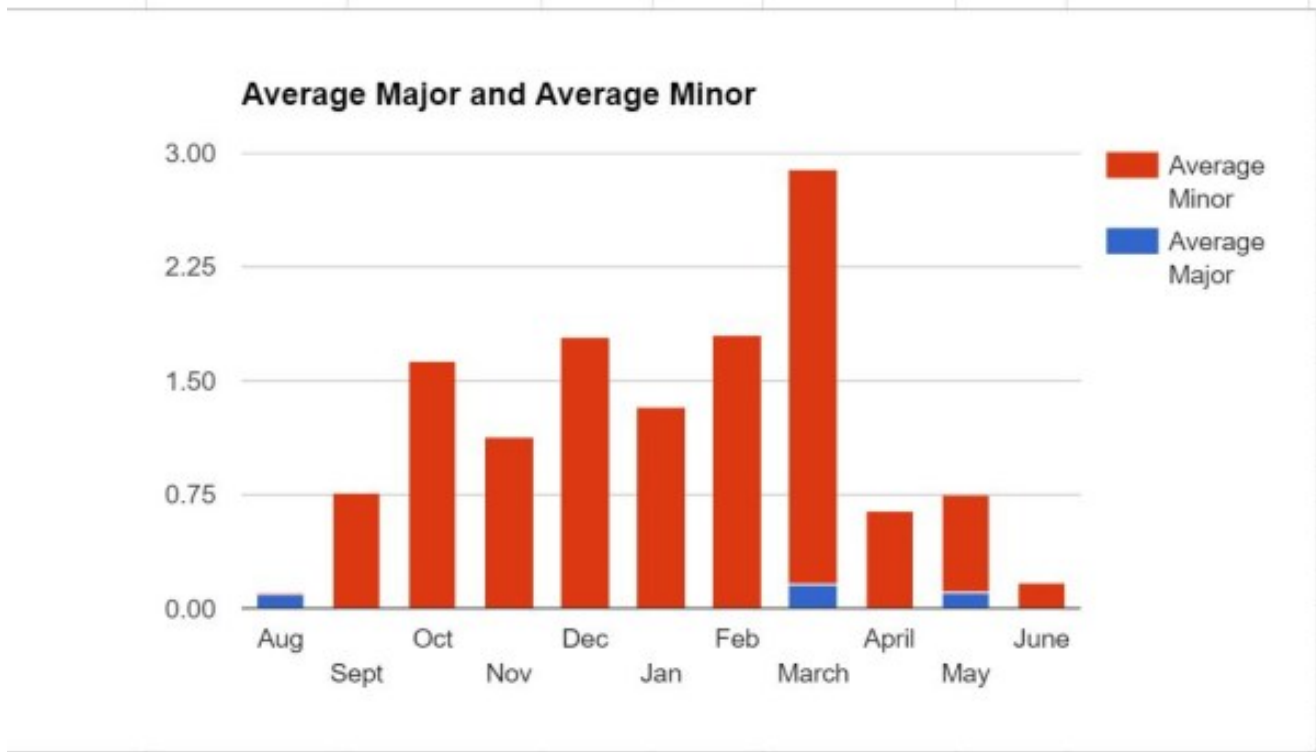
- School and classroom environments support learning, creativity, safety and engagement.

Goal Statement:

Staff, students, parents and administration will focus on a positive and inclusive school climate at Christopher School. A positive school climate will serve to improve morale, emphasize school pride, involve the school community, build student leadership and offer students chances to excel in both academic and non-academic programs. Parent and community involvement in the school will increase. We will communicate the expectation of access to college/university programs while implementing Positive Behavior Interventions and Supports. Ultimately, this will have a positive effect on behavior and academic success.

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

Data from Infinite campus on student behavior and attendance helped in the creation of this goal.



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

Analysis of school-wide attendance revealed that we had a 96.84% attendance rate for the first 3 months of the year. We would like to increase that percentage to over 97%. Our Elementary School grades have had an average attendance of 97.72%, 96.73%, and 96.48% over the first three months of school. Our Junior High School grades have had an average attendance of 98.03%, 97.88%, and 97.53% over the first three months of school.

Continuous Equity Improvement Team (CEIT) monthly analysis of data revealed the need for a research based practice in PBIS (Positive Behavior Interventions and Supports) to improve school culture and climate. There has been an increase in referrals to the office during the months of October, December and March. We would like to continue to decrease the amount of referrals by continuing our work with PBIS (Positive Behavior Interventions and Supports), The Leader in Me (TLIM) program as well as the continued work of Recess 101 to develop students' access to positive games during break times. We also see through observation that there is a need to develop student leadership to support a positive school climate.

Month 1 Complete - Report Period from 8/15/2016 to 9/9/2016

School Site	K	01	02	03	04	05	06	07	08	School Wide
16-17 Christopher School	98.07%	96.46%	97.11%	97.74%	97.85%	98.44%	97.82%			97.72%
16-17 Christopher School								96.84%	99.27%	98.03%

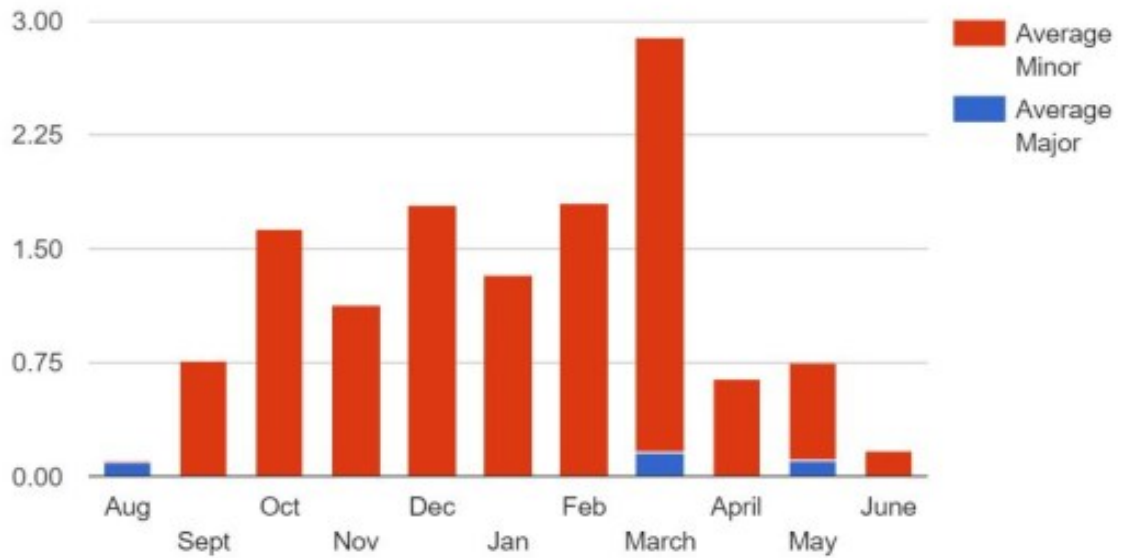
Month 3 Complete - Report Period from 10/10/2016 to 11/4/2016

School Site	K	01	02	03	04	05	06	07	08	School Wide
16-17 Christopher School	95.29%	96.16%	97.30%	95.96%	97.09%	96.88%	96.67%			96.48%
16-17 Christopher School								97.82%	97.24%	97.53%

Month 2 Complete - Report Period from 9/12/2016 to 10/7/2016

School Site	K	01	02	03	04	05	06	07	08	School Wide
16-17 Christopher School	96.02%	96.14%	95.57%	95.80%	97.35%	98.30%	97.00%			96.73%
16-17 Christopher School								98.00%	97.76%	97.88%

Average Major and Average Minor



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

CEIT and staff teams will evaluate data on a monthly basis from Infinite Campus.

Strategy:

Christopher Coyote mantra (Be Respectful, Be Responsible, Be safe) work, Recess 101 work, and Developing student leadership (Seven Habits of Happy Kids) will help us reach this goal.

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

• **Task:**

1. Teachers will focus on the Coyote Mantra - Be Respectful, Be Responsible, Be Safe.
2. Teachers will utilize their training and materials to reinforce PBIS in order to increase positive student behavior in the classroom and on campus.
3. Assemblies will be held monthly to promote the mantra and the seven habits of happy kids. Students will be awarded for their behavior in each of the areas.
4. Morning Coyote praise note announcements and weekly Cool Coyotes will be recognized.
5. Student Leadership will be emphasized by use of 7 Habits of Successful Teens, Leader in Me, and 7 Habits of Happy Kids.

• **Measures:**

We will measure alignment of instruction by monitoring a decrease in the number of referrals to the office for behavior.

• **People Assigned:**

Teachers, the principal, Support Staff, classified Staff, and consultants are all responsible for these actions.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	PBIS Incentives	\$1,200.00
Local Control Funding Formula State Compensatory Education	Visual materials	\$4,000.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	License with Franklin Covey-TLIM	\$7,200.00

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

• **Task:**

1. Christopher will purchase equipment for the Recess101 program for before school, recess and lunch activities.
2. Christopher will provide all staff with Cool Coyote dollars to use at the Cool Coyote Store on Fridays.
3. Christopher will utilize books, materials, videos, etc. to reinforce the PBIS focal areas and the 7 habits of happy kids.
4. Assemblies will be held monthly to recognize students and to promote anti-bullying behavior.
5. Daily Praise note winners will be announced as well as weekly Cool Coyote students from each classroom.

• **Measures:**

1. All staff will give Cool Coyote dollars to students who are doing the right things in each of the areas of being respectful, being responsible, and being safe.
2. Teachers will draw one name each week from their class to be announced as the Cool Coyote of the Week.

• **People Assigned:**

All school staff are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	PBIS Supplies	\$1,800.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Recess 101 Supplies	\$1,500.00
Local Control Funding Formula State Compensatory Education	awards and program materials	\$3,612.00

> ACTION:EXTENDED LEARNING TIME

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

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

- **Task:**

1. 4th through 8th grade students will have the opportunity to become Recess 101 student coaches - They will learn problem solving and leadership strategies.
2. 3rd through 8th grade students have the opportunity to join Student Council.
3. A Community Service award will be given out to students accumulating service hours.
4. Approximately 100 students who are below standard participate in the ASES Boys and Girls Club.

- **Measures:**

We will monitor the following:

- ◊ Student participation in these programs will increase.
- ◊ The number of disciplinary incidents and referrals will decrease.
- ◊ There will be a decrease of incidents of bullying on campus as reported to the administration and staff.
- ◊ Student academic performance will increase as a result of the positive climate on campus.

- **People Assigned:**

The principal, teachers, Recess 101 Coach, and all other staff are responsible for these actions.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
After School Education and Safety (ASES)	Contracted services with Boys and Girls club	\$18,000.00

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

- Task:**

1. We will provide Recess 101 Coach and program components (recess/lunch games, leadership classes, group game time with classes, and intramural sports (basketball, football and volleyball).
2. We will provide field trips to colleges to align with school goals.
3. TK - 2 will receive Music for Minors for 26 weeks each year.
4. 3rd - 6th will receive VPA during the school year (Music, Tone Flutes, Chorus, Art).
5. 6th grade students are invited to participate in Band/Orchestra Program at Davis Middle School.
6. 2nd and 3rd grades will participate in Readers are Leaders.
7. STEM Business and College Field trips will be offered to practice and support Leadership Goals.
8. Family Science Night contract will be written.
9. Physical Education and Sports opportunities will continue.

- Measures:**

The following will be measured:

1. Teaching students games that they can play during recess times.
2. Reduced referrals based on conflicts around playground play.
3. Students show positive behavior.
4. Students getting access to real world (colleges and businesses).
5. Learning about leadership through sports.

- People Assigned:**

The principal, Recess 101 Coach, District Music instructors, STEM Teachers, Readers are Leaders Volunteers, and additional staff hired on service agreements are responsible for these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Contracted services with Recess 101	\$25,550.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Field Trips	\$1,200.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Leadership Coaching Stipends	\$1,500.00
Local Control Funding Formula State Compensatory Education	Leadership Coaching Stipends	\$3,000.00

ACTION: STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

1. Teachers will participate in trainings from the Recess 101 Coach and in physical activity classes.
2. Teachers will participate in PBIS trainings.
3. Staff will discuss PBIS at staff meetings and CEIT meetings.
4. Staff will attend conferences to support goals.

- **Measures:**

Data will be reviewed at Staff Meetings and CEIT Meetings monthly and bimonthly.

- **People Assigned:**

The principal, Recess 101 coach, and all staff are responsible for these actions.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Outside vendor and conferences	\$925.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teacher Release time	\$2,075.00

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:**

1. All staff will work to create a climate where parents feel safe and welcomed on campus, in classrooms, at events, and on field trips.
2. Staff will help create Parent Workshops on topics such as behavior and safe play.
3. Staff will work with Home and School Club and the Hispanic Parent Group to meet the needs of all students and families.
4. Principal will meet with parents regarding parent involvement. Parents will give input for Title I Parental Involvement Policy.
5. A Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She will translate information in Spanish, and interpret at parent/teacher meetings. She will conduct home visits and make phone calls home to increase communication with parents.
6. Christopher teachers and parents are participating in the FEIP (Family Engagement Intervention Program), working together to decrease tardies and absences and increase parent involvement.

- **Measures:**

1. Increase in attendance at school-wide events (Back to School Night, Open House, Movie Nights, Harvest Festival, Cinco de Mayo/Multicultural Day, Family Science Night).
2. Increase in attendance at parent/teacher conferences, Home and School Club Meetings, Cafe con el director (coffee with the principal) Parent Meetings, and ELAC and School Site Council Meetings.
3. Student attendance will increase. Completion of classroom assignments and class participation will increase due to communication between home and school.
4. Surveys will be administered to students, teachers and parents throughout the school year.

- **People Assigned:**

The principal, classroom Teachers, Parent Leadership Team (Home and School Club) officers, School Site Council, Hispanic Parent Representatives, and the Community Liaison are responsible for these actions.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Community Liaison	\$16,982.00

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. Provide noon duty supervisors to supervise K-8 (Four lunches).
2. Students will be referred to Counseling Services through Alum Rock Center on an as needed basis.
3. Parent Education/Family Nights will be held to increase parent knowledge of school campus and strengthen the home/school partnership.

- **Measures:**

Measures include:

1. Reduced referrals and behavioral incidents.
2. Support Team notes from meetings regarding counseling referrals.

- **People Assigned:**

The principal, Noon Duty Supervisors, Support Staff, and Alum Rock Counseling Center are responsible for these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Service Agreements for personnel to work in classrooms and afterschool	\$4,000.00

> ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

Tasks include:

1. PBIS Data reviewed by CEIT and Staff on a monthly basis.
2. PBIS Assemblies will be provided to address behavior needs.

- **Measures:**

Measures include collecting data in Infinite Campus and providing printouts for staff.

- **People Assigned:**

The administrator, teachers, PBIS Team, and CEIT Team are responsible for all actions.

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 : **\$284,777.00**

Total Annual Expenditures for Current School Plan: **(\$284,777.00)**

Balance: **\$0.00**

Funding Resource Code	Funding Source	Allocation / Expenditure
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$237,890.00
	Alignment of Instruction	(\$64,891.00)
	Strategies and Materials	(\$9,675.00)
	Extended Learning Time	(\$15,817.00)
	Increased Opportunity	(\$18,226.00)
	Staff Development	(\$2,975.00)
	Involvement of Staff & Parents	(\$700.00)
	Auxiliary Services	(\$250.00)
	Monitoring Program Results	(\$1,400.00)
	Alignment of Instruction	(\$1,160.00)
	Strategies and Materials	(\$2,500.00)
	Involvement of Staff & Parents	(\$975.00)
	Involvement of Staff & Parents	(\$591.00)
	Auxiliary Services	(\$250.00)
	Monitoring Program Results	(\$1,860.00)
	Alignment of Instruction	(\$1,200.00)
	Alignment of Instruction	(\$7,200.00)
	Strategies and Materials	(\$1,800.00)
	Strategies and Materials	(\$1,500.00)
	Staff Development	(\$925.00)
	Staff Development	(\$2,075.00)
	Involvement of Staff and Parents	(\$16,982.00)

Funding Resource Code	Funding Source	Allocation / Expenditure
	Auxiliary Services	(\$4,000.00)
	Alignment of Instruction	(\$16,848.00)
	Strategies and Materials	(\$2,000.00)
	Increased Opportunity	(\$25,550.00)
	Increased Opportunity	(\$1,200.00)
	Increased Opportunity	(\$1,500.00)
	Extended Learning Time	(\$8,590.00)
	Staff Development	(\$2,975.00)
	Involvement of Staff and Parents	(\$250.00)
	Auxiliary Services	(\$1,300.00)
	Extended Learning Time	(\$20,725.00)
	Balance:	\$0.00
6010	After School Education and Safety (ASES)	\$18,000.00
	Extended Learning Time	(\$18,000.00)
	Balance:	\$0.00
790	Local Control Funding Formula State Compensatory Education	\$28,887.00
	Extended Learning Time	(\$7,000.00)
	Staff Development	(\$4,975.00)
	Increased Opportunity	(\$3,000.00)
	Strategies and Materials	(\$800.00)
	Strategies and Materials	(\$4,000.00)
	Strategies and Materials	(\$3,612.00)
	Alignment of Instruction	(\$4,000.00)
	Strategies and Materials	(\$1,500.00)
	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
Belen Marquez	Other School Staff	408-227-8550 ext. 31	12/15/2016
Maria Avila	Parent or Community Member	408-281-8660	12/15/2016
Lucina Gonzalez	Parent or Community Member	408-646-1638	12/15/2016
Aaron Eckels	Classroom Teacher	408-227-8550	12/15/2016
Anna Diaz	Parent or Community Member	408-693-4868	12/15/2016
Tanya Alvarez	Parent or Community Member	408-628-9520	12/15/2016
Bill Abraham	Principal	408-227-8550 ext. 31	12/15/2016
Tatiana Pineda	Classroom Teacher	408-227-8550	12/15/2016
Katie Moore	Parent or Community Member	408-849-7388	12/15/2016
Lupita Gallardo	Classroom Teacher	408-227-8550	12/15/2016

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:

Gifted and Talented Education Parent Meeting	_____	Signature
Site English Learner Advisory Committee (SELAC)	_____	Signature
Hispanic Parent Group	_____	Signature
Staff Meeting	_____	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:

12/15/2016

Attested:

Bill Abraham, Principal _____ Typed name of School Principal	_____ Signature of School Principal	_____ Date
Katie Moore _____ 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 the 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 Language Academic (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.

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.

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. 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):

- **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.**

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.

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.

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.**

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