

SPSA 2016-17

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

Davis (Caroline) Intermediate

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

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Goals and Actions	Start Date	Completion Date	Amount
» Reading/Language Arts			
› Improve English-Language Arts Results			
• Alignment of Instruction	08/15/2016	06/08/2017	\$0.00
• Strategies and Materials	08/15/2016	06/08/2017	\$10,416.00
• Extended Learning Time	08/15/2016	06/08/2017	\$0.00
• Increased Opportunity	08/15/2016	06/08/2017	\$14,564.00
• Involvement of Staff & Parents	08/15/2016	06/08/2017	\$2,500.00
• Staff Development	08/15/2016	06/08/2017	\$0.00
• Auxiliary Services	08/15/2016	06/08/2017	\$6,000.00
• Monitor Programs and Results	08/15/2016	06/08/2017	\$0.00
» English Language Development			
› Accelerate the results of English Learners			
• Alignment of Instruction	08/15/2016	06/08/2017	\$99,962.00
• Strategies and Materials	08/15/2016	06/08/2017	\$26,000.00
• Extended Learning Time	08/15/2016	06/08/2017	\$0.00
• Increased Opportunity	08/15/2016	06/08/2017	\$47,055.00
• Staff Development	08/15/2016	06/08/2017	\$5,700.00
• Involvement of Staff and Parents	08/15/2016	06/08/2017	\$0.00
• Auxillary Services	08/15/2016	06/08/2017	\$0.00
• Monitoring Program and Results	08/15/2016	06/08/2017	\$0.00
» Mathematics			
› Improve Math proficiency			
• Alignment of Instruction	08/15/2016	06/08/2017	\$0.00
• Strategies and Materials	08/15/2016	06/08/2017	\$10,416.00
• Extended Learning Time	08/15/2016	06/08/2017	\$0.00
• Increased Opportunity	08/15/2016	06/08/2017	\$0.00
• Staff Development	08/15/2016	06/08/2017	\$0.00
• Involvement of Staff and Parents	08/15/2016	06/08/2017	\$0.00
• Auxiliary Services	08/15/2016	06/08/2017	\$0.00
• Monitoring Program and Results	08/15/2016	06/08/2017	\$0.00
» School Climate			
› School Climate			

Goals and Actions	Start Date	Completion Date	Amount
• Alignment of Instruction	08/15/2016	06/08/2017	\$0.00
• Strategies and Materials	08/15/2016	06/08/2017	\$0.00
• Extended Learning Time	08/15/2016	06/08/2017	\$0.00
• Increased Opportunity	08/15/2016	06/08/2017	\$0.00
• Staff Development	08/15/2016	06/08/2017	\$0.00
• Involvement of Staff & Parents	08/15/2016	06/08/2017	\$2,500.00
• Auxiliary Services	08/15/2016	06/08/2017	\$3,500.00
• Monitoring Program and Results	08/15/2016	06/08/2017	\$0.00
Total Annual Expenditures for Current Site Plan: \$228,613.00			

GOALS

» GOAL: IMPROVE ENGLISH-LANGUAGE ARTS RESULTS

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 will score proficient on district benchmarks in English Language Arts (ELA) iReady and on the SBAC.

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

The data used includes SBAC, the district benchmarks in ELA (iReady), classroom assessments, and the Cycle of Inquiry (COI) process.

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

African American, Hispanic, Special Education, English Language Learner (ELL) and low socio economic students are not scoring at proficient according to the CCSS.

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

Principal and Continuous Equity Improvement Team (CEIT) will evaluate the progress three times during the year. The staff will participate in the Cycle of Inquiry process at Wednesday morning staff meetings.

Strategy:

Teachers will be trained and accountable for applying ELL strategies such as understanding the ELA/ELD Framework, close reading, sentence frames, as well as other research-based practices aligned to support various student learning styles. Instructional practices are aligned with practices identified in the school's Instructional Focus, created jointly with the Davis staff.

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 Continuous Equity and Improvement Team will lead professional development at all grade levels and content areas in the ongoing implementation of the Common Core Standards through the use of International Center for Leadership in Education (ICLE) rubrics and instructional strategies and Project Based Learning.
2. The coach will be utilized to co-teach, model and support all teachers on an on-going basis.

- **Measures:**

iReady, rubrics, end of lesson assessments, PBL presentations, student work, and other District measures will be utilized as appropriate to measure progress.

- **People Assigned:**

The teaching staff, Instructional Coach, and administration will be assigned to monitor student success.

Start Date: 08/15/2016

Completion Date: 06/08/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

Tasks include:

1. Providing a variety of instructional materials to improve student achievement and align to the Common Core State Standards in all content areas.
2. Providing subscriptions to additional materials such as magazines, Scope, Weekly Reader, etc.
3. Providing licenses and access to iReady.
4. Purchasing upgraded document cameras, projectors and iPads as needed, to replace aging devices in order to provide 21st Century classroom tools to promote student success and access to 21st Century learning.

- **Measures:**

Increased performance will be measured by the Smarter Balance assessment, iReady assessments, Administrator walk-throughs and observations, teacher observations, and student work samples.

- **People Assigned:**

The teachers, Principal, Assistant Principal and Instructional Coach will monitor implementation of materials to achieve student success.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Technology Upgrades	\$5,000.00
Local Control Funding Formula State Compensatory Education	Classroom Materials and Supplies	\$5,416.00

> ACTION:EXTENDED LEARNING TIME

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

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

- **Task:**

Students have access to iReady, Newsela, Brain Pop, and Google Classroom through school accounts which can be accessed at home.

- **Measures:**

iReady and Newsela assessments and reports, as well as student work, will be used to measure student progress.

- **People Assigned:**

The teachers, administrators, and Instructional Coach will be assigned to monitor student success.

Start Date: [08/15/2016](#)

Completion Date: [06/08/2017](#)

> ACTION:INCREASED OPPORTUNITY

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

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

- **Task:**

The Library Clerk is available to provide students with appropriate reading material. Students will also be provided access to Chromebooks and receive support with their homework. The library is open during lunch so students have the opportunity to read, complete their work and use Chromebooks at this time.

- **Measures:**

Library Clerk hours and record of student usage of library will be used as measures.

- **People Assigned:**

The Library Clerk will be assigned.

Start Date: [08/15/2016](#)

Completion Date: [06/08/2017](#)

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Library Clerk Extra hours	\$14,564.00

> ACTION: INVOLVEMENT OF STAFF & PARENTS

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

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

- **Task:**

- We will utilize School Loop to inform parents of student assignments and progress on the standards.
- Student Study Teams are meetings of teachers, parents, and support staff that get together to create goals and actions around student struggles in Language Arts.
- Davis's Community Liaison will work with staff, parents, and students in providing information from school to home and from home to school in Spanish and in English. She will also interpret at parent meetings. She, along with other support staff members, will conduct home visits and make phone calls home to increase communication with parents.

- **Measures:**

We will see improved student achievement based on District assessments (iReady), walk-throughs, grades, and teacher observation. We will also measure parent involvement at community events based on sign in sheets. Student Study Teams will monitor student progress.

- **People Assigned:**

All school staff are assigned, including teachers, secretaries, counselors, Community Liaison, Principal, and Assistant Principal.

Start Date: [08/15/2016](#)

Completion Date: [06/08/2017](#)

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	SchoolLoop	\$2,500.00

> ACTION: STAFF DEVELOPMENT

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

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

- **Task:**

Oak Grove is working with the International Center for Leadership in Education (ICLE) to increase the rigor and relevance in the content area lessons. All staff are provided release time for inter-disciplinary planning, Project Based Learning planning, Silicon Valley Math Initiative meetings, and East Side Alliance Professional Learning Community Training.

- **Measures:**

Through staff walk throughs, we will observe Common Core Content lessons with rigor and relevance. Staff will share documents regarding their collaborative planning time, and complete evaluations of district wide trainings.

- **People Assigned:**

The Principal, Assistant Principal, Leadership Team, teachers, and Instructional Coach are assigned to support all staff with professional development goals.

Start Date: 08/15/2016

Completion Date: 06/08/2017

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

We will provide support to parents through translation services. The Community Liaison will create a link between home and school.

- **Measures:**

We will monitor participation through sign-in sheets at school and community events.

- **People Assigned:**

All staff are assigned including the secretaries, teachers, Community Liaison, counselors, instructional assistants, Principal, and Assistant Principal.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Maintenance Agreements	\$6,000.00

> ACTION:MONITOR PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

We will monitor the programs and results during the year using:

1. iReady, Newsela, and other on-line programs provided to students both during school and at home.
2. READ 180 and System 44 for students in the Special Education and English Language Learner classrooms.

- **Measures:**

Student instructional levels will grow as measured by iReady, READ 180 and System 44 assessments.

- **People Assigned:**

Teachers, Principal, Assistant Principal and Instructional Coach will be assigned to monitor student growth.

Start Date: 08/15/2016

Completion Date: 06/08/2017

» GOAL: ACCELERATE THE RESULTS OF ENGLISH LEARNERS

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:

- 4 - Pupil Achievement

LCAP Goal:

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

Goal Statement:

English Language Learners will achieve proficiency on the SBAC tests. At Davis we currently have 207 English Language Learners. By the end of this school year, every student will increase one level as measured by CELDT with the end goal of re-designation for Long Term English Learners.

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

The data used is the California English Language Development Test (CELDT) results, System 44, English 3D and READ 180 assessments for English Learners.

Test Results	Objective Analysis	Demographics Profile	Summary
Performance Level Summary			
	#	%	<input checked="" type="checkbox"/>
Number of Students Tested:	205		
1 - Beginning	17	8.29%	<input checked="" type="checkbox"/>
2 - Early Intermediate	22	10.73%	<input checked="" type="checkbox"/>
3 - Intermediate	51	24.88%	<input checked="" type="checkbox"/>
4 - Early Advanced	85	41.46%	<input checked="" type="checkbox"/>
5 - Advanced	30	14.63%	<input checked="" type="checkbox"/>



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

Davis's ELL students are not meeting CCSS standards and are not being redesignated as Fluent English Proficient within the expected time frame. A second English Language Development (ELD) teacher was hired to provide more opportunities for students to receive specialized instruction in Read 180, System 44, and English 3D. These programs are specifically designed to increase English Language Development, thereby providing an expected increase in the number of students who are redesignated as Fluent English Proficient.

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

The process will be to utilize the Cycle of Inquiry during Wednesday meetings. At CEIT team meetings, the staff reviews data and monitors progress, specifically of students who are enrolled in co-taught classes with the ELD teacher, Read 180 classes, System 44 classes, and the English 3D class.

Strategy:

We will utilize Read 180 and System 44 for level 1-2 CELDT, and English 3D (E3D) for level 3-4 CELDT. ELD teachers will co-teach one period each per day to provide extra support for ELs in general education classrooms. ELD teachers will also provide planning support with general education teachers to develop accommodations and modifications to lesson plans that will best support the EL students in their academic classes.

ACTION:ALIGNMENT OF INSTRUCTION

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

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

- **Task:**

Some students will participate in one language arts and one reading class per day as needed, using student data to establish criteria. This will provide English language learners additional opportunities to learn to speak, listen, read, and write proficiently in English. Teachers will focus on academic language acceleration through the use of defined reading strategies.

- **Measures:**

California English Development Test (CELDT) scores, System 44, English 3D and READ 180 assessments will show growth. Routine classroom measurement tools and the Cycle of Inquiry process will provide concrete data on improvement.

- **People Assigned:**

The English Language Development (ELD) teachers, Instructional Coach and Principal will be assigned.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	ELD Teacher	\$99,962.00

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

The task will include the purchase of office supplies and replacement technology, such as, but not limited to, document cameras, projectors, and damaged Chromebooks to support student learning. We will purchase instructional supplies and classroom materials to support Project Based Learning and hands-on activities.

- **Measures:**

We will monitor student achievement using CELDT, SBAC, iReady, Read 180 and System 44 assessment scores. We will align instructional practices utilizing the Instructional Focus and ICLE rubrics.

- **People Assigned:**

The ELD teachers, classroom teachers, Principal and Assistant Principal are assigned to monitor the results of English Learners.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Materials and Replacement Technology	\$26,000.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

Tasks include:

1. Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, manipulatives, tradebooks, Scholastic Magazine).
2. Research-based English Learner strategies will be used by teachers and instructional assistants.
3. Teachers will use technology to support classroom learning.
4. Teachers will provide Math and Writing Academies before and after school.
5. Students have access to iReady lessons and other web-based curricula, such as BrainPop and BirdBrain Science after school at home, at the Boys and Girls Club, or at the public library.

- **Measures:**

CELDT scores, iReady, teacher observation, and student samples will be used to measure progress.

- **People Assigned:**

The classroom teachers, English Language Development teachers, Principal, and English Language Development instructional assistants will be assigned.

Start Date: 08/15/2016

Completion Date: 06/08/2017



ACTION: INCREASED OPPORTUNITY

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

We will purchase 21st Century furniture, such as modular tables and flexible seating, to increase opportunities for ELs to collaborate with one another and for teachers to provide flexible small group instruction. The new furniture will increase student engagement as it provides greater access to the focus of instruction.

- **Measures:**

We will monitor student engagement and behavior incidents in classes with 21st Century furniture as compared to classrooms with traditional classroom furniture.

- **People Assigned:**

The principal is responsible for ordering furniture. Teachers will collect data on student engagement and will expect higher levels of participation.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Classroom Learning Environment	\$47,055.00

ACTION:STAFF DEVELOPMENT

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

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

- **Task:**

Teachers will attend conferences, seminars, observe each other and teachers at other sites, work with the site instructional coach, and attend district trainings in order to improve teaching practices and increase knowledge of implementation of California Common Core Standards.

- **Measures:**

Smarter Balance scores, iReady, Re-designation numbers, and CELDT scores will be used as measures of progress.

- **People Assigned:**

All certificated and classified staff who directly instruct students including the teachers, instructional assistants, and coach are responsible.

Start Date: [08/15/2016](#)

Completion Date: [06/08/2017](#)

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Release time or extra time for planning	\$700.00
Local Control Funding Formula State Compensatory Education	Travel and Conference	\$5,000.00

ACTION:INVOLVEMENT OF STAFF AND PARENTS

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

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

- **Task:**

Monthly parent informational meetings will be held in Spanish for our Hispanic families.

- **Measures:**

Sign-in attendance sheets will be used to measure attendance.

- **People Assigned:**

Principal, counselors and Community Liaison will be assigned.

Start Date: [08/15/2016](#)

Completion Date: [06/08/2017](#)

> ACTION:AUXILLARY SERVICES

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

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

- **Task:**

Translators will translate all parent and community documents and meetings.

- **Measures:**

Sign-in attendance sheets will be used as measures of attendance.

- **People Assigned:**

Principal, teachers, counselors and Community Liaison will be assigned.

Start Date: [08/15/2016](#)

Completion Date: [06/08/2017](#)

> ACTION:MONITORING PROGRAM AND RESULTS

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

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

- **Task:**

The teachers and Principal will review student work samples and Project Based Learning units.

- **Measures:**

Student work samples, presentations and rubrics for Project Based Learning will be used as measures of progress.

- **People Assigned:**

The teachers, Principal and Instructional Coach will be assigned.

Start Date: [08/15/2016](#)

Completion Date: [06/08/2017](#)

» GOAL: IMPROVE MATH 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:

Grade 8 math students will be proficient in Grade 8 Common Core Math as measured by district interim assessments (iReady) and the SBAC.

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

The data used will be from College Preparatory Math (CPM), iReady, and SBAC.

Ethnic Subgroups	# Tested	ELA		# Tested	Math	
		Overall			Overall	
All	693	55.82%	44.18%	696	72.99%	27.01%
Hispanic or Latino	412	67.72%	32.28%	416	85.82%	14.18%
Asian	162	27.16%	72.84%	164	41.46%	58.54%
White	34	41.18%	58.82%	34	67.64%	32.36%
Filipino	32	50.00%	50.00%	33	66.66%	33.34%
Black or African American	31	61.29%	38.72%	31	74.19%	25.81%
Native Hawaiian or Pacific Islander	7	57.14%	42.86%	8	75.00%	25.00%
American Indian or Alaska Native	5	100.00%	0.00%	5	100.00%	0.00%
Two or more races	5	60.00%	40.00%	5	80.00%	20.00%
Other Subgroups						
	# Tested	ELA		# Tested	Math	
		Overall			Overall	
Socioeconomic Disadvantage	481	64.03%	35.97%	487	80.90%	19.10%
Migrant Education	32	84.38%	15.63%	32	67.50%	32.50%
English Proficiency						
	# Tested	ELA		# Tested	Math	
		Overall			Overall	
English Only	209	55.50%	44.50%	209	77.52%	22.48%
L-FEP	34	11.76%	88.24%	34	23.53%	76.47%
EL	192	88.54%	11.46%	196	96.43%	3.57%
R-FEP	251	36.65%	63.35%	250	56.80%	43.20%

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

African American, Hispanic, Low SocioEconomic Status (SES) and ELL students were not proficient as measured by SBAC. It is critical that we close the achievement gap by the time students leave 8th grade at Davis in order to give them access to higher level math so they can be college and career ready.

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

Principal and CEIT will evaluate student progress three times during the year. The staff will participate in the Cycle of Inquiry at Wednesday morning staff meetings.

Strategy:

Number Talks, iReady, and classroom CCCS strategies will be used to build math competencies in order for students to be prepared for 9th grade CCCS Math.

ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

College Preparatory Math (CPM) is the curriculum implemented in the math courses. Oak Grove School District is a member of the Eastside Alliance (ESA) and the Silicon valley Math Initiative (SVMI) where we collaborate with other math teachers in Santa Clara County. Teachers receive ongoing professional development in College Preparatory Math. All costs are covered by district funds.

- **Measures:**

We are monitoring math results through classroom assessments, grades, iReady math, and Smarter Balance results. We are monitoring the number of students eligible for Compacted Math.

- **People Assigned:**

The Math Department and Instructional Coach are assigned.

Start Date: 08/15/2016

Completion Date: 06/08/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

Tasks include:

1. Providing a variety of instructional materials to improve student achievement and align to the Common Core Standards in all content areas.
2. Providing subscriptions to additional materials such as Newsela and Brain Pop.
3. Providing licenses and access to iReady.
4. Purchasing upgraded document cameras, projectors and iPads as needed, to replace aging devices in order to provide 21st Century classroom tools to promote student success and access to 21st Century learning.

- **Measures:**

iReady, Smarter Balance, and College Preparatory Math assessments will be used to monitor progress.

- **People Assigned:**

The math teachers, Principal, and Assistant Principal are assigned to monitor the expenditures and use of materials.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Technology Upgrades	\$5,000.00
Local Control Funding Formula State Compensatory Education	Classroom Materials and Supplies	\$5,416.00

› ACTION:EXTENDED LEARNING TIME

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

Tasks include:

1. An after school math homework center and math academies will be provided for students not at standard.
2. Tutorials for students and parents to access iReady and other on-line math programs at home will be offered and can be accessed through the school web page.
3. The Elevate after-school math program will be offered to students below standard.

- **Measures:**

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

- **People Assigned:**

Principal, math teachers and counselors will be assigned.

Start Date: 08/15/2016

Completion Date: 06/08/2017

› ACTION:INCREASED OPPORTUNITY

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. An after school homework center will be provided for students below grade level.
2. Teachers will provide small group instruction for students scoring below standard.
3. In-class opportunities will be given weekly for iReady lessons.
4. Teachers will plan and support collaborative group work using the College Preparatory Math strategies.
5. Parent-teacher conferences and SSTs are offered to monitor student progress.

- **Measures:**

Lesson plans, observations, student work, unit test scores, and iReady assessments will be used as measures of student progress.

- **People Assigned:**

Math teachers, Instructional Coach, Principal and Assistant Principal will be assigned.

Start Date: 08/15/2016

Completion Date: 06/08/2017



ACTION:STAFF DEVELOPMENT

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

Tasks include:

1. The Davis Math Liaison will attend the District Math Team (DMT) meetings and report information back to colleagues monthly.
2. The math teachers will meet bi-monthly during Cycle of Inquiry (COI) to ensure concepts are being taught and re-addressed.
3. Professional Development for new staff will be offered for College Preparatory Math (CPM) instruction.
4. Release days for planning and implementing the Common Core math standards and iReady will occur at least two times during the year on release days.
4. Teachers are invited to participate in the East Side Alliance (ESA) and Silicon Valley Math Initiative (SVMI) professional development opportunities throughout the year.

- **Measures:**

Staff meetings, lesson plans, observations, student work, and iReady assessments three times a year will be used to measure progress.

- **People Assigned:**

The math teachers, Principal, Assistant Principal and Instructional Coach are assigned.

Start Date: 08/15/2016

Completion Date: 06/08/2017



ACTION: INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

Tasks include:

1. Parents will be sent their students' results on iReady three times a year.
2. Parents will receive Smarter Balance test scores every year.
2. Translation of all documentation will be provided as needed.
3. School wide data will be reviewed at Back to School Night and with various parent groups.

- **Measures:**

Meetings will provide information to parents in order for them to remain aware of their children's progress.

- **People Assigned:**

Principal, teachers, and counselors will be assigned.

Start Date: 08/15/2016

Completion Date: 06/08/2017



ACTION: AUXILIARY SERVICES

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

1. A translator will be provided for meetings and the translation of documents.
2. The Oak Grove Community Liaison will work with our parent groups.

- **Measures:**

We will see increased parent involvement as measured by increased numbers at meetings, using the sign in sheets as evidence.

- **People Assigned:**

Principal, Community Liaison, and translators will be assigned.

Start Date: 08/15/2016

Completion Date: 06/08/2017

> ACTION: MONITORING PROGRAM AND RESULTS

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

Tasks include:

1. The students will be assessed using unit tests and iReady assessments.
2. Results of assessments will be analyzed by the principal and staff.
3. Student achievement will be discussed at staff meetings and during bi-monthly Cycle of Inquiry meetings.

- **Measures:**

Evidence will be in the student achievement levels and measured by student work, observations, end of module tests, Exit tickets, and iReady assessments.

- **People Assigned:**

The classroom teachers, Principal, and Instructional Coach will be assigned.

Start Date: 08/15/2016

Completion Date: 06/08/2017

» 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:

- 5 - Pupil Engagement

LCAP Goal:

- All students will be proficient in all subject areas.

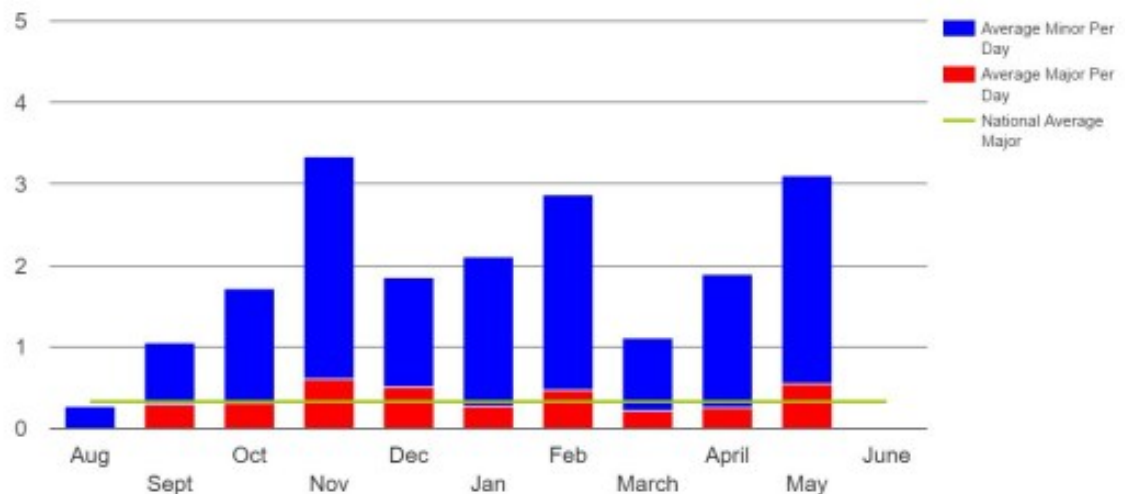
Goal Statement:

All Davis students will learn in a positive environment and feel safe.

Staff are collaborating in interdisciplinary academic teams. The purpose of the teams is to support student learning and engagement across core subject areas. Research shows that student learning increases when a core groups of teachers know them well and coordinate their lessons for maximum benefit.

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

We completed the We Survey with both staff and students. We researched information about transforming low performing schools. We used data from the Coalition of Small Schools and the Leadership, Engagement, Advising, & Development (LEAD) Center. We also analyzed behavior events that had been input into Infinite Campus over several years in order to determine areas of focus for improvement of school culture and climate.



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

Student engagement and learning increases when students develop a sense of belonging and are known and supported by all school staff.

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

We will use the Cycle of Inquiry across the Shared Roster Teams. We will continue to analyze behavior events monthly.

Strategy:

The strategies being implemented are the school structure of Shared Interdisciplinary Teams and Positive Behavioral Interventions and Supports (PBIS).

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

- **People Assigned:**

All certificated and classified staff implement PBIS.

Start Date: 08/15/2016

Completion Date: 06/08/2017

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

All staff are implementing a three tiered PBIS approach to increasing student engagement. There is no additional cost to implementing PBIS. The coach is provided by the District.

- **Measures:**

We are monitoring behavior events monthly, and the District PBIS coach completed a PBIS Schoolwide Evaluation.

- **People Assigned:**

Administrators, PBIS Team and staff are assigned to this task.

Start Date: 08/15/2016

Completion Date: 06/08/2017

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Alignment of instruction with content standards

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 (CICO) has an individual student data system.

- **People Assigned:**

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

Start Date: 08/15/2016

Completion Date: 06/08/2017

> ACTION:INCREASED OPPORTUNITY

Means of Achievement: Alignment of instruction with content standards

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:**

Support Staff monitors students needing Tier III supports.

Start Date: 08/15/2016

Completion Date: 06/08/2017

> ACTION:STAFF DEVELOPMENT

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 08/15/2016

Completion Date: 06/08/2017

> ACTION: INVOLVEMENT OF STAFF & PARENTS

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

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

- **Task:**

The entire staff was involved in developing the behavioral expectations. We share the the behavioral expectations at the school by publishing them in our school handbook so parents can be aware, and families are encouraged to use the same expectations in their home.

We also provide parent information and communication through School Loop. Using School Loop, parents have email access to teachers and are able to view assignments and grades at any time.

- **Measures:**

In August, we review the behavioral expectations with the staff, and provide teachers with data monthly regarding behavior events by count, location and time. This allows us to re-teach the expectations as needed throughout the year.

- **People Assigned:**

The entire staff is involved in PBIS implementation.

Start Date: [08/15/2016](#)

Completion Date: [06/08/2017](#)

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	SchoolLoop	\$2,500.00

> 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 involve other district and community resources such as social work interns and our community liaison if there is a student who needs additional behavioral support.

Graduation costs such as medals, cords, graduation certificates, graduation gowns, and rental of equipment are also included in this area.

- **Measures:**

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

- **People Assigned:**

The PBIS Coach and Principal meet and discuss the site needs for PBIS implementation.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Graduation costs	\$3,500.00



ACTION: MONITORING PROGRAM AND RESULTS

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

Every year a SET survey (School-wide Evaluation Tool) is conducted at our school in order to evaluate the implementation of Tier 1 within the PBIS framework. The SET involves:

- ◊ Campus observation: looking for visuals, PBIS posters, etc.
- ◊ Classroom observations: 20-30 min. observations in 3-4 classes: looking for the number of times behavior expectation language is used, the number of positives vs. correctives used, the reward/acknowledgement system (either school-wide or classroom specific)
- ◊ Documentation of PBIS: Looking through our school's teaching matrix, PBIS lesson plans, PBIS discipline flow chart, teaching schedule and reward system.
- ◊ Admin Interview: 15 min. interview with Principal and Assistant Principal
- ◊ Student Interviews: Asking students three questions during their recess and lunch: What are the behavior expectations? What do they mean? Have you been acknowledged/rewarded in the last two weeks for showing these expectations?
- ◊ Staff Interviews: seven question survey with the staff (ten questions for staff on the PBIS team) about the implementation of PBIS as well as safety procedures.

- **Measures:**

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

- **People Assigned:**

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

Start Date: 08/15/2016

Completion Date: 06/08/2017



FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget : **\$228,613.00**

Total Annual Expenditures for Current School Plan: **(\$228,613.00)**

Balance: **\$0.00**

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$228,613.00
	Strategies and Materials	(\$5,000.00)
	Strategies and Materials	(\$5,416.00)
	Increased Opportunity	(\$14,564.00)
	Involvement of Staff & Parents	(\$2,500.00)
	Auxiliary Services	(\$6,000.00)
	Strategies and Materials	(\$5,000.00)
	Strategies and Materials	(\$5,416.00)
	Alignment of Instruction	(\$99,962.00)
	Strategies and Materials	(\$26,000.00)
	Increased Opportunity	(\$47,055.00)
	Staff Development	(\$700.00)
	Staff Development	(\$5,000.00)
	Involvement of Staff & Parents	(\$2,500.00)
	Auxiliary Services	(\$3,500.00)
	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
Sandra Madrigal	Parent or Community Member		12/06/2016
Kim Kianidehkian	Principal		12/06/2016
Cindy Inman	Other School Staff		12/06/2016
Nicholas Bressani	Classroom Teacher		12/06/2016
Mandi PrevotEAU	Classroom Teacher		12/06/2016
Caralay Phillips	Parent or Community Member		12/06/2016
Pablo Perez	Parent or Community Member		12/06/2016
Aurelia Ortega	Parent or Community Member		12/06/2016

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	2	1	4	0

» **RECOMMENDATIONS AND ASSURANCES**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Site English Learner Advisory Council (SELAC)

Signature

School Site Council

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:

12/06/2016

Attested:

Kim Kianidehkian, Principal

Typed name of School Principal

Signature of School Principal

Date

Caralay Phillips

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' iReady assessments. During the Cycle of Inquiry process, teachers will modify their instruction to meet the needs of students. 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 Leadership Team meetings are each scheduled once per month, with an emphasis on analyzing assessments and student work, planning staff development activities, and modifying the instructional program. The principal, assistant principal, instructional coach and the teams determine how to support staff with implementation of instructional strategies.

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

There are district coaches who support teachers in integrating technology in all content areas, implementing Positive Behavior Intervention Support (PBIS), CCSS Mathematics strategies and materials, and Project Based Learning and CCSS ELA materials. The English-Language Development teachers assist all Davis teachers with the implementation of the ELA/ELD Framework and provide ongoing professional development.

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 and Leadership Team meetings are each scheduled once per month with an emphasis on analyzing assessments, student work, planning staff development activities, and modifying the instructional program. Team and Department collaboration occurs weekly, as well as on the adjusted days. Teachers use the Inquiry Cycle 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 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 and assistant principal review daily schedules, and ensure that there are the appropriate amount of instructional minutes for English Language Arts, Mathematics, Science, History/Social Science, and Physical Education.

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

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 provides flexibility for interventions throughout the day such as small group instruction or support classes.

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

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, the intermediate schools provide support classes. 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 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 for Leadership in Education 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.**

At the Intermediate school level, teachers engage parents on a regular basis through the daily updating of activities, assignments, and grades on SchoolLoop. Staff regularly utilizes emails, phone calls, and conferences to connect with parents and families. Back to School Night offers parents an opportunity to view school programs. 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.
- 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.