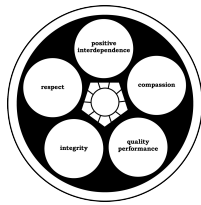


SPSA 2017-18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District



Sakamoto Elementary

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

CDS Code: 43696256072144

Principal: Jenay Enna, Principal

Superintendent: José Manzo

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

Phone: (408) 227-3411

Email: jenna@ogsd.net

Web Site: <https://sakamoto.ogsd.net>



Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» SUBJECT: Reading/Language Arts					
› GOAL: English Language Arts Improvement					
› LCAP GOALS:					
• All students will be proficient in meeting and/or exceeding all Common Core State Standards.					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$4,759.00		
			\$3,009.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$1,750.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$1,000.00		
			\$1,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$9,380.00		
			\$2,730.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$2,500.00	ACTION: Local Control Funding Formula State Compensatory Education	790

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$2,400.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$1,750.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Staff Development	07/03/2017	06/29/2018	\$4,540.00		
			\$4,540.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/03/2017	06/30/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Programs and Results	07/03/2017	06/29/2018	\$0.00		
» SUBJECT: Mathematics					
› GOAL: Mathematical Proficiency					
› LCAP GOALS:					
• All students will be proficient in meeting and/or exceeding all Common Core State Standards.					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$4,759.00		
			\$1,750.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$3,009.00	ACTION: Local Control Funding Formula State Compensatory Education	790

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$1,350.00		
			\$1,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$350.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$7,550.00		
			\$5,800.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$1,750.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Staff Development	07/03/2017	06/29/2018	\$4,840.00		
			\$300.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$4,540.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Programs and Results	07/03/2017	06/29/2018	\$0.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» SUBJECT: School Climate/Parent Engagement					
› GOAL: Improving Student Behavior & Promoting Positive School Climate					
› LCAP GOALS:					
• School and classroom environments support learning, creativity, safety and engagement.					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$0.00		
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	\$600.00		
			\$600.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Programs and Results	07/03/2017	06/29/2018	\$0.00		
Total Annual Expenditures for Current Site Plan: \$38,778.00					

GOALS

» GOAL: ENGLISH LANGUAGE ARTS IMPROVEMENT

GOAL AREA: READING/LANGUAGE ARTS

LEA Goal:

- Students will be proficient in core subjects.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

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

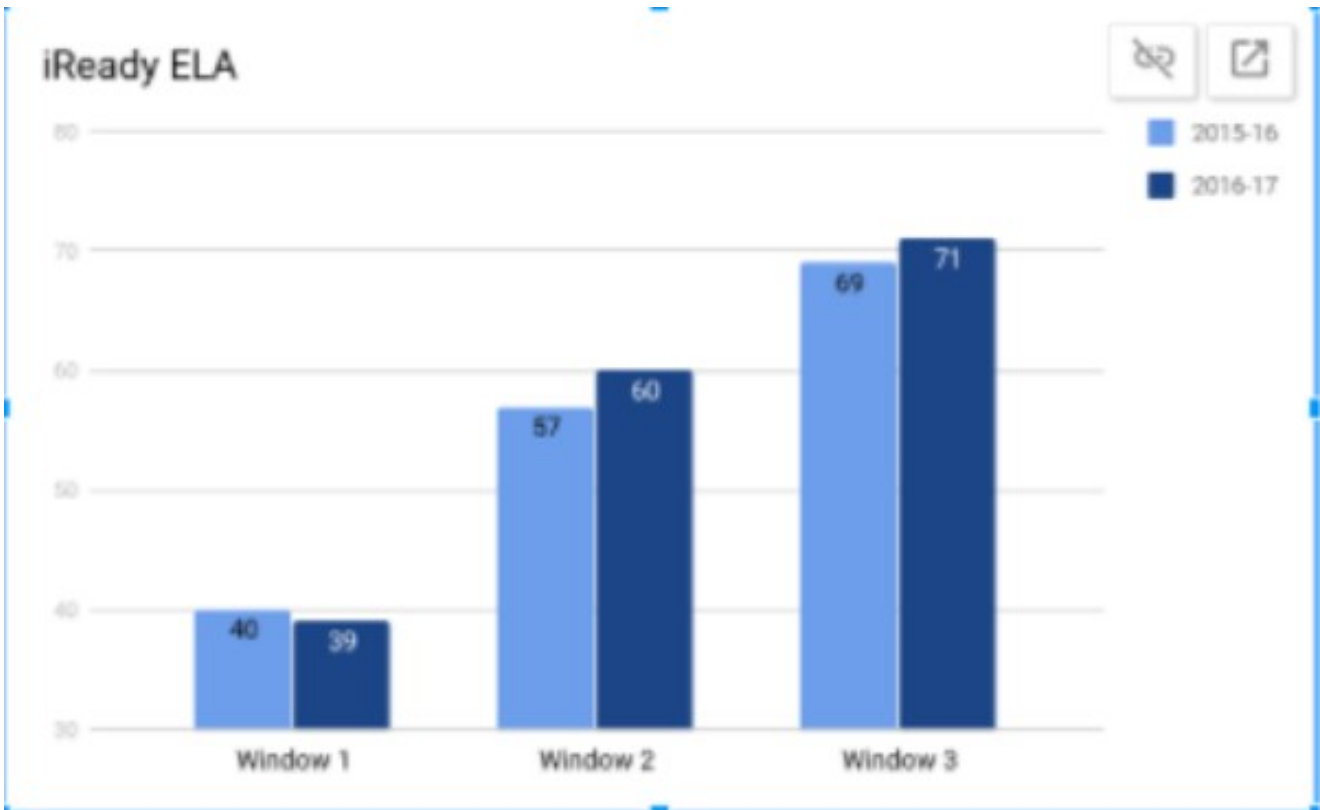
Goal Statement:

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

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

The following data were used to form the goal:

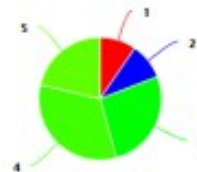
- ◊ State CAASPP results
- ◊ California English Language Development Test (CELDT)
- ◊ iReady reading diagnostic assessments



2017 SBAC Performance Level-ELA PROF	2017 SBAC ELA: African-American	2017 SBAC ELA: Asian	2017 SBAC ELA: Hispanic or Latino	2017 SBAC ELA: White	2017 SBAC ELA: Special Education	2017 SBAC ELA: ELs	2017 SBAC ELA: Economically Disadvant.
57.10%	33.34%	68.08%	43.30%	66.08%	8.51%	38.64%	40.39%

Performance Level Summary	#	%	
Number of Students Tested:	94		
1 - Beginning	9	9.57%	☑
2 - Early Intermediate	9	9.57%	☑
3 - Intermediate	25	26.6%	☑
4 - Early Advanced	31	32.98%	☑
5 - Advanced	20	21.26%	☑

By Performance Levels Chart



1 - Beginning 2 - Early Intermediate 3 - Intermediate 4 - Early Advanced
5 - Advanced

Performance Level Summary	#	%	
Number of Students Tested:	310		
1 - Standard Not Met	64	20.65%	☑
2 - Standard Nearly Met	89	22.26%	☑
3 - Standard Met	93	30%	☑
4 - Standard Exceeded	64	27.1%	☑

By Performance Levels Chart



1 - Standard Not Met 2 - Standard Nearly Met 3 - Standard Met
4 - Standard Exceeded

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

Our CAASPP results from 2016-2017 revealed that 57.1% of students met or exceeded standards on the state ELA test. Our subgroup data reveals that 33.34% of African American Students and 43.3% of Hispanic students scored proficient while 68% of Asian and 66.08% of White students scored proficient. Of our English Learner population, 38.64% of students scored proficient on the CAASPP test. These data indicate an achievement gap. In addition, of the 93 students who took the CELDT assessment in 2016, 51 students scored at the Early Advanced or Advanced level.

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

Cross grade level Professional Learning Communities will meet monthly to review assessment data and student work to determine students' ability to read and think critically about complex texts. Grade level professional learning communities' (PLCs) analysis of district ELA assessments will occur after each of the tests during the school year. Using the Cycle of Inquiry process, teachers will plan and implement instruction based on students' needs and abilities. Additionally, teachers will meet with the principal and support staff to discuss student data and strategies for improvement.

Strategy:

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



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

All teachers will:

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

- **Measures:**

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

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: **Improvement of instruction strategies and materials**

- **Task:**

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

- **Measures:**

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

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies and Materials	\$3,009.00
Local Control Funding Formula State Compensatory Education	Printed Materials	\$1,750.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: **Extended learning time**

- **Task:**

A variety of before/after school opportunities will be offered for students, including those identified as Gifted and Talented.

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018

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



ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

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

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

- **Measures:**

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

- **People Assigned:**

All classroom teachers and principal will participate in this task.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Reading A-Z and RAZ Kids	\$2,730.00
Local Control Funding Formula State Compensatory Education	Newsela Pro	\$2,500.00
Local Control Funding Formula State Compensatory Education	Brain Pop & Brain Pop Jr.	\$2,400.00
Local Control Funding Formula State Compensatory Education	Technology Upgrades	\$1,750.00

> ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

The following will be provided:

1. Release time for K-6 teachers to participate in data analysis and collaborative planning in Language Arts.
2. Professional materials for SEAL and PBL teachers.
3. Release time for teachers to meet with and/or observe grade level colleagues on site or in other schools.
4. Teacher leader participates in the District Literacy Team (DLT) and shares information with colleagues.
5. Professional Development for all teachers in ELD and rigorous instruction in reading and writing.

- **Measures:**

We will monitor SEAL, PBL, and ELA unit implementation through classroom observation, as well as Professional Learning Community inquiry protocol notes and reflections.

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Staff Development, Conference, Sub Release Time	\$4,540.00

> ACTION:INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/30/2018

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

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

- **Measures:**

We will measure parent involvement using sign in sheets at meetings.

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

The school principal, support staff, and teachers meet monthly to discuss student achievement, through the inquiry cycle process. Staff will analyze student assessments including iReady, student work samples, and in class formative and summative assessments.

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018



GOAL: MATHEMATICAL PROFICIENCY

GOAL AREA: MATHEMATICS

LEA Goal:

- Students will be proficient in core subjects.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

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

Goal Statement:

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

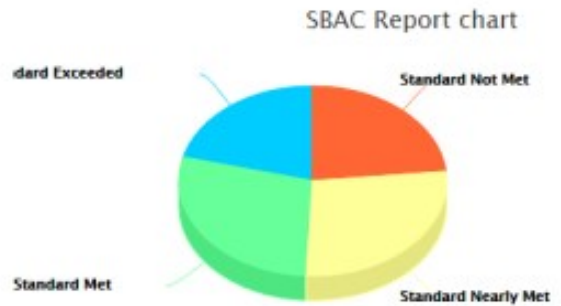
What data did you use to form this goal (findings from data analysis)?

The following data will be used to monitor the goal:

- ◊ State CAASPP Assessment results
- ◊ iReady diagnostic assessment results

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

+ Mathematics Scale Score Ranges



Ethnic Subgroups	ELA			Math		
	# Tested	Overall		# Tested	Overall	
All	328	44.21%	55.79%	329	50.76%	49.24%
White	122	40.16%	59.84%	122	45.08%	54.92%
Hispanic or Latino	105	58.09%	41.91%	105	70.48%	29.52%
Asian	56	19.65%	80.35%	57	21.05%	78.94%
Two or more races	18	38.89%	61.11%	18	44.45%	55.55%
Filipino	14	50.00%	50.00%	14	57.14%	42.86%
Black or African American	10	70.00%	30.00%	10	70.00%	30.00%
Native Hawaiian or Pacific Islander	2	100.00%	0.00%	2	100.00%	0.00%
American Indian or Alaska Native	1	100.00%	0.00%	1	100.00%	0.00%
Other Subgroups	# Tested	Overall		# Tested	Overall	
Socioeconomic Disadvantage	28	67.86%	32.14%	28	71.43%	28.57%

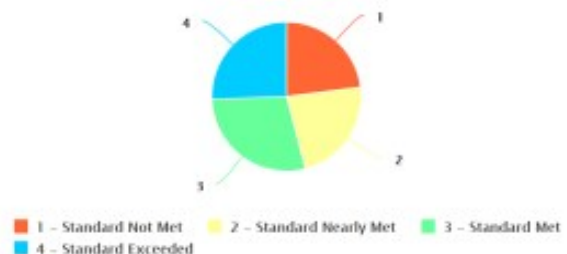
What did the analysis of the data reveal that led you to this goal?

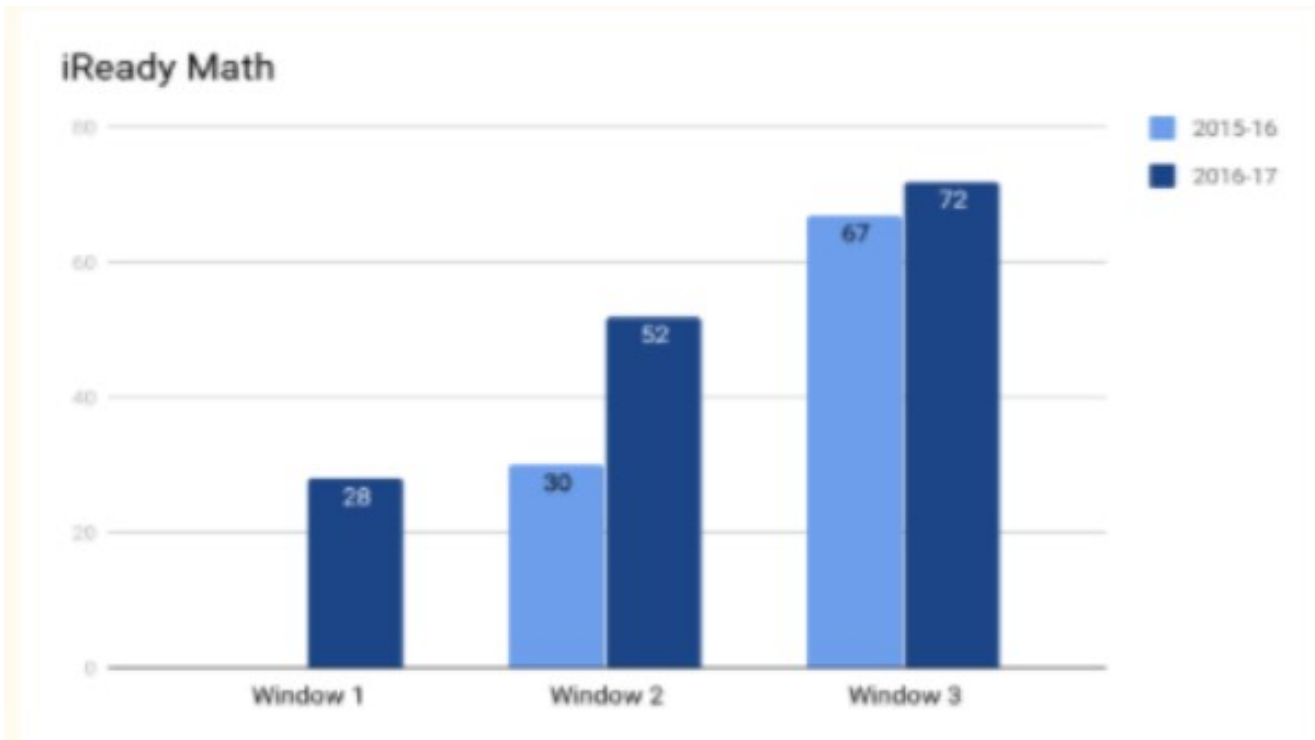
Our CAASPP results from 2016-2017 revealed that 54% of students met or exceeded standard on the Math test, a 5 point increase from the previous year. Our subgroup data reveals that 25% of African American Students and 42.86% of Hispanic students met or exceeded standard, while 68.08% of Asian and 61.02% of White students met or exceeded standard. Of our English Learner population, 38.63% of students met or exceeded standard on the CAASPP test.

Test Results | Objective Analysis | Summary | Demographics Profile

Performance Level Summary	#	%	
Number of Students Tested:	309		
1 - Standard Not Met	71	22.98%	✓
2 - Standard Nearly Met	71	22.98%	✓
3 - Standard Met	88	28.48%	✓
4 - Standard Exceeded	79	25.57%	✓

By Performance Levels Chart





2017 SBAC Performance Level-MATH PROF	2017 SBAC Math: African-American	2017 SBAC Math: Asian	2017 SBAC Math: Hispanic or Latino	2017 SBAC Math: White	2017 SBAC Math: Special Education	2017 SBAC Math: ELs	2017 SBAC Math: Economically Disadvant.
54.05%	25.00%	68.08%	42.86%	61.02%	4.44%	38.63%	41.51%

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

The Grade Level Leadership Team will meet monthly to review assessment data and student work to determine students' ability to solve math problems. Grade level professional learning communities' (PLCs) analysis of district math assessments will occur after each of the tests during the school year. Using the Cycle of Inquiry process, teachers will plan and implement instruction based on students' needs and abilities. Additionally, teachers will meet with the principal and support staff to discuss student data and strategies for improvement.

Strategy:

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



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

All teachers will:

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

- **Measures:**

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

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

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

- **Measures:**

The following tools will be used to monitor student progress:

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Printed Materials	\$1,750.00
Local Control Funding Formula State Compensatory Education	Classroom Supplies and Materials	\$3,009.00



ACTION:EXTENDED LEARNING TIME

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

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Homework Club Support	\$1,000.00
Local Control Funding Formula State Compensatory Education	Classified Homework Club Support	\$350.00

> ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

The following interventions will be offered:

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

- **Measures:**

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

- **People Assigned:**

All classroom teachers and principal will participate in this task.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Dreambox Math	\$5,800.00
Local Control Funding Formula State Compensatory Education	Technology Upgrades	\$1,750.00

> ACTION: STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Dreambox FlexPD	\$300.00
Local Control Funding Formula State Compensatory Education	Staff Development, Conference, Sub Release Time	\$4,540.00

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

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

- **Measures:**

We will measure parent involvement using sign-in sheets.

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION: MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

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

- **Measures:**

Student performance will be monitored using:

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

- **People Assigned:**

All classroom teachers and principal will participate in this task.

Start Date: 07/03/2017

Completion Date: 06/29/2018

» GOAL: IMPROVING STUDENT BEHAVIOR & PROMOTING POSITIVE SCHOOL CLIMATE

GOAL AREA: SCHOOL CLIMATE/PARENT ENGAGEMENT

LEA Goal:

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

State Priorities:

- 6 - School Climate

LCAP Goal:

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

Goal Statement:

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

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

We reviewed the Behavior Event referrals from 2016-17.



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

In 2016-17, we had a total of 188 behavior incidents, according to minor and major referrals. This was a decrease from the previous year by 14 incidents. In addition, our suspension total for 2016-2017 was 14 suspensions involving 9 students. The suspensions decreased from the previous school year by 16 incidents, more than a 50% decrease.

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

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

Strategy:

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



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

We provide students with a positive, predictable, consistent, and safe learning environment through the Positive Behavioral Interventions and Supports (PBIS) three tier system.

- **Measures:**

We monitor the number of behavioral events that occur monthly, as well as the number of positive reward slips given to students for following the behavioral expectations by tracking the number of "Social Skills Slips", behavior notifications and lunch time table rewards.

- **People Assigned:**

All certificated and classified staff implement PBIS.

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

PBIS is a three tiered system. The school's expectations are Act Responsibly, Be Respectful, and Care for Others. The expectations are taught on a regular basis, are posted throughout the school, and we provide students with incentives for following the expectations. A key component of PBIS is Bully-Proofing. We teach students the strategy of "STOP-WALK-TALK", which means saying "stop" to the offender, walking away, and seeking help if needed.

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:EXTENDED LEARNING TIME

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

- **Task:**

PBIS offers Tier II support for some students at the beginning and end of the day. The process is called Check-In and Check-Out.

- **Measures:**

Check-In and Check-Out has an individual student data system.

- **People Assigned:**

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

Start Date: [07/03/2017](#)

Completion Date: [06/29/2018](#)

> ACTION:INCREASED OPPORTUNITY

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

- **Task:**

PBIS offers Tier III support for students who need additional behavior support plans.

- **Measures:**

Behavior support plans have specific goals and objectives for individual students.

- **People Assigned:**

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

Start Date: [07/03/2017](#)

Completion Date: [06/29/2018](#)

> ACTION:STAFF DEVELOPMENT

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

- **Task:**

New teachers receive PBIS training at the district orientation in August. We also review the strategies and lessons in August with all Sakamoto staff. The PBIS Team presents a mid-year review as well as an end of the year data summary during staff development. Classified staff and noon duties receive PBIS refreshers monthly, either in meetings and/or in written memos. The PBIS and Special Education coaches are available to teachers who need additional support in classroom management and learning environment strategies.

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Noon Duty and IA training	\$600.00

> ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

The entire staff was involved in developing the behavioral expectations. We share with parents the behavioral expectations at the school and encourage them to use the same expectations in their home.

- **Measures:**

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

- **People Assigned:**

The entire staff is involved in PBIS implementation.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION: AUXILIARY SERVICES

Means of Achievement: Alignment of instruction with content standards

- **Task:**

Oak Grove School District provides a PBIS Coach who supports us with the implementation of the three tiered support systems. We also include others outside of the school's support staff if there is a student who needs additional behavioral support plans.

- **Measures:**

The PBIS Coach attends some of the PBIS Team meetings, and provides the team with feedback and support ideas.

- **People Assigned:**

The PBIS Coach and principal meet and discuss the site needs in implementing PBIS.

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION: MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

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

- ◊ Campus observation: looking for visuals, PBIS posters, etc.
- ◊ Classroom observations: 20-30 min observation in 3-4 classes: looking for the number of times behavior expectation language is used, number of positives vs. correctives, reward/acknowledgement system (either school-wide or classroom specific)
- ◊ Documentation of PBIS: Looking through school's teaching matrix, PBIS lesson plans, PBIS discipline flow chart, teaching schedule and reward system
- ◊ Admin Interview: 15 min Interview with Principal
- ◊ Student Interviews: Asking students 3 questions during their recess and lunch: What are the behavior expectations? What do they mean? Have you been acknowledged/rewarded in the last 2 weeks for showing these expectations?
- ◊ Staff Interviews: 7 question survey with the staff (10 questions for staff on the PBIS team) about the implementation of PBIS as well as safety procedures

- **Measures:**

The SET data is provided to the principal each year. That data is shared with the Grade Level Leadership Team and staff for review.

- **People Assigned:**

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

Start Date: 07/03/2017

Completion Date: 06/29/2018



FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget : **\$38,778.00**

Total Annual Expenditures for Current School Plan: **(\$38,778.00)**

Balance: **\$0.00**

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$38,778.00
	Staff Development	(\$600.00)
	Strategies and Materials	(\$3,009.00)
	Strategies and Materials	(\$1,750.00)
	Extended Learning Time	(\$1,000.00)
	Increased Opportunity	(\$2,730.00)
	Increased Opportunity	(\$2,500.00)
	Increased Opportunity	(\$2,400.00)
	Increased Opportunity	(\$1,750.00)
	Staff Development	(\$4,540.00)
	Strategies and Materials	(\$1,750.00)
	Strategies and Materials	(\$3,009.00)
	Extended Learning Time	(\$1,000.00)
	Extended Learning Time	(\$350.00)
	Increased Opportunity	(\$5,800.00)
	Increased Opportunity	(\$1,750.00)
	Staff Development	(\$300.00)
	Staff Development	(\$4,540.00)
	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
Jenay Enna	Principal		09/18/2017
Pam O'Hara	Other School Staff		09/18/2017
Bevlee Doran	Classroom Teacher		09/18/2017
Janae Pierre	Classroom Teacher		09/18/2017
Theresa Miller	Parent or Community Member		09/18/2017
Daniel Berg	Parent or Community Member		09/18/2017
Teanna O'Mara	Parent or Community Member		09/18/2017
Brittany Bostic	Classroom Teacher		09/18/2017
Lee Wassam	Parent or Community Member		09/18/2017
Haruwa Rahman	Parent or Community Member		09/18/2017

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	0

» **RECOMMENDATIONS AND ASSURANCES**

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

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

Site English Learners Advisory Council (SELAC)		Signature
Sakamoto Parent Teacher Organization		Signature
Sakamoto Staff		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:

09/28/2017

Attested:

<u>Jenay Enna, Principal</u>		
Typed name of School Principal	Signature of School Principal	Date
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

The California Student Performance and Progress (CAASPP): The CAASPP System is intended to provide parents and students more accurate and actionable information about what students are learning. Because the Smarter Balanced Assessments, which are administered as part of the CAASPP System, are computer adaptive, these assessments will also provide better information about the needs and successes of individual students. The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college-and-career-readiness. Oak Grove staff and students use on-going formative assessments to inform the instruction in the classroom. iReady is used three times per year to measure levels in math and ELA for grades K-8. Some staff are also using Smarter Balanced Interim Assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

Teachers will 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):

Oak Grove works collaboratively with the local colleges and a neighboring school district to assist with training staff to become highly qualified. All teachers in Oak Grove are highly qualified.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The principal has completed all required coursework, and receives additional professional development through Curriculum and Instruction meetings.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

Oak Grove provides an Induction Program for teachers new to the profession that aligns with the California Standards for the Teaching Profession. Teachers hired with experience are required to show evidence that they are highly qualified and have received the appropriate coursework prior to employment in Oak Grove.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

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

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

There are district coaches who support teachers in integrating technology in all content areas, implementing Positive Behavior

Intervention Support (PBIS), CCSS Mathematics strategies and materials, and Project Based Learning and CCSS ELA materials. The English-Language Development Teaching Partners (ELTPs) assist teachers throughout the District in the implementation of the ELA/ELD Framework and grades TK-3 with Sobrato Early Academic Language (SEAL) strategies.

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

Teacher leaders meet regularly to review student work and assessments. Continuous Equity Improvement (Leadership) Team meetings are scheduled once per month with an emphasis on analyzing assessments, student work, planning staff development activities, and modifying the instructional program. Grade level/department collaboration occurs weekly, as well as on the adjusted days. Teachers use the Cycle of Inquiry process to analyze data, reflect and plan.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

Staff plans, implements, and evaluates aligned curriculum and instruction which ensure students are learning the CCSS. Instructional practices are best practices as outlined in the research, and exemplary programs as identified through State and federal projects. Strategies include those identified as effective in improving the achievement of children in preparation for career and college readiness. One focus is to have students learn to read and read to learn. Daily practice in reading and writing is a top priority. The staff realizes the importance of student support and offers a variety of teaching and learning opportunities to meet the needs of individual learners as it aligns to standards. Materials and resources are selected around effective methods and instructional strategies that are scientifically researched-based.

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

The principal reviews daily schedules, and ensures that there are the appropriate amount of instructional minutes for English Language Arts, Mathematics, Science, History Social Science (embedded or integrated), and Physical Education.

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

The instruction of grade level CCSS in ELA and math are mapped out prior to the start of the year. The standards are broken into integrated units of study (the integration of ELA with science and social studies is a goal of Common Core Standards). The daily schedule established by grade level or department teams provides flexibility for interventions throughout the day such as Guided Reading in the elementary schools and/or small group instruction or support classes at the intermediate schools.

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

Rigor, relevance, and relationships are three elements that provide the hallmark for education today. These three elements are integrally connected; if one is missing in a teacher's teaching practices, he or she is not doing his or her best to prepare students for success in school and in life. To ensure the inclusion of both rigor and relevance, the International Center created the Rigor/Relevance Framework for teachers to use to examine curriculum and plan instruction and assessment. The framework consists of four quadrants that reflect these two dimensions of higher standards and student achievement: (1) "Knowledge taxonomy," which describes the increasingly complex ways in which we think; and (2) Application Model developed by the International Center, which describes five levels of relevant learning.

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

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

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

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):

At the beginning of each year, staff completes the Williams Bill textbook audit to ensure all students have access to Board approved instructional materials. The curriculum also provides intervention materials to support students needing additional resources in learning the standards. Oak Grove students and staff will implement the Common Core State Standards, including aligned formative and summative assessment and instructional strategies.

Services provided by the regular program that enable underperforming students to meet standards (ESEA):

The use of time in the instructional day as well as extended day programs are made available to students who are underperforming. Students below standard are identified and instructional decisions are based on student work and assessment results. For example, elementary students are grouped by reading level for guided reading. At the intermediate schools, there are support classes provided. The instruction is intended to support the core curriculum and provide necessary assistance to students in order for them to achieve academic success. Students meeting specific criteria are reclassified to "fluent English proficient," and their progress is monitored by English-Language Development (ELD) staff.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

We encourage parents/guardians to serve as volunteers in the schools and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles. School Site Council (SSC) is one of the advisory councils. The council is composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents. The council is constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. The purpose of the Single Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The SPSA must be based on an analysis of verifiable State-level data, including results of the CAASPP and the California English Language Development Test (CELDT), as well as district assessments. The SPSA template contains sample tables of state-

and local-level data on student performance. Using such measures of student performance, the school site council must identify significant low performance among all student groups. The SSC should then decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the council. The SSC next considers the relationship between the current instructional program and conclusions reached from the analysis of student data. This analysis will help determine those program areas that need to be addressed to raise the performance of student groups not meeting academic standards. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified groups of students. The district and school administration is responsible for implementing the SPSA as approved by the Board of Trustees. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the council. Once the plan is approved, the responsibility of the SSC is to monitor the effectiveness of planned activities and modify those that prove to be ineffective. Monitoring will be made easier if the plan specifies actions, dates, and estimated costs.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

Programs are provided to support student achievement through restructuring of the instructional day, and by means of extended day/week/year programs. Assessments are monitored and adjustments to the instructional program occur regularly. Coordination of supplemental programs (e.g. Special Education, English Learner Services, GATE, etc.) occurs through the Cycle of Inquiry and Student Success Team (SST) process, during grade level/department meetings, during planning time as part of adjusted days, and during various staff development offerings where standards, assessment, and performance are discussed. All students, including general education, English Learner (EL), Fluent English Proficient (FEP), GATE, and Special Education students participate in the core curriculum, and receive supplementary activities/assistance to support and extend the core program.

Fiscal support (EPC):

The Oak Grove Business Services Division meets annually with the principal to establish projected budgets. The meeting ensures coordination of all school funds for the following year. The projected budget is then brought to the School Site Council for approval as part of the SPSA approval process. Expenditure of funds must be used to raise the academic achievement of students to the level of State standards. Activities/actions funded must supplement the core educational program for students not yet meeting proficiency.