OAK GROVE SCHOOL DISTRICT BOARD OF TRUSTEES

REGULAR BOARD MEETING January 26, 2017 Yvonne Cook Board Room 6578 Santa Teresa Blvd. San Jose, CA

AGENDA

OPEN SESSION - 6:30 P.M.

CALL TO ORDER

SET THE AGENDA

CLOSED SESSION - 7:30 P.M.

- 1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION -Superintendent
- 2. PUBLIC EMPLOYEE DISCIPLINE/RELEASE/DISMISSAL -Government Code section 54957
- 3. CONFER WITH LABOR NEGOTIATOR

The Board will confer with the District labor negotiators; Assistant Superintendent Andrew Garcia, Assistant Superintendent Laura Phan, and Legal Counsel Adam Fiss regarding Oak Grove Educators Association; California School Employees Association, Chapter 412; and American Federation of State, County and Municipal Employees Union, Council 57, Local 101.

 CONFER WITH LEGAL COUNSEL – ANTICIPATED LITIGATION The Board will confer with District legal counsel regarding significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Government Code section 54956.9: One potential case – Tort Claim No. LBI1603002

OPEN SESSION 7:30 p.m.

FLAG SALUTE

SUPERINTENDENT'S REPORT

The Superintendent will report on matters that relate to the District and recognize MAXIMUM USE OF RESOURCES – VISION AWARD RECIPIENTS

PUBLIC HEARING

Public hearing on the Negotiated Settlement between Oak Grove School District and the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Local 101.

CLOSED SESSION ITEMS

The Board will report out any action taken in Closed Session as required by law and/or take action as appropriate in Open Session.

PUBLIC COMMENT

Members of the public may address the Board on any issue or agenda item at this time. Members of the public may also address the Board on an agenda item during consideration of the item. No action can be taken on an item not on the agenda at this time. In accordance with Board Bylaw 9323, individual remarks will be limited to three minutes each, unless otherwise stipulated.

EMPLOYEE BARGAINING UNIT COMMENT

A representative from each employee bargaining unit may address the Board on any issue or agenda item at this time. No action can be taken on an item not on the agenda at this time. In accordance with Board Bylaw 9323, individual remarks will be limited to three minutes each, unless otherwise stipulated.

ITEMS SCHEDULED FOR ACTION (40)

A. <u>CONSENT AGENDA</u>

- 1. Unadopted Minutes Regular Board Meeting, December 8, 2016
- 2. Certificated Personnel Order
- 3. Classified Personnel Order
- 4. Donation Letter Del Roble
- Single Plan for Student Achievement (SPSA) Christopher, Davis, Edenvale, Herman, Miner, Sakamoto, Santa Teresa, Stipe and Taylor and Title I School Parent Involvement Policies

RECOMMENDATION: It is recommended that the Board of Trustees approve the Consent Agenda, as presented.

B. <u>HUMAN RESOURCES DIVISION</u>

1. NEGOTIATED SETTLEMENT BETWEEN OAK GROVE SCHOOL DISTRICT AND THE FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES (AFSCME) UNION

Board Policy 4041 states, The Board of Trustees recognizes that collective bargaining agreements are legally binding, bilateral agreements. The Board is committed to carrying out the provisions of each agreement and expects the agreements to be consistently and uniformly administered. - The ratification process allows the Board to review, analyze and seek clarification on agreements reached.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the proposed changes in the agreement between Oak Grove School District and the Federation of State, County and Municipal Employees (AFSCME) Union, District Council 57, Local 101.

C. <u>BUSINESS SERVICES DIVISION</u>

1. STREETSCAPE PROJECT FOR MINER SCHOOL – DIVISION OF THE STATE ARCHITECTS SUBMISSION APPROVAL

At the November 10, 2016 Board meeting, an informational item regarding the Miner Streetscape Project was presented. The Board deferred this item from December 8, 2016 to January 26, 2017 pending additional community outreach prior to submission to the Division of State Architects.

RECOMMENDATION: It is recommended that the Board of Trustees approve submission of the Measure P Streetscape Project at Miner to the Division of State Architect, as presented.

2. STREETSCAPE PROJECT FOR SAKAMOTO SCHOOL - DIVISION OF THE STATE ARCHITECTS SUBMISSION APPROVAL

On October 27, 2016 staff presented the architectural agreement for the Sakamoto Streetscape Project to the Board. Staff was directed to return to the Board with plans and specification ready for submission to DSA. Two community meetings were held along with input from staff. The final conceptual plans will be presented to the Board for DSA submission.

RECOMMENDATION: It is recommended that the Board of Trustees approve submission of the Measure P Streetscape Project at Sakamoto to the Division of State Architect, as presented.

D. BOARD BUSINESS

1. RESOLUTION NO. 1246-01/17 AFFIRMING SUPPORT OF STUDENTS AND FAMILIES REGARDING IMMIGRATION ENFORCEMENT ACTIONS AT SCHOOLS

Due to current political and presidential events in the United States, many school districts are passing resolutions to ensure their schools are safe havens for all students. The Santa Clara County Office of Education has prepared a resolution to help county school districts show unity on this issue, and is presented for Board consideration.

RECOMMENDATION: It is recommended that the Board of Trustees adopt Resolution No. 1246-01/17 Affirming Support of Students and Families Regarding Immigration Enforcement Actions at Schools, as presented. Phan (10)

ITEMS SCHEDULED FOR INFORMATION (35)

E. EDUCATIONAL SERVICES DIVISION

1. CALIFORNIA HEALTHY KIDS SURVEY

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of youth resiliency, protective factors, and risk behaviors administered to students at grades five, seven, nine, and eleven. CHKS enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, protective factors, and school violence. CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.

F. BOARD BUSINESS

1. ENROLLMENT

On December 8, 2016 the Board received information regarding enrollment trends projected through 2020-21, past enrollment actuals, total classroom capacities and operating costs and potential loss of revenue. Per Board request, additional information including detailed site capacities and utilities usage will be presented to facilitate further discussion and planning regarding declining enrollment.

COMMUNICATIONS

Correspondence from individuals and/or organizations regarding District programs and/or services.

BOARD DISCUSSION

Board members will report on visits to schools, meetings attended, and other related District matters.

ADJOURNMENT

NOTE: A person with a disability may request receipt of an agenda in an alternative format or request disability-related accommodations, including auxiliary aids or services, in order to participate in the public meeting by contacting the Superintendent's Office at (408) 227-8300, extension 100203, at least 48 hours prior to the scheduled Board Meeting. (AB 3035, Chapter 300, Statutes of 2002)

Writings that are public records and are provided to all or a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 6578 Santa Teresa Boulevard, San Jose, CA. during normal business hours.

The District shall provide a full copy of the Board Agenda, along with all public back-up materials and information, including presentations to be made at or during the meeting, for public inspection at the meeting. Additionally, the District will provide a copy of any presentations or other materials provided to the Board to any member of the public upon request.

The Board encourages the free expression of divergent opinions of any subject. The District maintains complaint procedures and anyone who believes they have experienced any form of adverse actions arising from their public statements made at a Board meeting may utilize the District's Uniform Complaint procedures as outlined in Board policy.

Wetzel (20)

OAK GROVE SCHOOL DISTRICT BOARD OF TRUSTEES

 SUBJECT:
 Public Hearing on the Negotiated Settlement
between the Oak Grove School District and the
Federation of State, County and Municipal
Employees (AFSCME) Union, District Council
57, Local 101
 Public Hearing X

 DATE:
 January 26, 2017

 REPORTED
DUMEDEDCOM
 Hearing A

BY/PERSON Andrew A. Garcia RESPONSIBLE:

<u>BACKGROUND:</u> AB1200 was created because of the need to ensure that local educational agencies throughout California adequately prepare to meet their financial obligations. AB1200 expands the role of county offices of education in monitoring school districts and mandates that they intervene, under certain circumstances, to ensure districts can meet their financial obligations.

<u>DISCUSSION:</u> AB1200 requires that the District submit and disclose Tentative Agreements reached with bargaining units as well as an updated multi-year projection to the County Office of Education for review. Government Code Section 3547.1 requires that the District have a Public Hearing disclosing the major provisions of the agreement, including the cost incurred by the District as a result of the agreement.

<u>ALTERNATIVES CONSIDERED</u>: The reporting requirement and Public Hearing of AB1200 is state law and must be complied with.

<u>FISCAL IMPACT</u>: The attached AB1200 discloses the fiscal features of our Tentative Agreement with AFSCME which include:

- 3.5% and 2.36% salary schedule increase for the fiscal years 2016/17 and 2017/18, respectively, effective November 1st of each year.
- Provides an increase to District Contributions towards Health Coverage of 3% for the years 2016/17, 2017/18 and 2018/19.

The AB1200 also displays an adjusted budget projection as a result of this agreement which affirms the District's ability to fund this agreement.

<u>POLICY ALIGNMENT:</u> Since the premise of AB1200 is public disclosure this action aligns with our Vision and Core Value components of community involvement, maximum use of resources, and integrity.

PLEASE REFER TO AGENDA ITEM B-1

Santa Clara County Office of Education

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENTS

School District:	Oak Grove School District		
Bargaining Unit:	AFSCME	FTE:	134.29
Period of Agreement:	11/1/2016 - 10/31/2019	Date of Public Meeting:	

Please submit copies of the tentative agreement(s) and updated multi-year projection with the disclosure.

Government Code Section 3547.5: Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.

	14 A A A A A A A A A A A A A A A A A A A	SUMMARY OF AG	REEMENT	
		2016-17	2017-18	2018-19
Salary Schedule increases		Yes - 3.5%	Yes - 2.3%	Re-Open
Off-Schedule payments		No	No	No
Health & Welfare (capped?)	Y/N	Yes	Yes	Yes

Details (cap limit; plan coverage, etc.):

District agrees to provide a 3.5% and 2.3% increases to the salary schedule for fiscal year 2016-17 and 2017-18, respectively, effective 11/1 of each year.

District also agrees to provide an increase to district contributions towards health coverage, outlined in Section 6.1, Desciption of Benefits, effective the first full month following the complete ratification of the Agreement.

Other provisions:

TOTAL COST INCREASE OF PROPOSED AGREEMENT IN PRESENT & FUTURE YEARS

Indicate the costs of salary and benefit increases that would be incurred under the agreement.

	2016-17	2017-18	2018-19
Salary including statutory costs*	187,464	404,386	465,982
Benefits	11,103	11,103	11,103
Other Compensation Costs	C. S. M. S. S. D. S. M. S. P.	-	
Other Non-Compensation Costs			
Total Cost of Settlement	198,567	415,489	477,085
Total % Increase	3.50%	2.44%	0.00%
Projected STRS/PERS rates	13.888%	15.50%	17.10%

*please include statutory costs tied to salary such as employer-paid taxes and PERS/STRS

STATUS OF BARGAINING UNIT/EMPLOYEE AGREEMENTS

Indicate the current status (whether settled or not settled) of the remaining units.

Bargaining Unit	FTE	Status
OGEA	528.50	Settled
CSEA	195.64	Not Settled

GENERAL FUND		Bourd Approved Budget Bejore Settlement	Adjustments as a result of the Agreement	Revised Budget
		(Column 1)	(Column 2)	(Column 1 + 2)
Total Revenues		110,305,771	204,524	110,510,295
Total Expenditures		117,329,747	198,567	117,528,314
1000 Certificated Salaries		50,462,808		50,462,808
2000 Classified Salaries		16,344,982	153,137	16,498,119
3000 Benefits		25,449,395	45,429	25,494,824
4000 Instructional Supplies		3,658,613		3,658,613
5000 Contracted Services		13,203,123		13,203,123
6000 Capital Outlay		451,438		451,438
7000 Other		7,759,388		7,759,388
Operating Surplus (Deficit)		(7,023,976)		(7,018,019)
Beginning Fund Balance		12,583,242	and the second	12,583,242
Projected Ending Balance		5,559,266	5,957	5,565,223
Available Reserves				Here was not in the second
Available Reserves (Include Fund 17 Special Reserve)		2,039,374	0	2,039,374
Reserve For Economic Uncertainties		3,519,892	5,957	3,525,849
Total Available Reserves		5,559,266	5,957	5,565,223
State Required Reserve %	3%			Contraction of the second second
State Required Reserve \$		3,519,892	5,957	3,525,849

CERTIFICATION

The above information summarizes the financial implications of the proposed agreement. This information will be publicly disclosed in accordance with AB3141 before being submitted to the Governing Board for ratification.

District Chief Business Official

1/11/17 Date

This information was publicly disclosed in accordance with AB3141 before being submitted to the Governing Board. The agreement(s) referenced above were ratified on:

12/17 Date

LZ Man J

District Board President

Oak Grove School District Multi-Year Projection 2016-17 First Interim Proforma AFSCME AB1200

	2016-17	2017-18	2018-19
Description	First Interim	Projected	Projected
Beginning Fund Balance	12,583,242	5,565,223	4,236,511
Revenues:			
LCFF & Sp. Ed. Taxes	82,827,524	83,145,049	83,751,700
LCFF Supplemental	7,531,060	7,712,613	7,714,909
Federal Revenue	4,507,072	3,916,349	3,916,349
Other State Revenue	8,442,864	5,945,449	5,886,616
Other Local Revenue	5,742,360	5,625,658	5,625,658
Transfers-In from Special Reserve	1,459,415	10,799,413	9,795,222
Total Revenue/Other Income	110,510,295	117,144,531	116,690,454
Total funds available (Beg. balance + Revenue)	123,093,537	122,709,753	120,926,964
Expenditures			120,020,004
Certificated Salaries	50,462,808	51,310,447	E0.050.400
Classified Salaries	16,344,982	16,579,663	50,258,130
Employee Benefits	25,449,395	26,702,424	16,747,452
2016-17 Salary Schedule Increase 3.5%	187,464	281,196	27,574,673
2017-18 Salary Schedule Increase 2.5%		123,191	281,196
2016-17 Health & Welfare CAP increase	11,103	11,103	184,786 11,103
Books and Supplies	3,658,613	2,939,928	2,818,370
Services, Other Operating	13,203,123	12,612,152	11,536,902
Capital Outlay	451,438	451,438	451,438
Other Outgo	7,969,737	7,672,051	7,374,365
Direct Support/Indirect Costs/TSF's Out	(210,349)	(210,349)	(215,924)
Total Expenditures/Other Outgo	117,528,314	118,473,243	117,022,491
			111,022,431
Projected Revenues over Expenditures	(7,018,019)	(1,328,712)	(332,037)
			(002,007)
nding Fund Balance	5,565,223	4,236,511	3,904,473
Legally Restricted Balance	1,259,827	331,085	51,328
Inrestricted General Fund - Ending Fund Balance	4,305,396	3,905,425	3,853,145
omponents of Ending Fund Balance	A State of the sta		
Designated for Economic Uncertainties	3,525,849	3,554,197	3,510,675
Committed and Assigned:			
Early Retirement Program	401,639	321,742	313,073
Inventories, Prepaid, Revolving Fund	377,908	29,486	29,396
Total Components of Ending Fund Balance	4,305,396	3,905,425	3,853,144
ndesignated/Unappropriated	0	0	0

OAK GROVE SCHOOL DISTRICT BOARD OF TRUSTEES

Minutes / Unadopted Regular Board Meeting Yvonne Cook Board Room December 8, 2016

Dennis Hawkins, President of the Board of Trustees, called the meeting to order CALL TO ORDER at 6:37 p.m.

Members present:	Dennis Hawkins, Outgoing President Mary Noel, Incoming President Carolyn Bauer, Vice President Jacquelyn Adams John Mackey	
Others present:	José L. Manzo, Superintendent Andrew Garcia, Assistant Superintendent Maria Wetzel, Assistant Superintendent Laura Phan, Assistant Superintendent Interested Community and Staff Members Rachelle Uribe, Recording Secretary	
Oath of Office Superintendent Manz Mary Noel and new Members on their for Office, Board Member	OATH OF OFFICE	
Set the Agenda On motion by Membe Agenda, with the follo	SET THE AGENDA	
Ayes: Noes: Absent: Abstaining:	Members Mackey, Hawkins, Adams, Bauer, and Noel None None None	
<u>Closed Session</u> The Board recessed Performance Evaluar Dismissal; to Confer v Resources Andrew Ga regarding Oak Grove Chapter 412; and Ar Union, Council 57, I significant exposure to will also review Stud 15/16-01(S) and 15/16	CLOSED SESSION	

Open Session The Board reconvened to Open Session at 7:43 p.m. President Hawkins welcomed those in attendance; and explained the process to be followed in conducting the Board Meeting, including the presentation of information to the Board and the manner in which those present could address the Board during the meeting, either regarding specific agenda items or during "Public Comment." Also explained, were the implications/restrictions of the Brown Act on comments made at meetings of governmental bodies in California.	OPEN SESSION
<u>Flag Salute</u> Member Mackey led the Flag Salute.	FLAG SALUTE
Superintendent's Report Superintendent Manzo began his report by welcoming John Mackey and congratulating Mary Noel for their successful election to the Oak Grove Board.	SUPT.'S REPORT
The Superintendent reported members of the Citizens Bond Oversight Committee, staff and the Oak Grove Board attended a tour of schools modernized during the summer of 2016. Sites visited included Edenvale, Davis, Parkview, Oak Ridge and Herman. He thanked CBOC members Sean Shannon, Forest Williams, Bill Becker, Jon Ranke, and Angelina Fife for their participation in the tour and ribbon cutting ceremony at Herman. He thanked Member Noel and Member Mackey for being present to celebrate the completion of those projects. He thanked the principals from those schools for expressing gratitude from the respective schools' staff and community for the improvements.	
Superintendent Manzo remarked visiting various school sites with the Executive team; Santa Teresa, Christopher, Miner, and Edenvale. He also visited Hayes and concluded by thanking those site staff's and principals for their time and hospitality.	
The Superintendent thanked the entire Oak Grove staff for their diligent work with the students and community and wished Happy Holidays to all.	
Closed Session President Hawkins reported no Action was taken during Closed Session regarding Public Employee Performance Evaluation – Superintendent; and Public Employee Discipline/Release/Dismissal; or in Conferring with District labor negotiators, Assistant Superintendent Andrew Garcia, Assistant Superintendent Laura Phan, Legal Counsel Adam Fiss and Legal Counsel Janae Novotny regarding Oak Grove Educators Association, California School Employees Association, Chapter 412; and American Federation of State, County and Municipal Employees Union, Council 57, Local 101.	CLOSED SESSION
President Hawkins reported Action was taken during Closed Session in conferring with	

President Hawkins reported Action was taken during Closed Session in conferring with legal counsel regarding significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Government Code section 54956.9: One potential case – Tort Claim No. 100616 was denied unanimously by the Board.

During Closed Session the Board also conducted a review of five student discipline

<u>Closed Session (continued)</u>

cases and took the following Actions in Open Session:

On motion by Member Adams and second by Member Bauer, the Board of Trustees expels Student 16/17-04(S) through the 2016-2017 spring semester with the enforcement of the expulsion being suspended. Based upon successful completion and documentation of completion of all rehabilitation requirements, Student 16/17-04(S) may petition the Oak Grove School District or subsequent school district for reinstatement at a comprehensive public school, with the following roll call vote:

Ayes:	Members Mackey, Hawkins, Adams, Bauer, and Noel
Noes:	None
Absent:	None
Abstaining:	None

On motion by Member Bauer and second by Member Adams, the Board of Trustees expels Student 16/17-05(S) through the 2016-2017 spring semester. Based upon successful completion and documentation of completion of all rehabilitation requirements, Student 16/17-05(S) may petition the Oak Grove School District or subsequent school district for reinstatement at a comprehensive public school, with the following roll call vote:

Ayes:	Members Mackey, Hawkins, Adams, Bauer, and Noel
Noes:	None
Absent:	None
Abstaining:	None

On motion by Member Bauer and second by Member Noel, the Board of Trustees expels Student 16/17-06(S) through the 2016-17 spring semester. Based upon successful completion and documentation of completion of all rehabilitation requirements, Student 16/17-06(S) may petition the Oak Grove School District or subsequent school district for reinstatement at a comprehensive public school, with the following roll call vote:

Ayes:	Members Mackey, Hawkins, Adams, Bauer, and Noel
Noes:	None
Absent:	None
Abstaining:	None

On motion by Member Adams and second by Member Bauer, based upon current information, the Board of Trustees fully readmits and reinstates Student 15/16-01(S) and allows student 15/16-01(S) to attend a comprehensive public school as of January 3, 2017, with the following roll call vote:

Ayes:	Members Mackey, Hawkins, Adams, Bauer, and Noel
Noes:	None
Absent:	None
Abstaining:	None

CLOSED SESSION

CLOSED SESSION

Closed Session (continued)

On motion by Member Noel and second by Member Bauer, the Board of Trustees continues the stipulated expulsion of Student 15/16-02(S) until the requirements of the rehabilitation plan have been met and documented and Student 15/16-02(S) petitions the Oak Grove School District or subsequent school district for reinstatement at a comprehensive public school, with the following roll call vote:

Ayes:	Members Mackey, Hawkins, Adams, Bauer, and Noel
Noes:	None
Absent:	None
Abstaining:	None

Board Organization

President Hawkins introduced the item by stating, the Board Organization meeting takes place annually, by which the Board reorganizes itself into a well-functioning governance team.

On motion by Member Hawkins and second by Member Bauer, the Board voted for Mary Noel to serve as President of the Board of Trustees for the year 2017 with the following roll call vote:

Ayes:	Members Mackey, Hawkins, Adams, Bauer, and Noel
Noes	None
Absent:	None
Abstaining:	None

Following tradition, Member Noel presented President Hawkins with a small token of appreciation for his year serving as President.

President Noel proposed the following for remaining Board Officers, Signatures, Board Meeting dates/hours/place, and Board representation to committee and subcommittees:

- Carolyn Bauer to serve as Vice President/Clerk of the Board of Trustees.
- Superintendent of Schools to serve as Secretary to the Board of Trustees.
- In the event of the absence of the officers designated in the Bylaws of the Board as authorized to sign documents, the presiding officer of the Board will be authorized to sign documents as approved by, or on behalf of, the Board of Trustees.
- Set meetings of the Board of Trustees for the second and fourth Thursday of each month. Such meetings will be held at 6:30 p.m. at the central administrative office of the District located at 6578 Santa Teresa Blvd. San Jose, CA, including the following dates for 2017:

January 12, 26	July 13
February 9	August 24
March 9, 23	September 14, 28
April 13, 27	October 12, 26
May 11, 25	November 9
June 8, 22	December 14

BOARD ORGANIZATION

Board Organization (continued)

- John Mackey as Board Representative to the County Committee on School District Organization.
- Board Representatives for the following subcommittees:
 - Dennis Hawkins and Carolyn Bauer as alternate to serve as representatives to the Santa Clara County School Boards Association.
 - Mary Noel with Jacquelyn Adams as alternate, to serve on the Board's Legislative Action subcommittee.
 - Carolyn Bauer and Jacquelyn Adams to serve on the Board Policy Subcommittee.
 - Dennis Hawkins and Mary Noel to serve on the Board's Evaluation Subcommittee.
 - Member John Mackey to serve on the Board's Technology Committee.
 - Member Dennis Hawkins to serve as representative on the East Side Alliance.
 - Member Mary Noel, Jacquelyn Adams and Dennis Hawkins to serve on the Board's Five-Year Plan/LCAP Committee.

On motion by Member Hawkins and second by Member Bauer, the Board approved Board Organization, Assignments, and Meeting Dates as presented, with the following roll call vote:

Ayes:	Members Mackey, Hawkins, Adams, Bauer, and Noel
Noes:	None
Absent:	None
Abstaining:	None

Public Comment

Judy Barnhart, Community Member and former District employee, welcomed John Mackey to the Board. She announced this is the last meeting she attends as President of CSEA chapter 412. She announced her May retirement from Oak Grove where she worked for twenty years. She expressed heartfelt sentiments including her start in the District as a kindergarten parent, to Patsy van Ettinger, Oscar Donehue, and Jackie Dobbins. She concluded by thanking the District for her years spent working here, committees she served on and chaired, and all of the people she worked with.

Dominic Rizzi, OGEA President, welcomed and congratulated John Mackey; and mentioned he appreciates the opportunity to work together in the future. Mr. Rizzi reported on the upcoming OGEA Gratitude Dinner where OGEA members will be recognized for their volunteerism. He also commented on OGEA's support of Special Education Needs though an organized forum, meetings with Maria Wetzel and Andy Garcia to form a Special Education Leadership Committee, and meeting with other Union Presidents and Bargaining Chairs to design common goals to support Special Education needs in contracts to improve working conditions for special education staff.

Lastly, Mr. Rizzi brought to the attention of the Board that many school districts are responding to President Elect Trump's deportation message with the adoption of a Safe School Resolution. The resolution is to provide a united front against fear and discrimination and to ensure schools are safe and accessible to all students and immigrant families.

PUBLIC COMMENT

CONSENT AGENDA

Consent Agenda

Superintendent Manzo presented the Consent Agenda, noting these are routine items Agendaring Board Action.

On motion by Member Adams and second by Member Hawkins, the Board of Trustees approved the Consent Agenda, with the following roll call vote:

Ayes:	Members Mackey, Hawkins, Adams, Bauer, and Noel
Noes:	None
Absent:	None
Abstaining:	None

Superintendent Manzo acknowledged and expressed gratitude for a donation of \$500 to Bernal Intermediate School from Darrin Baja and Marisela Flores.

The Board reordered the Agenda to allow Item B-1, Lease-Leaseback Procedures and Guidelines to begin following the presenter's arrival.

<u>Streetscape Project for Miner School – Division of the State Architect Submission</u> Superintendent Manzo commented at the November 10, 2016 Board meeting, the Miner Streetscape Project was presented and staff was to return to the Board on December 8, 2016 for final design approval, prior to submission to the Division of State Architects. He introduced Assistant Superintendent Laura Phan and Chief Operations Officer Neil Rauschhuber to provide further information.

Ms. Phan commented the Streetscape for Miner has been brought to the Board several times. In addition, she stated, facilities staff has engaged with site personnel, parents, neighborhood associations, and neighbors around Miner school.

Member Bauer pointed out that she asked some of her neighbors if they received an invitation and they said they had not. Mr. Rauschhuber confirmed that 240 flyers were handed out to the surrounding area as previously highlighted and shared with the Board.

Member Hawkins stated that if we did not complete fully the outreach that was directed, he is inclined to ask for a motion to defer the item with direction to staff to mail notices to the property owners and residents and bring the item back in January in order to fully engage the community.

Member Bauer expressed concern that the Board cover for this item only stated three streets received notices in contrast to the highlighted map which showed numerous streets would be contacted.

Ms. Phan apologized for the oversight on her part in preparing the Board cover for this item and assured the Board that homes highlighted on the map were provided notice. She added, if notices are sent by mail and neighbors claim they have not received the mailing, our staff would still not have a way to respond to the claim. She reiterated, upon the Board's request, notifications were delivered to include an expanded area of Miner neighbors.

MINER SCHOOL -STREETSCAPE PROJECT FOR DSA SUBMISSION

Streetscape Project for Miner School (continued)

Member Adams expressed concern regarding delaying the project further while Member Bauer stated her neighbors would appreciate the opportunity.

On motion by Member Hawkins and second by Member Bauer, the Board of Trustees deferred the Streetscape Project for Miner School Division of the State Architects Submission to January 26, 2016 and directed staff to perform additional outreach to include mailing notices to property owners in the streets outlined, and providing outreach to neighborhood associations affected and parent community at Miner school, with the following roll call vote:

Ayes:	Members Mackey, Hawkins, Adams, Bauer, and Noel
Noes:	None
Absent:	None
Abstaining:	None

Resolution No. 1245-12/16, to Adopt Lease-Leaseback Procedures and Guidelines Superintendent Manzo deferred the item to Assistant Superintendent Laura Phan. Ms. Phan explained that a new law, AB 2316 effective January 1, 2017, regarding the "best value" selection of lease-leaseback (LLB) contractors requires a school district's board of trustees to adopt and publish required procedures and guidelines for evaluating the qualifications of proposing contractors. Ms. Phan introduced Arne Sandberg, Senior Counsel at Lozano Smith Attorneys at Law to present the item and answer questions.

Mr. Sandberg provided information to the Board on how AB 2316 changes contractor selection and outlined the following:

- Primary changes for LLB:
 - The district must now award to the LLB contractor that has the highest best value score based on price and qualifications
 - Additional selection procedures are required
 - District may request lump sum price proposals or fee proposals
- Scoring of best value:
 - Price vs. qualifications
 - The qualifications questionnaire
 - The qualifications criteria
- Board adoption and publication of required procedures and guidelines for evaluation of qualifications of proposing contractors:
 - AB 2316 requires certain procedures and guidelines be adopted by the Board as a prerequisite to use of LLB by the District on future projects
 - This resolution adopts the minimum procedures required by law

Board Members received clarification that this resolution does not mean Lease-Leaseback is the only method the District will use, but does outline guidelines when it chooses to use the LLB method.

MINER SCHOOL -STREETSCAPE PROJECT FOR DSA SUBMISSION

RESOLUTION NO. 1245-12/16, TO ADOPT LEASE-LEASEBACK PROCEDURES AND GUIDELINES Minutes Regular Board Meeting

December 8, 2016

<u>Resolution, to Adopt Lease-Leaseback Procedures and Guidelines (continued)</u> On motion by Member Bauer and second by Member Adams, the Board of Trustees adopted Resolution No. 1245-12/16 to adopt lease-leaseback procedures and guidelines, with the following roll call vote:

Ayes:	Members Mackey, Hawkins, Adams, Bauer, and Noel	
Noes:	None	
Absent:	None	
Abstaining:	None	

2016-17 First Interim Report

Superintendent Manzo deferred the item to Assistant Superintendent Laura Phan. Ms. Phan explained AB 2861 requires county and district superintendents to prepare and submit twice annually interim financial reports to advise administrators, the Board, the public, and other interested parties of the District's current and projected financial condition at periodic intervals during the fiscal year.

Ms. Phan provided the Board with an overview of the Local Control Funding Formula (LCFF) which identified LCFF Entitlement as of 2016-17 First Interim is = to 96% of the Target. Also outlined was the First Interim General Fund explaining revenue sources, expenditure costs and ending balances. Multi-year assumptions were presented for 2016-17, 2017-18, and 2018-19 which identify LCFF apportionment per ADA, enrollment figures, mandated costs, retiree health benefits, compensation step increases and contributions from unrestricted to restricted funds for Special Education, Routine Repair, etc.

Ms. Phan presented the impact of enrollment loss, which by 2018-19 is projected at a loss of \$11,906,984. She concluded by presenting the projected cost of STRS and PERS rate increases through 2020-2021 and outlining next steps:

January 17, 2017: Governor's Proposed 2017-18 State Budget

 State budget projections will impact the Second Interim Budget and Multi-Year Projections

February, 2017

• Budget Advisory Committee will conclude budget review meetings (October-February), and finalize recommendation for cost containments.

March 9, 2017

• 2016-17 Second Interim Report presentation to Board March – May, 2017:

- LCAP Community Engagement
- 2017-18 LCAP and Budget Preparation

On motion by Member Hawkins and second by Member Adams, the Board of Trustees approved the positive certification on the 2016-17 First Interim Report, with the following roll call vote:

Ayes:	Members Mackey, Hawkins, Adams, Bauer, and Noel
Noes:	None
Absent:	None
Abstaining:	None

RESOLUTION NO. 1245-12/16, TO ADOPT LEASE-LEASEBACK PROCEDURES AND GUIDELINES

FIRST INTERIM REPORT

enrollment.

	<u>Resolution No. 1244-12/16 – Board Member Absence</u> Superintendent Manzo presented the item stating this Resolution is needed entitling a Board Member to be paid when there is an absence due to illness/emergency/hardship deemed acceptable by the Board.	BOARD MEMBER ABSENCE
	On motion by Member Bauer and second by Member Hawkins, the Board of Trustees approved Resolution No.1244-12/16, with the following roll call vote:	
•	Ayes:Members Mackey, Hawkins, Bauer, and NoelNoes:NoneAbsent:NoneAbstaining:Member Adams	
	<u>CSBA Delegate Assembly Call for Nominations</u> Member Hawkins commented the CSBA Delegate Assembly is accepting nominations through January 7, 2017. He asked the Board if they had any questions or would like to nominate someone. There being no response from the Board, the item was closed.	CSBA DELEGATE ASSEMBLY CALL FOR NOMINATIONS
	Architectural Design Services Project Agreements with Sugimura Finney Architects (SFA) for Measure P Streetscape Projects - Anderson / Taylor Superintendent Manzo introduced Assistant Superintendent Laura Phan and Chief Operations Officer Neil Rauschhuber to present the item.	AGREEMENTS WITH SUGIMURA FINNEY ARCHITECTS
	Dr. Rauschhuber indicated in order to provide construction services in the summer of 2017, the plans and specifications need to be submitted to the Division of State Architects (DSA) by March 1, 2017. He presented a timeline that would be followed to ensure staff, parent, neighborhood and community outreach and the timely submission to DSA.	(SFA) FOR STREETSCAPE AT ANDERSON AND TAYLOR
	Superintendent Manzo requested feedback and comments from the Board with respect to the timeline. No comments were received, and he added an outreach plan would be included in a Friday letter to the Board.	
	Dr. Rauschhuber presented Anderson design elements which include: the existing parking lot on Calpine Drive being completely renovated and expanded which includes one new driveway entrance, two new fabric shade structures at drop off, a new CDC portable and associated parking stall on Bangor Avenue, and new play structure to replace two existing structures.	
	He then presented Taylor design elements which include: new cement plaster system throughout, the removal of existing planters against buildings, new decorative and non- decorative concrete at the Saunter Drive parking lot leading to the building, a new shade structure at drop off, existing Sautner parking lot replaced and reconfigured, a new trash enclosure and perimeter fencing.	
	Member Hawkins commented the Board still needs to have discussion regarding the long-term plan for the Two-Way Bilingual Immersion program currently at Anderson. He asked if the planning included consideration for the TWBI program and the expansion of the program by grade level. Superintendent Manzo commented planning took into account the Cottle development expansion and long-term projected	

Minutes Regular Board Meeting

Architectural Design Services Project Agreements with Sugimura Finney Architects	AGREEMENTS
(SFA) for Measure P Streetscape Projects - Anderson / Taylor (continued)	WITH SFA FOR
Positive comments were made by Member Bauer indicating the streetscape design is	STREETSCAPE ANDERSON AND
very good.	TAYLOR
A member from the public who volunteers each morning with traffic, reported the	TATLOK
morning drop off is very chaotic. She added, the new design will alleviate so much of	
the danger. Dominic Rizzi inquired about the existing iron fencing, and was informed	
the materials would be repurposed.	
the materials would be repurposed.	신 가지 않는 것 같아. 날 옷을 다 하는 것 같아. ? ?????????????????????????????????
The Board thanked staff for the presentation.	
r	
Enrollment Update	ENROLLMENT
Superintendent Manzo indicated the information that will be presented is to provide	UPDATE
information requested by the Board previously and to facilitate discussion and planning	
regarding declining enrollment. He presented a previous projection per the District's	
enrollment projection consultant from March 24, 2016. He showed a side by side	
comparison of enrollment by school in years 2006, 2011, and 2016. Total elementary	
school and intermediate school capacity and unutilized classrooms were identified for	
regular education and special education classrooms.	
The Superintendent identified the District has 127 excess classrooms. He added,	
libraries, staff rooms, leased spaces, small offices and resource rooms were not counted	
as potential classroom space.	
Superintendent Manzo reminded the Board the District Demographer, Tom Williams	
had mentioned at a previous Board Meeting, that currently the biggest impact on	
enrollment is at the primary level; because TK/Kinder classes are smaller however	
middle schools are not yet impacted. As smaller classrooms make their way to middle	
school, the greatest impact in the future will then be at the middle school level. He	
concluded his presentation with operating costs and potential loss of revenue of unused	
space.	
Member Hawkins expressed appreciation for the information commenting the	
presentation is a good starting point of what will be a series of conversations. He	
suggests taking a broader look at information, consider grade configuration where	Land Later
elementary is Kindergarten thru fifth grade and sixth thru eighth grade, ways to reduce	
transportation costs, and look at unique programs that will bring in students. He	
suggested looking at what the District did in the 2002-2003 school consolidation and	
what other districts with like schools have done. He also suggested having a Board	
appointed committee.	
Manhan Maalaat anagasta la aleira a tatlan aasta attiin aasta (11 ale 1 ale	
Member Mackey suggests looking at other cost cutting areas of the budget.	
The Superintendent suggested a facilitator might be beneficial to help lead discussions	
in a neutral position as well as a comprehensive review to provide complete perspective.	
He also indicated he would present information to the Board that shows capacity and	
other breakout information by school site.	

Minutes Regular Board Meeting -11-	December 8, 2016
<u>Communications</u> The Board received an updated Board Activities Calendar listing a variety of events and activities for Board members' attendance and participation.	COMMUNICATION
Board Discussion Member Bauer congratulated Bernal Teacher, Tiffany McFarren for being nominated to the Middle School Teacher of the Year award. She commended Principal Splane for his creative use of sending students to a Robotics class for detention, which resulted in garnering student interest and engagement in the class. She reported her attendance, along with Superintendent Manzo and Member Mackey, at the annual CSBA conference. Member Mackey added, with regard to the CSBA conference, interesting topics included the concept of having magnet schools in the district that specialize in music, drama, or robotics to attract students with those interests. The conference also addressed the crisis with teacher shortages and provided ideas on how to attract and retain long-term teachers, how to build teachers from within, and how to get veteran teachers involved in the recruiting process. He commented he and Superintendent Manzo discussed revamping the evaluation system and bringing in peer evaluators to work alongside administrators.	BOARD DISCUSSION
Adjournment On motion by Member Bauer and second by Member Adams, the meeting was adjourned at 10:41 p.m., by unanimous vote.	ADJOURNMENT
<u>Xire Z Manzo</u> José L. Manzo, Superintendent	

Carolyn Bauer, Vice President/Clerk

Regular Board Meeting January 26, 2017

CERTIFICATED PERSONNEL ORDER

NEW HIRES:

John Maloney Bernal – Math Effective: 1/27/2017

LEAVE OF ABSENCES:

Kelly Bertolotti Frost/Indigo - School Psychologist Effective: 2/7/17

Maricruz Gamez-Sierra Christopher – Bilingual K Effective: 1/13/17 Regular Board Meeting January 26, 2017

CLASSIFIED PERSONNEL ORDER

NEW HIRES:

Debra Alvarez Attendance Clerk – Davis Intermediate Sub to Permanent Replacing: Mary Lynn Marcolina Effective: 1/18/17

<u>RETURN FROM LEAVE:</u>

Alonzo Parks Gardener – M&O Effective: 12/6/16

LEAVE OF ABSENCE:

Helen Hayes School Bus Driver – Transportation Department Effective: 12/5/16

Annette Saba School Secretary – Baldwin Elementary Effective: 1/4/17

TRANSFER/ PROMOTION:

Maureen DiRubio Payroll Technician – Business Department (Promotion) From: Administrative Secretary – MOT Replacing: Jeannette Edwards Effective: 1/26/17

Marlene Shankhour Inst. Asst., Special Ed., 1:1 – Hayes Elementary From: Parkview Elementary Reason: Student Transferred Schools Effective: 11/30/16

LONG TERM SUBSTITUTE:

Thaovy Lockard Inst. Asst., Special Ed. – Santa Teresa Elementary Replacing: Beverlyn Yanit Effective: 1/19/17

Faatemeh Lubinsky Inst. Asst. – The Academy Replacing: Justin Nolley Effective: 1/19/17 END OF LONG TERM
ASSIGNMENT:Rommel Rodriguez
School Bus Driver – Transportation Department
Effective:RELEASE FROM
EMPLOYMENT:Ben Barker
Building Maintenance Worker – Maintenance Department
Reason: Did not pass probation
Effective:

RESIGNATION:

Michael Gates Leader I – Taylor Elementary Effective: 1/21/17

CLASSIFIED SERVICE AGREEMENT

NAME	JOB TITLE/SITE	SERVICE
		AGREEMENT DATES
Beaseley, Caitlin	Intern Social Worker – Bernal Intermediate	1/3/17—6/7/17



Del Roble Elementary School

5345 Avenida Almendros, San Jose, CA 95123 408.225.5675 Fax 408.224.8748 www.ogsd.net Yolanda A. Ross, Principal (*Email: yross@ogsd.net*)

January 10, 2017

Board of Trustees Oak Grove School District 6578 Santa Teresa Blvd. San Jose, CA 95119

Dear Honorable Board of Trustees:

On behalf of the staff at Del Roble School, I respectfully request that you accept the donation of \$646.10. This donation will be used to purchase instructional supplies for the classrooms. This donation was made possible by PG&E Corporation Foundation. This donation was donated on behalf of Clifford Nakanishi.

Thank you for your consideration of this request.

Sincerely,

Yølanda Ross Principal

> José L. Manzo, Superintendent Board of Trustees: Jacquelyn Adams, Carolyn Bauer, Dennis Hawkins, John Mackey, Mary Noel An Equal Opportunity/Affirmative Action Employer

These SPSA's are at the end of this Board Packet.

OAK GROVE SCHOOL DISTRICT BOARD OF TRUSTEES

SUBJECT:Single Plan for Student Achievement (SPSA) -
Christopher, Edenvale, Miner, Sakamoto, Santa
Teresa, Stipe, Taylor, Davis, and Herman and
Title I Schools Parent Involvement PoliciesConsentX

DATE: January 26, 2017

Agenda Item A-5

REPORTED BY/PERSON Maria Wetzel RESPONSIBLE:

RECOMMENDED It is recommended that the Board of Trustees approve the ACTION: 2016-2017 Single Plans for Student Achievement for Christopher, Edenvale, Miner, Sakamoto, Santa Teresa, Stipe, Taylor, Davis, and Herman, as well as the Title I Schools Parent Involvement Policies for Christopher, Edenvale, Stipe, and Miner.

<u>BACKGROUND</u>: Pursuant to California Education Code Section 64001 and the federal Elementary and Secondary Education Act (ESEA), schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA). The SPSA is a document that represents a school's cycle of continuous improvement of student performance. A requirement of Title I schools is that they need to have a revised Parent Involvement Policy that is approved yearly by the Board, and are included with those SPSAs.

<u>DISCUSSION:</u> Every year, our Board of Trustees reviews and consents to each school's SPSA. The enclosed Oak Grove schools have completed their annual SPSA and have aligned their goals and activities to their instructional focus to create a comprehensive SPSA.

ALTERNATIVES CONSIDERED: SPSA is a state requirement, no alternatives are available.

FISCAL IMPACT: The SPSA plan outlines the budget and expenditures of the school as it is aligned to their goals and objectives. There is no additional fiscal impact.

<u>POLICY ALIGNMENT</u>: The SPSA Plan aligns with our Core Value of Student Learning and Quality Performance. It also aligns with all five LCAP goals as detailed in our 2016-2017 LCAP plan and our Board Policy on student achievement as indicated in various Board Policies in the 5000 series, which is Students, and 6000 series, which is Instruction.

<u>OUTCOME</u>: The SPSA plan encompasses a school's plan of action to raise the academic performance of all students. It consolidates the objectives, instructional plan, and targeted student progress in a "living document" that undergoes a continuous change process as data is regularly analyzed and evaluated. Complete copies of SPSA's are available for review in the Educational Services Division.

SPSA Acronyms

ABA	Applied Behavior Analysis	HABLA	Hispanic Advisory Board for Learning
DA	Average Daily Attendance		Assessment
AMAO	Annual Measurable Assessment Outcome	HSC	Home and School Club
AR	Accelerated Reader	IEP	Individualized Education Program
ASES	After School Education and Safety (program)	ICLE	International Center for Leadership in Education
BASE	Before and After School Education	LCAP	Local Control and Accountability Plan
BTSA	Beginning Teacher Support and Assessment	LCFF	Local Control Funding Formula
	(Induction)	LEP	Limited English Proficient
CAASPP	California Assessment of Student	MARS	Mathematics Assessment Resource Service
	Performance and Progress	NWEA	Northwest Evaluation Association
CELDT	California English Language Development Test	PBL	Project Based Learning
CCSS	Common Core State Standards	PBIS	Positive Behavioral Interventions and Supports
CGI	Cognitively Guided Instruction	PFC	Parent/Faculty Club
CICO	Check in Check Out	PLC(s)	Professional Learning Community(ies)
COI	Cycle of Inquiry	RSP	Resource Specialist Program
PM	College Preparatory Math	RTI	Response to Intervention
DELAC	District English Language Advisory Committee	SCCOE	Santa Clara County Office of Education
DLT	District Literacy Team	SEAL	Sobrato Early Academic Language
DMT	District Math Team	SES	Supplemental Educational Services
EL/ELL	English Learner/English Language Learner	SET	School-wide Evaluation Tool
ELA	English Language Arts	SST	Student Success Team/Student Study Team
ELAC	English Learners Advisory Committee	STEAM	Science, Technology, Engineering, Art, and Math
ELD	English Language Development	STEM	Science, Technology, Engineering, and Math
ELTP	English Language Teaching Partner	SVMI	Silicon Valley Math Initiative
ENY	Engage New York	TILT	Teacher Intervention Learning Team
ESA	East Side Alliance	TWBI	Two-Way Bilingual Immersion
ESD	Educational Services Division	VPA/VAPA	Visual and Performing Arts
FEP	Fluent English Proficient		
FEIP	Family Engagement Impact Project <u>or</u> Family		
GATE	Gifted and Talented Education		

GATE Gifted and Talented Education

OAK GROVE SCHOOL DISTRICT BOARD OF TRUSTEES

SUBJECT: Negotiated Settlement between the Oak Grove Action X School District and the Federation of State, **County and Municipal Employees (AFSCME)** Union, District Council 57, Local 101 DATE: January 26, 2017 Agenda Item 3-1 REPORTED **BY/PERSON** Andrew A. Garcia **RESPONSIBLE:** It is recommended that the Board of Trustees adopt the RECOMMENDED ACTION: proposed changes in the agreement between Oak Grove School District and the Federation of State, County and Municipal Employees (AFSCME) Union, District Council 57, Local 101.

BACKGROUND: During the fall the American Federation of State, County and Municipal Employees (AFSCME) and the District began negotiations on the renewal of a three-year Collective Bargaining Agreement "CBA". This was a full-contract renewal. On Thursday, January 5, 2017 the District reached a tentative agreement with AFSCME. AFSCME disseminated information about the agreement to its members resulting in a positive ratification vote on Wednesday, January 18, 2017.

<u>DISCUSSION</u>: Board Policy 4041 states, "The Board of Trustees recognizes that collective bargaining agreements are legally binding, bilateral agreements. The Board is committed to carrying out the provisions of each agreement and expects the agreements to be consistently and uniformly administered." The ratification process allows the Board to review, analyze and seek clarification on agreements reached before the CBA is approved.

<u>ALTERNATIVES CONSIDERED</u>: This Tentative Agreement provides features that show support to the multifaceted challenges that our AFSCME employees face. Fiscal features of this agreement are consistent with agreements reached with other bargaining groups.

FISCAL IMPACT: The features of the Tentative Agreement include:

- 3.5% and 2.36% salary schedule increase for the fiscal years 2016/17 and 2017/18, respectively, effective November 1st of each year.
- Provides an increase to District Contributions towards Health Coverage of 3% for the years 2016/17, 2017/18 and 2018/19.
- Total fiscal impact of proposed agreement is:
 - **2016/17: \$198,567**
 - **2017/18: \$415,489**
 - 2018/19: \$477,085

<u>POLICY ALIGNMENT:</u> The Tentative Agreement reached with the AFSCME correlates well with the Vision of our district. The total compensation package enhancement in this agreement sends a clear message to our staff that the district greatly values and respects the work that they do.

<u>OUTCOME:</u> The results of this Tentative Agreement assures that our District remains competitive in the hiring market of our county as well as supports classified staff in the work that they do to assure that our buildings are safe, schools are clean and students have a positive working environment where learning can be maximized.

Santa Clara County

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENTS

School District:	Oak Grove School District		
Bargaining Unit:	AFSCME	FTE:	134.29
Period of Agreement:	11/1/2016 - 10/31/2019	Date of Public Meeting:	1/26/17

Please submit copies of the tentative agreement(s) and updated multi-year projection with the disclosure.

Government Code Section 3547.5: Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.

SUMMARY OF AGREEMENT					
		2016-17	2017-18	2018-19	
		Yes - 3.5%	Yes - 2.3%	Re-Open	
		No	No	No	
Health & Welfare (capped?)	Y/N	Yes	Yes	Yes	

Details (cap limit; plan coverage, etc.):

District agrees to provide a 3.5% and 2.3% increases to the salary schedule for fiscal year 2016-17 and 2017-18, respectively, effective 11/1 of each year.

District also agrees to provide an increase to district contributions towards health coverage, outlined in Section 6.1, Desciption of Benefits, effective the first full month following the complete ratification of the Agreement.

Other provisions:

TOTAL COST INCREASE OF PROPOSED AGREEMENT IN PRESENT & FUTURE YEARS

Indicate the costs of salary and benefit increases that would be incurred under the agreement.

	2016-17	2017-18	2018-19
Salary including statutory costs*	187,464	404,386	465,982
Benefits	11,103	11,103	11,103
Other Compensation Costs			-
Other Non-Compensation Costs			-
Total Cost of Settlement	198,567	415,489	477,085
Total % Increase	3.50%	2.44%	0.00%
Projected STRS/PERS rates	13.888%	15.50%	17.10%

*please include statutory costs tied to salary such as employer-paid taxes and PERS/STRS

STATUS OF BARGAINING UNIT/EMPLOYEE AGREEMENTS

Bargaining UnitFTEStatusOGEA528.50SettledCSEA195.64Not Settled

Indicate the current status (whether settled or not settled) of the remaining units.

GENERAL FUND		Board Approved Budget Before Settlement	Adjustments as a result of the Agreement	Revised Budget	
		(Column 1)	(Column 2)	(Column 1 + 2)	
Total Revenues		110,305,771	204,524	110,510,295	
Total Expenditures		117,329,747	198,567	117,528,314	
1000 Certificated Salaries		50,462,808		50,462,808	
2000 Classified Salaries		16,344,982	153,137	16,498,119	
3000 Benefits		25,449,395	45,429	25,494,824	
4000 Instructional Supplies		3,658,613		3,658,613	
5000 Contracted Services	5000 Contracted Services			13,203,123	
6000 Capital Outlay		451,438		451,438	
7000 Other		7,759,388		7,759,388	
Operating Surplus (Deficit)		(7,023,976)		(7,018,019)	
Beginning Fund Balance	Beginning Fund Balance			12,583,242	
Projected Ending Balance		5,559,266	5,957	5,565,223	
Available Reserves					
Available Reserves (Include Fund 17 Special Reserve)		2,039,374	0	2,039,374	
Reserve For Economic Uncertainties		3,519,892	5,957	3,525,849	
Total Available Reserves		5,559,266	5,957	5,565,223	
State Required Reserve % 3%					
State Required Reserve \$		3,519,892	5,957	3,525,849	

CERTIFICATION

The above information summarizes the financial implications of the proposed agreement. This information will be publicly disclosed in accordance with AB3141 before being submitted to the Governing Board for ratification.

District Chief Business Official

1/11/17 Date

This information was publicly disclosed in accordance with AB3141 before being submitted to the Governing Board. The agreement(s) referenced above were ratified on:

12/17 Date

District Superintendent

District Board President

Oak Grove School District Multi-Year Projection 2016-17 First Interim Proforma AFSCME AB1200

	2016-17	2017-18	2018-19
Description	First Interim	Projected	Projected
Beginning Fund Balance	12,583,242	5,565,223	4,236,511
Revenues:			
LCFF & Sp. Ed. Taxes	82,827,524	83,145,049	83,751,700
LCFF Supplemental	7,531,060	7,712,613	7,714,909
Federal Revenue	4,507,072	3,916,349	3,916,349
Other State Revenue	8,442,864	5,945,449	5,886,616
Other Local Revenue	5,742,360	5,625,658	5,625,658
Transfers-In from Special Reserve	1,459,415	10,799,413	9,795,222
Total Revenue/Other Income	110,510,295	117,144,531	116,690,454
Total funds available (Beg. balance + Revenue)	123,093,537	122,709,753	120,926,964
Expenditures			
Certificated Salaries	50,462,808	51,310,447	50,258,130
Classified Salaries	16,344,982	16,579,663	16,747,452
Employee Benefits	25,449,395	26,702,424	27,574,673
2016-17 Salary Schedule Increase 3.5%	187,464	281,196	281,196
2017-18 Salary Schedule Increase 2.5%		123,191	184,786
2016-17 Health & Welfare CAP increase	11,103	11,103	11,103
Books and Supplies	3,658,613	2,939,928	2,818,370
Services, Other Operating	13,203,123	12,612,152	11,536,902
Capital Outlay	451,438	451,438	451,438
Other Outgo	7,969,737	7,672,051	7,374,365
Direct Support/Indirect Costs/TSF's Out	(210,349)	(210,349)	(215,924)
Total Expenditures/Other Outgo	117,528,314	118,473,243	117,022,491
Projected Revenues over Expenditures	(7,018,019)	(1,328,712)	(332,037)
Ending Fund Balance			
	5,565,223	4,236,511	3,904,473
Legally Restricted Balance	1,259,827	331,085	51,328
Unrestricted General Fund - Ending Fund Balance	4,305,396	3,905,425	3,853,145
Components of Ending Fund Balance			
Designated for Economic Uncertainties	3,525,849	3,554,197	2 540 075
Committed and Assigned:	0,020,049	5,554,197	3,510,675
Early Retirement Program	401,639	321,742	212 072
Inventories, Prepaid, Revolving Fund	377,908	29,486	313,073
Total Components of Ending Fund Balance	4,305,396	3,905,425	29,396 3,853,144
	.,	0,000,420	0,000,144
Indesignated/Unappropriated	0	0	0

TENTATIVE AGREEMENT BETWEEN OAK GROVE SCHOOL DISTRICT AND AFSCME COUNCIL 57, LOCAL 101

January 5, 2017

ARTICLE 1 – RECOGNITION

1.1 The District confirms its recognition of AFSCME Council 57, Local 101, as the exclusive representative for that unit of workers listed below:

OPERATIONS & SERVICE UNIT Food Service Coordinator Food Service Worker III Food Service Worker II Food Service Worker I Master (Lead) Mechanic Equipment Mechanic Sanitation Truck Operator Equipment Mechanic Assistant Bus Driver Dispatcher¹ **Bus** Driver Bus Driver Instructor/Dispatcher Floater Bus Driver-Floater Transportation Utility Worker/Sanitation Truck Operator Senior (Lead) Storekeeper Storekeeper I Electrician Plumber Skilled Trades Worker **Building Maintenance Worker** Sprinkler Maintenance Worker Lead Grounds Worker Grounds Equipment Operator Gardener Lead Custodian **Roving Custodian** Custodian (Midday, and Night, and Roving) **Delivery Specialist Delivery Specialist II** Lead Delivery Specialist

¹ The District agrees to AFSCME's proposal relating to the job title for this position contingent upon the job description being revised to clarify that the Bus Driver Dispatcher may be periodically assigned to drive a school bus.

ARTICLE 5 - PAY AND ALLOWANCES

- 5.1 Pay
 - 5.1.1 2016-17 School Year: The District agrees to provide a 3.5% increase to the salary schedule, retroactive to November 1, 2016. The District shall provide notice to AFSCME of the date of the retroactive payment.
 - 2017-18 School Year: The District agrees to provide a 2.365% increase to the 5.1.2 salary schedule, effective November 1, 2017.

ARTICLE 6 – HEALTH AND WELFARE BENEFITS

6.1 **Description of Benefits**

Full-time employees shall be entitled to the following health and welfare coverage:

- 6.1.1 District Contributions Toward Health Benefits
 - 6.1.1.1 Kaiser A, B, and D Plans/Blue Cross - HMO/PPO - Effective the first full month following the complete ratification of the Agreement
 - 6.1.1.1.1 Worker Only Coverage \$466.29 452.72/month 6.1.1.1.2 Worker Plus One Coverage - \$468.44 454.80/month 6.1.1.1.3 Family Coverage - \$603.72 586.14/month
 - 6.1.1.2 Kaiser A, B, and D Plans/Blue Cross - HMO/PPO - Effective January 1, 2018
 - Worker Only Coverage \$466.29480.28/month 6.1.1.2.1 6.1.1.2.2
 - Worker Plus One Coverage \$468.44-482.49/month 6.1.1.2.3
 - Family Coverage \$603.72-621.83/month
 - Kaiser A, B, and D Plans/Blue Cross HMO/PPO Effective 6.1.1.3 January 1, 2019
 - Worker Only Coverage \$480.28 494.69/month 6.1.1.3.1
 - Worker Plus One Coverage \$482.49 496.96/month 6.1.1.3.2
 - Family Coverage \$<u>621.83</u> 640.48/month 6.1.1.3.3

ARTICLE 10 - LEAVES

10.2 Personal Necessity Leave

- 10.2.1 Up to seven (7) days of a worker's accumulated sick leave may be used each year for personal necessity.
- 10.2.2 Personal necessity is defined as follows:
 - 10.2.2.1 Accident involving the worker or the property of the worker or involving the person or property of any member of the worker's immediate family.
 - 10.2.2.2 Death or illness in a worker's immediate family.
 - 10.2.2.3 Marriage of the worker or a member of the immediate family.
 - 10.2.2.4 Legal proceedings and legal commitments which require the worker's presence and which cannot be reasonably scheduled outside the workday.
 - 10.2.2.5 Matters of compelling personal importance (maximum of six [6] days per school year).
 - 10.2.2.6 Graduation from high school or college of sons, daughters, or spouse.
 - 10.2.2.7 Paternity leave immediately before, during, or after birth or adoption.

10. Parental Leave

10.___.1 Operative Date

This Section shall become effective as of January 1, 2017.

10.__.2 Interpretation of Parental Leave Section

This Section is based on Education Code section 45196.1 and shall be interpreted and implemented in compliance with Section 45196.1 as amended by the California Legislature or interpreted by a court with jurisdiction over the District and AFSCME.

10._.3 Definition of Parental Leave

For the purposes of this Section, "parental leave" has the same definition as set forth in Education Code section 45196.1. Education Code section 45196.1 defines "parental leave" as "leave for reason of the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee."

10._.4 Eligibility for Parental Leave

During each school year, when a unit member has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from the unit member's duties on account of parental leave pursuant to Government Code section 12945.2 and/or Education Code section 45196.1 for a period of up to 12 work weeks, the bargaining unit employee will be compensated at 50% of his/her regular salary for the remaining portion of the 12-workweek period of parental leave.

In order to be eligible for leave under this Section, a unit member is not required to have 1,250 hours of service with the employer during the previous 12-month period; however, the unit member must otherwise satisfy the requirements set foth in Government Code section 12945.2(a) and Article 10.5.1.

10._.5 Calculation of Parental Leave

For the purposes of this Section:

- 10._.5.1 The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of parental leave pursuant to Government Code section 12945.2 and Article 10.5 if the unit member qualifies for such leave.
- 10_.5.2 For unit members who have not worked 1,250 hours during the previous 12-month period, but otherwise meet the requirements of Government Code section 12945.2(a) and Article 10.5.1, the 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of parental leave.
- 10._.5.3 A unit member shall not be provided more than one 12-week period per parental leave. If a school year terminates before the 12-week period is exhausted, however, the unit member may take the balance of the 12-week period in the subsequent school year.

- 10._.5.4 The aggregate amount of parental leave taken pursuant to this Section and Section 12945.2 of the Government Code shall not exceed 12 workweeks in a 12-month period.
- 10._.5.5 Parental leave taken pursuant to this Section shall run concurrently with parental leave taken pursuant to Government Code section 12945.2 and Article 10.5.
- 10. 5.6 The minimum duration for parental leave shall be two weeks. However, the District will grant on two occasions a bargaining unit employee's request to take parental leave in less than two week increments.
- 10._.6 One 12-Week Leave Period Both Parents Employed By The District

When both spouses (registered domestic partners) of the child are employed by the District, and are eligible for leave under this Section, consistent with Article 10.5.4.1, the spouses (or registered domestic partners) will be limited to a total of 12 workweeks off between the two of them when the leave is for parental leave.

10._.7 Governing Board Approval Not Required

This Section shall be applicable whether or not the absence from duty is by reason of a leave of absence granted by the District's Governing Board.

ARTICLE 11 - TRANSFERS

11.1 Voluntary Transfers

A transfer is a move of a worker from one job to another in the same classification at the same salary range at a different work site.

- 11.1.1 Classified positions which are newly created or vacated, shall be posted in each work site at least five (5) days prior to being filled. For the purposes of this Section, "position" means any regular assignment in all classifications covered by this Agreement. The District may simultaneously post the position within the District and externally.
- 11.1.2 Notice of vacancies will be forwarded to AFSCME, Local 101. During the summer months when the pony service is not available, notices of all posted vacancies, transfers, and promotions shall be mailed to the address the District has on file for of all ten (10) and 11-month workers and shall be mailed to the address the District has on file for 12-month workers who do not work at the District Office.

- 11.1.3 The notice of the positions posted shall include the job title and position; description of duties; minimum qualifications required for the position; the assigned job site(s); the assigned work shift hours, weeks, and months per year; the deadline to apply; and the projected starting date.
- 11.1.4 Workers who wish to be considered for such positions shall complete the required application forms and procedures by the stated deadline for submitting an application.
- 11.1.5 Permanent workers in the class in which the newly created or vacated position exists shall have the right to apply for the position as long as the worker: (1) meets the minimum qualifications of the position; (2) has worked at least one year in the worker's current position and at the employee's site; and (3) is not currently on a performance improvement plan. If a worker meets the criteria set forth above, the site administrator/manager shall meet with the worker to discuss the vacancy. The District will provide notice to the worker of the date and time for the meeting. Within two business days of the meeting, the worker may in writing withdraw his/her transfer request by submitting that decision to the Human Resources Department. The site administrator/manager may also deny the proposed transfer. If the worker fails to attend the meeting, then the worker shall be deemed to have withdrawn the voluntary transfer request. the worker will be interviewed for the vacancy.
- 11.1.6 The length of service will be the determining factor when two (2) or more relatively equally qualified candidates request a transfer to the same position.
- 11.1.7 If a transfer is denied, the worker may request written reasons for the denial or meet with the Administration to discuss the denial.
- 11.1.8 All vacant positions shall be offered to be filled within twenty (20) workdays from the closing date of the job posting.

11.6.6 Interview Panel and Process

The parties agree to maintain the current contract language.

ARTICLE 14 – SAFETY

14.8 Substance Abuse and Federally Mandated Drug Testing Substance Abuse

14.8.1 School bus drivers and any other worker required to have a commercial vehicle license shall be subject to pre-employment, random, reasonable suspicion or post-accident drug testing as required by Federal Department of Transportation regulations. The District shall restrict this testing to workers

required to be tested by federal law and shall restrict testing to those substances for which testing is required. The District shall comply with all requirements of federal law and regulation and with Administrative Regulation 4112.42/AR-l, 4212/AR-l, 4312.42/AR-l in conducting this testing. Workers who are subject to this federally-mandated testing shall be compensated for the actual time spent during the testing process. Workers who are subject to this federally-mandated drug testing shall be given a copy of the District administrative regulation regarding this testing and the workers shall sign the certificate of receipt. The Administrative Regulations are also available on the District's website at ogsd.net.

- 14.8.2 The District maintains a drug and alcohol free workplace and the Union and the District both feel very strongly that a drug and alcohol free environment be maintained. All District workers are encouraged to utilize a counseling program for chemical dependency when necessary. A worker who tests positive under the federally- mandated drug testing who is not dismissed, may have one (1) opportunity to take a leave of absence and use personal sick leave or extended sick leave for the purpose of entering a rehabilitation program. Other workers may also request a leave of absence and use sick leave for this purpose.
- 14.8.3 Drug testing procedures will be contained in Administrative Regulation 4112.42/AR-1, 4212/AR, 4312.42/AR-1 in order to provide flexibility in implementing the federal mandate. Either party may request to meet and confer about a change in the procedures. A copy of the Administrative Regulation will be provided to employees and the workers shall sign the certificate of receipt. The Administrative Regulations are also available on the District's website at ogsd.net. The Union or the District may bargain issues relating to the Drug and Alcohol Testing For Safety Sensitive Personnel in future contracts.

ARTICLE - LABOR MANAGEMENT COMMITTEE

- ____.1 In order to address issues of concern arising under this Agreement, the District and AFSCME agree to create a labor management committee.
- ____.2 The purpose of the Committee shall be to discuss in a professional and cordial manner issues regarding the terms and conditions of employment with the District and to foster a harmonious workplace and relationship between the parties. The Committee, however, shall not be empowered to agendize or make recommendations on issues relating to wages and health and welfare benefits. The parties agree that the Committee meetings will be used to identify areas of concern, and to make recommendations regarding potential resolutions to those areas of concern which impact the terms and conditions of employment with the District.
- _.3 The Committee will be comprised of up to three representatives from the bargaining unit and up to three District management representatives. One representative from Human

Resources or his/her designee and one AFSCME staff employee may attend as ex-officio members of the Committee as well as to facilitate and co-chair meetings.

- The Committee will meet no more than three times per fiscal year basis on mutually .4 agreed upon dates and times. The parties may mutually agree in writing to meet additional times during a fiscal year.
- The meeting length shall not exceed one hour unless mutually agreed to .5 otherwise. Specific agenda items shall be provided in writing to each respective side and shall be agreed upon by the respective parties' representatives at least five (5) calendar days prior to the scheduled meeting.
- Employees shall be granted reasonable release time to attend meetings occurring during .6 their work day as defined in the parties' collective bargaining agreement; however, other obligations associated with the Committee shall not be paid release time.

ARTICLE 21 - DURATION

21.1 The terms of this Agreement shall be from November 1, 20132016 through October 31, 20162019. Either party may request in writing to reopen Article 5.1 - Pay compensation (salary and but health benefits) and a maximum of two other non-economic articles for the 2018-2019 2014-2015 and 2015-2016 school years.

Date

Date

Local 101

AFSCME, Local 101

Oak Grove School District

TENTATIVE AGREEMENT BETWEEN OAK GROVE SCHOOL DISTRICT AND AFSCME COUNCIL 57, LOCAL 101

December 14, 2016

ARTICLE 14 – SAFETY

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- 14.8.2 The District maintains a drug and alcohol free workplace and the Union and the District both feel very strongly that a drug and alcohol free environment be maintained. All District workers are encouraged to utilize a counseling program for chemical dependency when necessary. A worker who tests positive under the federally- mandated drug testing who is not dismissed, may have one (1) opportunity to take a leave of absence and use personal sick leave or extended sick leave for the purpose of entering a rehabilitation program. Other workers may also request a leave of absence and use sick leave for this purpose.
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- The Committee will be comprised of up to three representatives from the bargaining unit .3 and up to three District management representatives. One representative from Human Resources or his/her designee and one AFSCME staff employee may attend as ex-officio members of the Committee as well as to facilitate and co-chair meetings.
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<u>J2/14/16</u> <u>J2/14/16</u> Date <u>J2/14/16</u> Date

AFSCME, Local 101

AFSCME, Local 101

Oak Grove School District

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SUBJECT:	Measure P Streetscape Project at Miner	Action	Χ
	Elementary School – Division of State Architect Submission		
DATE:	January 26, 2017	Agenda Item	C-1
REPORTED			
BY/PERSON			
RESPONSIBLE:	Laura T. Phan		
RECOMMENDED ACTION:	It is recommended that the Board of Trustees appr the Measure P Streetscape Project at Miner to the Architect, as presented.		

BACKGROUND: Staff presented proposed projects for years 2016-2018 on November 12, 2015 and an update to the plan was presented on April 14, 2016. Both presentations included streetscape for Miner in the 2017 summer construction.

Miner Elementary School is at the corner of Lean Avenue and Omira Drive, in close proximity to Blossom Hill Road. Traffic on Lean Avenue is very congested during morning student drop off and afternoon pickup. A large number of students walk to Miner from an apartment complex on Lean Avenue, causing concern for student safety.

The conceptual design for the Streetscape Project at Miner Elementary School was presented for Board review and discussion on November 10, 2016. The Board requested the final design be presented at the Board Meeting on December 8, 2016, prior to submission to the Division of State Architects. At the December 8, 2016 Board Meeting, the Board directed staff to hold an additional neighborhood meeting and send notices via USPS as opposed to the original hand delivery method.

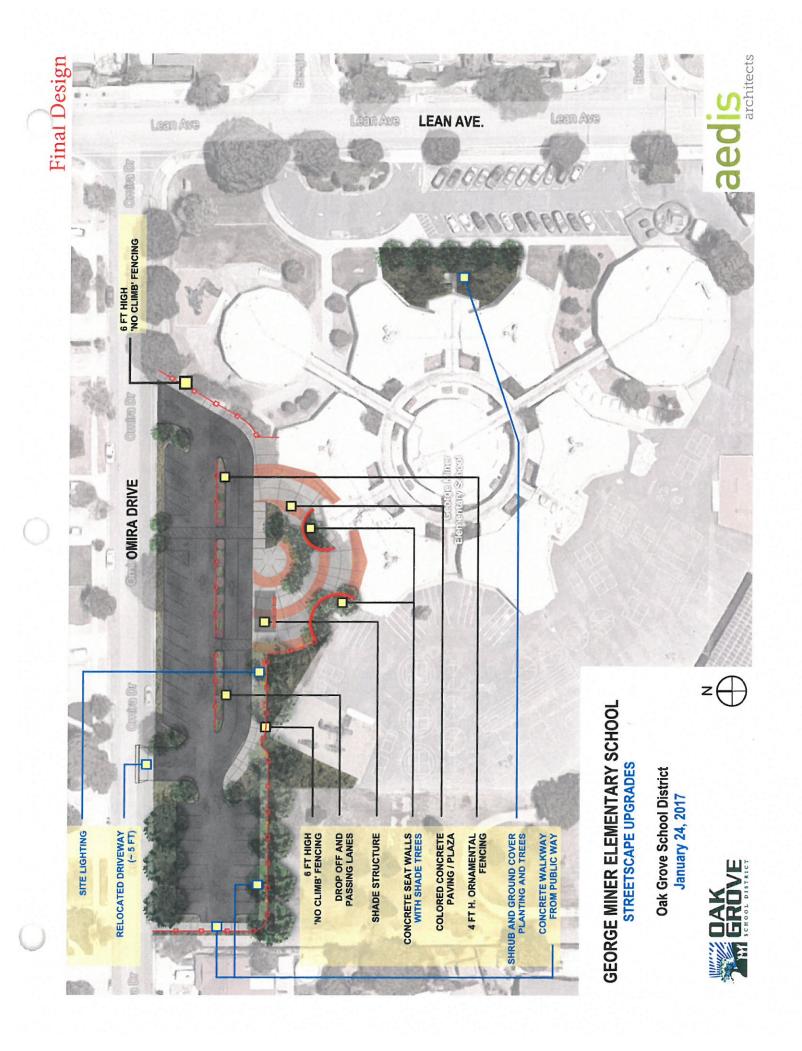
<u>DISCUSSION</u>: Facilities Staff and Aedis Architects worked with site personnel to re-design the school's side parking lot on Omira Drive. In addition to engaging site personnel in the design process, the streetscape design was presented to school communities as follows:

- September 15, 2016 Parent Back-to-School Night
- October 5, 2016 Blossom Valley Neighborhood Association
- <u>November 17, 2016</u> Invitations given to the Cottle Neighborhood Association and hand delivered to 240 residents in the school area
- January 5, 2017 475 invitations mailed via USPS to this neighborhood meeting

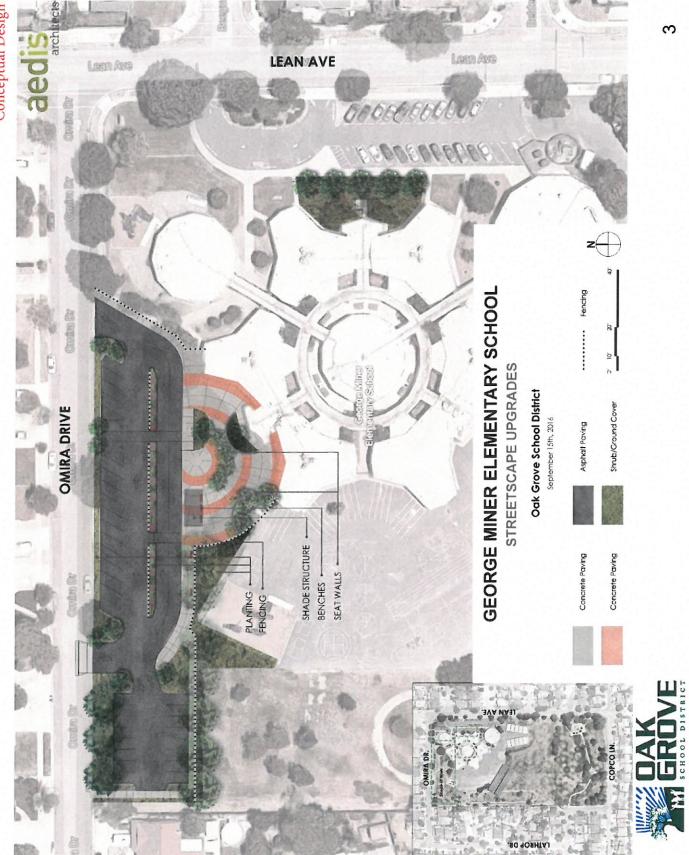
FISCAL IMPACT: The estimated construction cost for this project is approximately \$1,500,000.00.

<u>POLICY ALIGNMENT</u>: The redesigned parking lot and pickup/dropoff at Miner Elementary will provide support for the community by alleviating on street traffic, add parking stalls to reduce on street parking, and create safe access for students walking to school.

<u>OUTCOME</u>: Design and construction plans to be submitted to the Division of State Architects upon Board Approval.









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José L. Manzo, Superintendent Board of Trustees: Jacquelyn Adams, Carolyn Bauer, Dennis Hawkins, Jeremy Nishihara, Mary Noel An Equal Opportunity/Affirmative Action Employer

Our mission ... "to ensure that every child's potential is achieved."

SUBJECT:	Streetscape Project for Sakamoto School - Action X Division of the State Architects Submission Approval
DATE:	January 26, 2017 Agenda Item <u>C-2</u>
REPORTED BY/PERSON RESPONSIBLE:	Laura T. Phan
RECOMMENDED ACTION:	It is recommended that the Board of Trustees approve submission of the Measure P Streetscape Project at Sakamoto to the Division of State Architect, as presented.

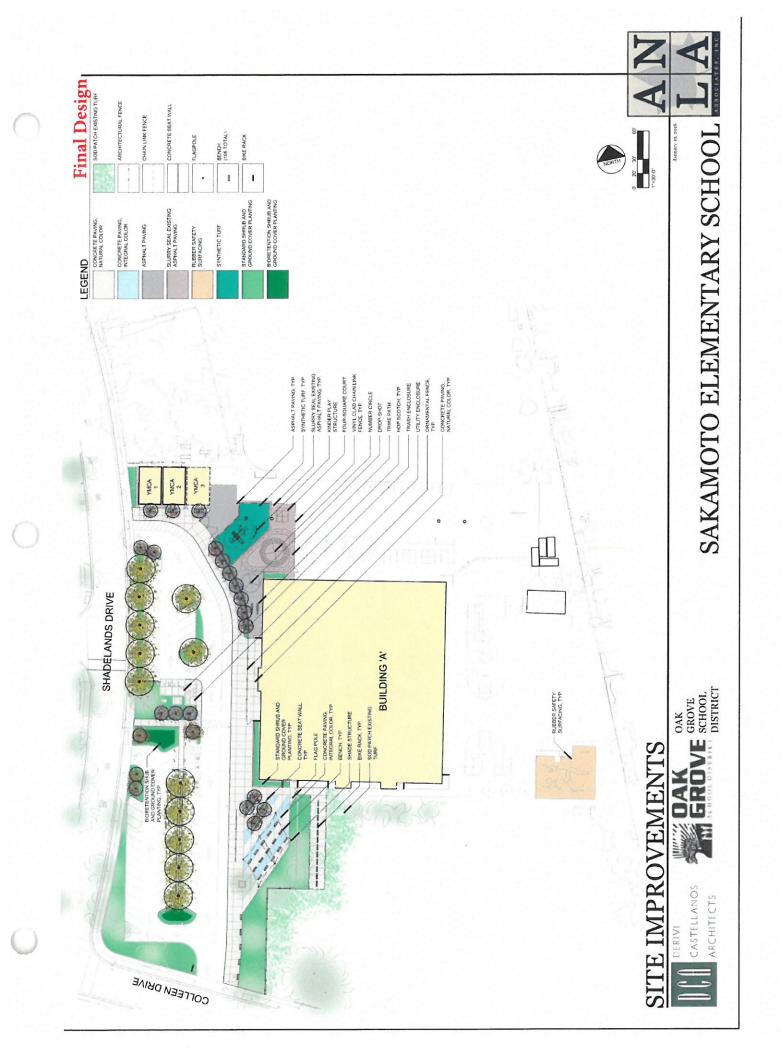
<u>BACKGROUND</u>: In October 27, 2016 staff presented the architectural agreement for the Sakamoto Streetscape Project to the Board for action. At that Board meeting, staff was directed to return to the board with plans and specification ready for submission to DSA. Two community meetings were held, one on December 14, 2016 and the second on January 11, 2017. Staff had advertised the December 14th meeting using a canvassing/leaflet method and the January 11th meeting was advertised using a mailer delivered through the US postal service. Both meetings had approximately 18-24 participants. Concurrently, both certificated and classified staff were consulted to provide operational input to the Sakamoto streetscape project. Along with design professionals, working with staff, teachers and community the final conceptual plans of the streetscape are being presented for DSA submission.

<u>DISCUSSION</u>: In order to provide construction services in the summer of 2017, plans and specifications for the above projects will need to be submitted to DSA by February 6, 2017.

FISCAL IMPACT: Total architect fees not to exceed \$119,370.

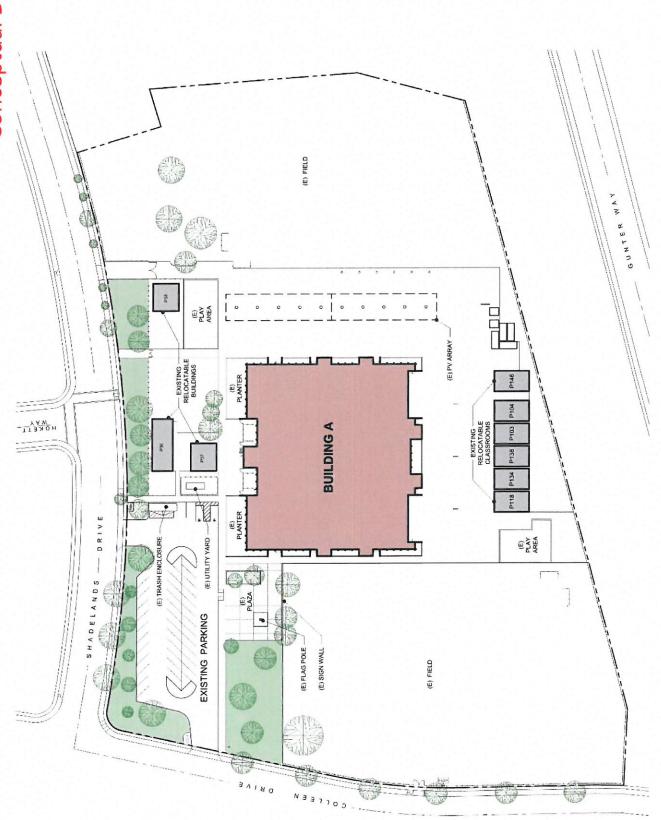
<u>POLICY ALIGNMENT</u>: The redesigned parking lot and pick-up/drop-off at Sakamoto Elementary will provide support to the community and school by alleviating street traffic, added parking stalls to reduce street parking, and creating safe access for students walking to school.

OUTCOME: Design and construction plans to be submitted to DSA by February 6, 2017.





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SUBJECT:	Resolution No. 1246-01/17, Affirming Support of Students and Families Regarding Immigration Enforcement Actions at Schools	Action X
DATE:	January 26, 2017	Agenda Item <u>D-</u>
REPORTED BY/PERSON RESPONSIBLE:	Jose L. Manzo	
RECOMMENDED ACTION:	It is recommended that the Board of Trustees adop No. 1246-01/17 Affirming Support of Students a Regarding Immigration Enforcement Actions at presented.	nd Families

<u>BACKGROUND</u>: In 1982, the Supreme Court held in *Plyler v. Doe* that Texas violated the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution by denying undocumented school-age children a free public education. Reasoning that such children are in this country through no fault of their own, the Court concluded that they are entitled to the same K-12 education that the state provides to children who are citizens or legal residents.

The October 24, 2011 policy from the Director of Homeland Security entitled "Enforcement Actions at or Focused on Sensitive Locations" requires that Immigration and Customs Enforcement ("ICE") "officers and agents exercise sound judgment when enforcing federal law at or focused on sensitive locations and make substantial efforts to avoid unnecessarily alarming local communities" and that "the sensitive locations covered by this policy include but are not limited to, schools. The ICE Policy discourages enforcement actions at schools and other sensitive locations without prior approval by specified individuals unless special circumstances exist such as a national security, terrorism matter, imminent risk of death, etc. (Resolution, paragraph 6)

The May 8, 2014 letter from the US Department of Justice and Department of Education reaffirmed that all school districts must "comply with these Federal civil rights laws, as well as the mandates of the Supreme Court" ensuring that districts "do not discriminate on the basis of race, color, or national origin, and that students are not barred from enrolling in public schools at the elementary and secondary level on the basis of their own citizenship or immigration status or that of their parents or guardians. Moreover, districts may not request information with the purpose or result of denying access to public schools on the basis of race, color, or national origin.

<u>DISCUSSION</u>: Oak Grove School District is concerned about the safety and security of our region's immigrant youth and families. Due to recent and ongoing political events in the United States, Oak Grove School District seeks a strong unified message to ensure our schools are safe havens for all students. The Santa Clara County Office of Education has prepared a resolution to help county school districts show unity on this issue and comply Federal civil rights laws. That resolution is presented for Board consideration.

<u>ALTERNATIVES CONSIDERED</u>: At this time, this is the best way for our District to express support for all students and families of Oak Grove School District and communicate that our schools and programs are considered sanctuaries for students.

FISCAL IMPACT: None

<u>POLICY ALIGNMENT</u>: This Resolution fully supports and embodies the Oak Grove Core Values of Student Learning, Integrity, Respect, and Inclusivity.

<u>OUTCOME</u>: With the passage of this Resolution, Oak Grove School District will encourage staff to support students and families who express concern about immigration enforcement actions at school, including students who may not be attending school because of such concerns.

With the passage of this Resolution, Oak Grove School District shall not inquire about or record a student's or a family member's citizenship or immigration status and will forward to the Office of the Superintendent any request by an ICE officer/agent, or any person seeking to enforce federal immigration law, for detainer of a student, information about a student, or access to a school site or program.

RESOLUTION NO. 1246-01/17 AFFIRMING SUPPORT OF STUDENTS AND FAMILIES REGARDING IMMIGRATION ENFORCEMENT ACTIONS AT SCHOOLS

WHEREAS, all children in the United States are entitled to equal access to a public elementary and secondary education, regardless of their or their parents' actual or perceived national origin, citizenship, or immigration status; and

WHEREAS, as summarized in the National School Boards Association and the National Education Association publication titled, Legal Issues for School Districts Related to the Education of Undocumented Children, "in 1982, the Supreme Court held in *Plyler v. Doe* that Texas violated the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution by denying undocumented school-age children a free public education. Reasoning that such children are in this country through no fault of their own, the Court concluded that they are entitled to the same K-12 education that the state provides to children who are citizens or legal residents"; and

WHEREAS, a letter from the US Department of Justice and Department of Education dated May 8, 2014 reaffirms that all school districts must "comply with these Federal civil rights laws, as well as the mandates of the Supreme Court" ensuring that districts "do not discriminate on the basis of race, color, or national origin, and that students are not barred from enrolling in public schools at the elementary and secondary level on the basis of their own citizenship or immigration status or that of their parents or guardians. Moreover, districts may not request information with the purpose or result of denying access to public schools on the basis of race, color, or national origin"; and

WHEREAS, Oak Grove School District is concerned about the safety and security of our region's immigrant youth and families; and

WHEREAS, school attendance should be encouraged, and sensitive locations, such as schools, should be safe sanctuaries for families; and

WHEREAS, the policy from the Director of Homeland Security dated October 24, 2011 entitled "Enforcement Actions at or Focused on Sensitive Locations" requires that Immigration and Customs Enforcement ("ICE") "officers and agents exercise sound judgment when enforcing federal law at or focused on sensitive locations and make substantial efforts to avoid unnecessarily alarming local communities" and that "the sensitive locations covered by this policy include but are not limited to, schools (including pre-schools, primary schools, secondary schools, post-secondary schools up to and including colleges and universities, and other institutions of learning such as vocational or trade schools)". The ICE Policy discourages enforcement actions at schools and other sensitive locations without prior approval by specified individuals unless special circumstances exist such as: enforcement action involves a national security or terrorism matter; imminent risk of death, violence, or physical harm to any person or property; involves the immediate arrest or pursuit of a dangerous felon, terrorist suspect, or any other individual(s) that present an imminent danger to public safety; or imminent risk of destruction of evidence material to an ongoing criminal case.

WHEREAS, Oak Grove School District concurs with the U.S. Department of Homeland Security's conclusion that schools are sensitive locations and that enforcement actions at schools should be discouraged; and

WHEREAS, the Family Educational Rights and Privacy Act (FERPA) generally prohibits school districts from providing third parties, such as ICE, information about students contained in student records. More specifically, unless another exemption provided by law applies, FERPA generally prohibits school districts

from disclosing personally identifiable information in a student's "education records" to outside agencies without written parental consent, judicial order, or a lawfully-issued subpoena; and

WHEREAS, involving campus security or police in enforcing federal civil immigration laws may decrease students' likelihood of cooperating with campus security or police based on fears that this would lead to their deportation or the deportation of family members;

NOW, THEREFORE, BE IT RESOLVED, by the Oak Grove School District, that administrators and staff are encouraged to work with and support students and families who express concern about immigration enforcement actions at school, including students who may not be attending school because of such concerns; and

BE IT FURTHER RESOLVED, that administrators and staff shall treat all students equitably in the receipt of all school services, including, but not limited to, the free and reduced lunch program, transportation, and educational instruction; and

BE IT FURTHER RESOLVED, that administrators and staff are encouraged to make available rapid-response resources, such as legal guardianship documents and referrals to social and legal service providers, to assist students whose family members have been detained; and

BE IT FURTHER RESOLVED, that Oak Grove School District schools and programs be considered sanctuaries for students to the fullest extent allowed by law, by ensuring that school or program personnel, including campus police or security:

- 1. Shall not inquire about or record a student's or a family member's citizenship or immigration status; and
- 2. Shall promptly forward to the Office of the Superintendent any request by an ICE officer or agent, or any other individual seeking to enforce federal immigration law, for detainer of a student, information about a student, or access to a school site or program, so that the Office of the Superintendent may ask for the officer's or agent's credentials and the basis for the request, and so that the Office of the Superintendent may seek legal advice if needed before responding to the request; and
- 3. Shall not enter into agreements related to federal immigration enforcement with federal, state or local law enforcement agencies, including ICE, except as required by law.

PASSED AND ADOPTED by the Oak Grove School District Governing Board on January 26, 2017 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I, Vice President/Clerk of the Board of Trustees of the Oak Grove School District of Santa Clara County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Board at a meeting thereof held at its regular place of meeting on the date shown above and by the vote above stated, which resolution is on file in the office of said Board.

Vice President/Clerk Board of Trustees Oak Grove School District

SUBJECT:	California Healthy Kids Survey	Information X
DATE:	January 26, 2017	Agenda Item <u>E-1</u>
REPORTED BY/PERSON RESPONSIBLE:	Maria Wetzel	

<u>BACKGROUND</u>: The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of youth resiliency, protective factors, and risk behaviors. It is administered to students at grades five, seven, nine, and eleven.

Since 1997 The California Department of Education has funder the CHKS to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being.

<u>DISCUSSION</u>: The California Healthy Kids Survey enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.

<u>ALTERNATIVES CONSIDERED</u>: There are no other alternatives offered by the California Department of Education.

<u>FISCAL IMPACT</u>: The electronic version of the CHKS is subsidized by the California Department of Education. There is no cost to the Oak Grove School District.

POLICY ALIGNMENT:

The California Healthy Kids Survey provides data for our schools and district to support student success and student learning by helping in the creation of a positive, safe environment. This aligns with our LCAP Goal 4: Schools and Classroom environments support learning, creativity, safety and engagement and with our Board Policy 6000 Series.

OUTCOME:

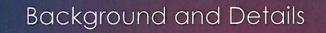
The California Healthy Kids Survey results are used in the district to help Oak Grove evaluate and make positive changes to our current program. It is our goal that all students feel respected, safe, and have a sense of belonging at all our schools.

California Healthy Kid Survey 2015-2016

JANUARY 2017

Areas of Focus

- School Performance, Supports, and Engagements
- School Violence, Victimization, and Safety
- ► Alcohol and Drug Use
- ▶ Tobacco Use
- Other Physical and Mental Health Risks



Administered every two years to 5th and 7th graders

- ▶ 5th graders require Active Consent to participate
- 7th graders require Passive Consent to opt out of participating
- 2015-2016 was the first year it was a computer based test
- The questions change from year to year but there is are similar areas

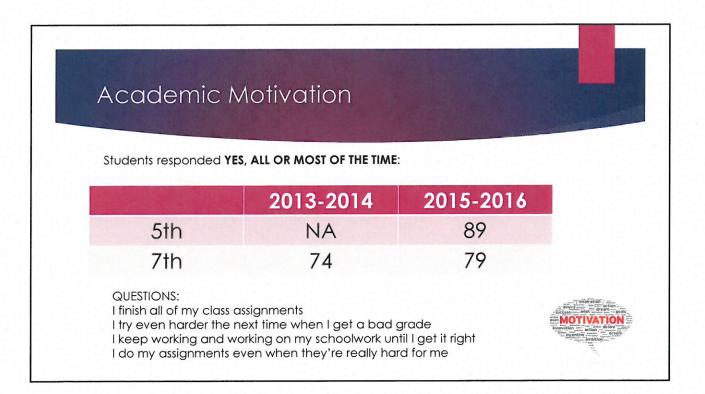


- > 7th graders had a 95% participation rate
 - ▶ 53% male, 47% female
 - ▶ 48% Latino, 27% Asian, 14% White, 51% Mixed
 - 73% Heterosexual, 4% Gay/Lesbian or Bisexual, and 23% Unsure/Declined to Respond
- 5th graders had a 47% participation rate
 - ▶ 48% male, 52% female

	School	Connectedness
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Students responded YES, ALL OR MOST OF THE TIME:

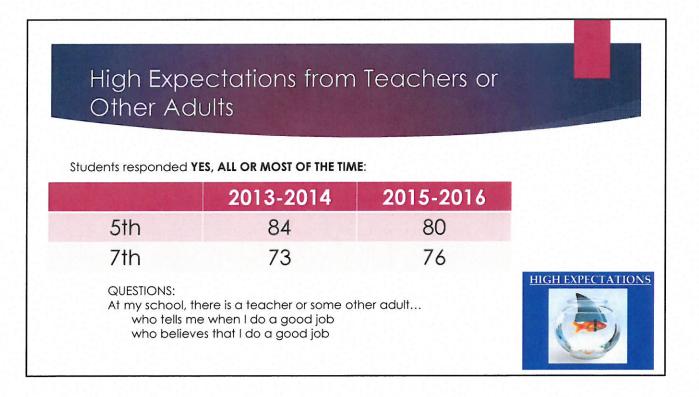
2013-20142015-20165th79757th6368QUESTIONS:I feel close to people at school68I feel close to people at schoolI feel like I am a part of this school1I feel like I am a part of this school11Teachers treat students fairly at school1				
7th6368QUESTIONS: I feel close to people at school I am happy to be at this school I feel like I am a part of this school			2013-2014	2015-2016
QUESTIONS: I feel close to people at school I am happy to be at this school I feel like I am a part of this school		5th	79	75
I feel close to people at school I am happy to be at this school I feel like I am a part of this school		7th	63	68
I feel safe at school	l fee l an l fee Tea	el close to people at scho n happy to be at this scho el like I am a part of this so chers treat students fairly	pol chool	



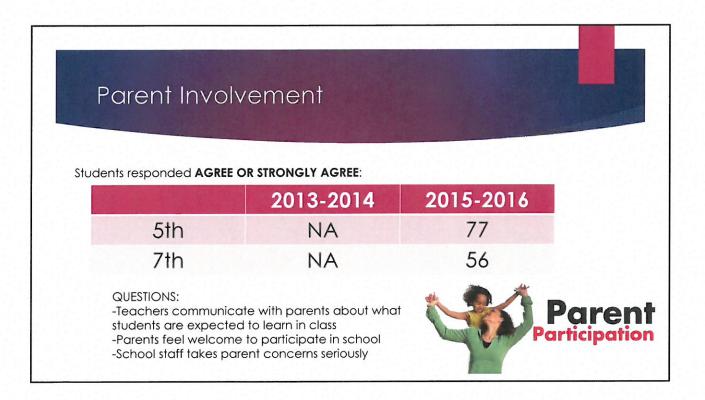
Caring Relationships with an Adult

Students responded YES, ALL OR MOST OF THE TIME:

	2013-2014	2015-2016
5th	83	81
7th	59	62
who really car	a teacher or some other a es about me en I have something to sa	



udents responded VERY	MUCH OR PRETTY MUCH TRU	UE:	
	2013-2014	2015-2016	
5th	49	49	
7th	36	39	



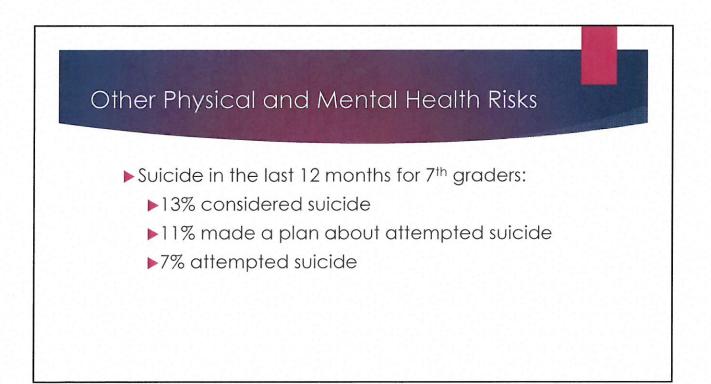
itudents responded tha	t they feel SAFE OR VERY SAF	E E
	2013-2014	2015-2016
5th	82	84
7th	61	71

Safety Detail	S		
Percent of students that h	nave NEVER felt threatened	in any way or form:	
	2013-2014	2015-2016	
5th	2013-2014 62	2015-2016 56	
5th 7th			

Reported NO INCIDENT	'S of cyberbullying in the pa	ast 12 months	
	2013-2014	2015-2016	
Eth	94	NA	
5th			



	ronic and smokeless tobac	eir life used Tabaco or co products):	
	2013-2014	2015-2016	
5th	99	99	
7th	95	97	

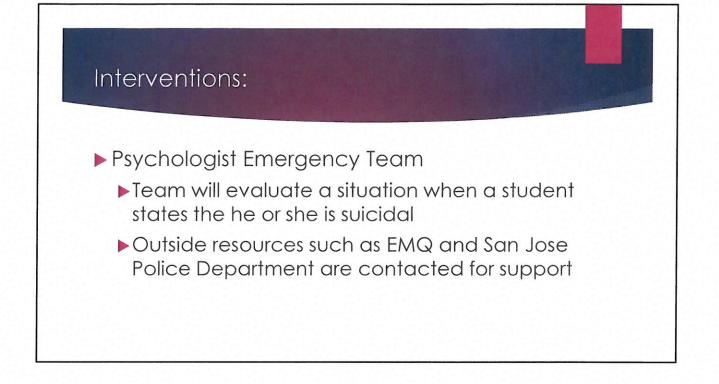


Other Physical and Mental Health Risks

- ▶In the last 12 months 7th grade students:
 - ▶37% had no check up with a doctor
 - ▶18% had no check up with a dentist

Interventions:

- Continued implementation of PBIS with District Coach
- Social Workers available for support and individual counseling
- Continued communication with students through behavior assemblies around alcohol tobacco and drugs
- Community Liaisons referrals to mental health and local medical resources
- Safe School Specialists counsel students and families as well as provide resources.
- Continued professional development for our teachers and staff on providing training on child safety.



SUBJECT:	Enrollment	Information X
DATE:	January 26, 2017	Agenda Item <u>F-1</u>
REPORTED BY/PERSON RESPONSIBLE:	Jose L. Manzo / Laura T. Phan	

<u>BACKGROUND</u>: On May 22, 2014, March 12, 2015, March 24, 2016 the Board received enrollment projection forecasts from District Demographer, Tom Williams. Those forecasts were provided to analyze trends in enrollment and the impact on future staffing and school capacity needs. The reports have consistently shown a decline in enrollment. On December 8, 2016 the Superintendent presented information to the Board regarding enrollment trends from 2005-06 projected through 2020-21, enrollment actuals for 2006, 2011, and 2016. Total classroom capacities were identified by elementary, intermediate, and Districtwide. A snapshot of operating costs and potential loss of revenue was also provided.

<u>DISCUSSION</u>: Based on feedback from the Board at the December 8, 2016 Board Meeting, additional information including detailed site capacities and utilities usage will be used to facilitate further discussion and planning regarding declining enrollment.

<u>ALTERNATIVES CONSIDERED</u>: Considerations and planning will be required to address the short and long-term impacts of enrollment loss in conjunction with other budget challenges; including revenue loss, STRS/PERS rate increases, etc.

FISCAL IMPACT: N/A

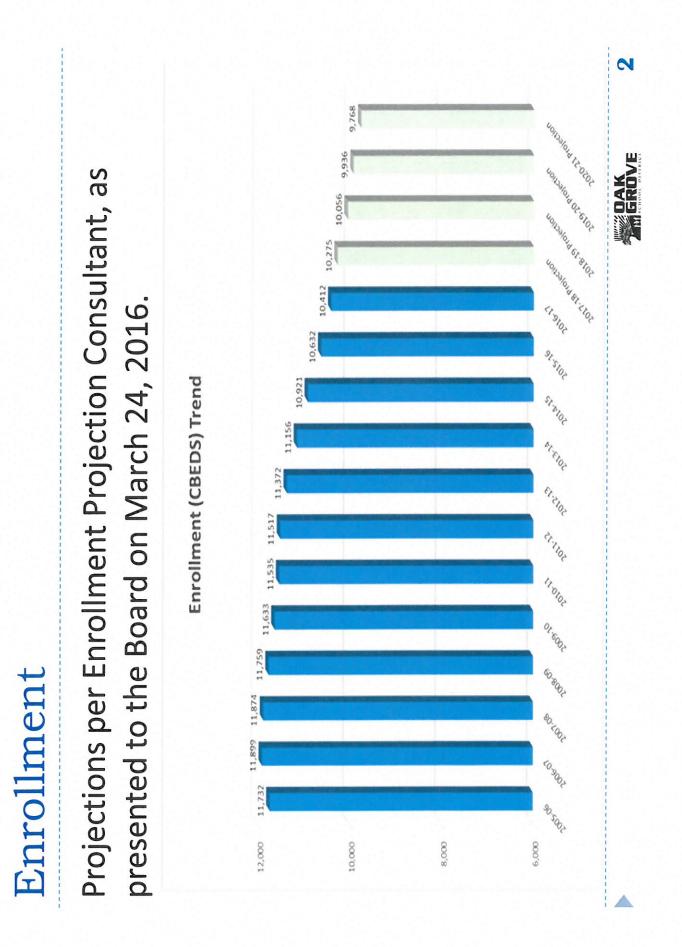
<u>POLICY ALIGNMENT</u>: This information will help support identifying how the District can maximize its use of resources.

<u>OUTCOME</u>: Initial discussion amongst the Board regarding current capacity and utilization of District facilities.

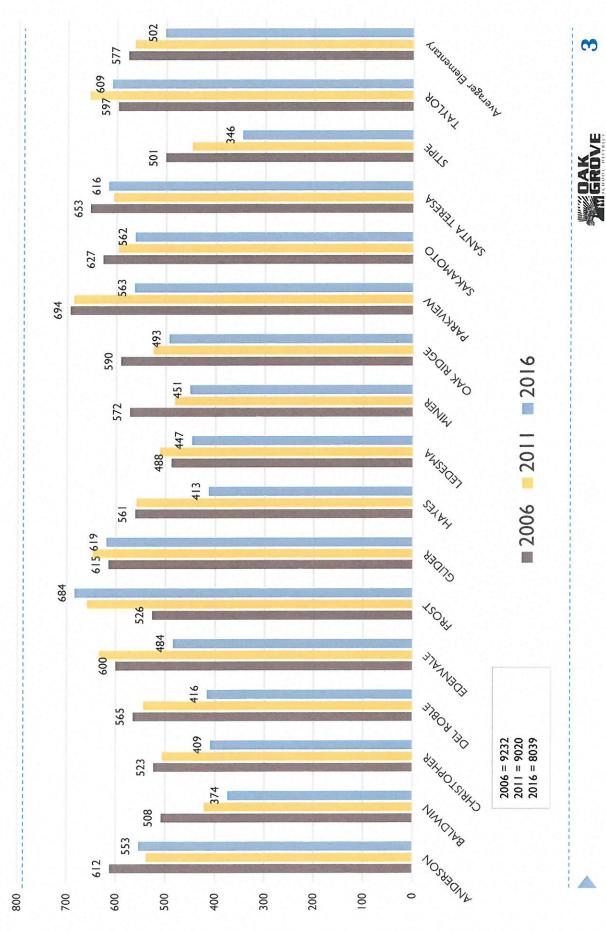


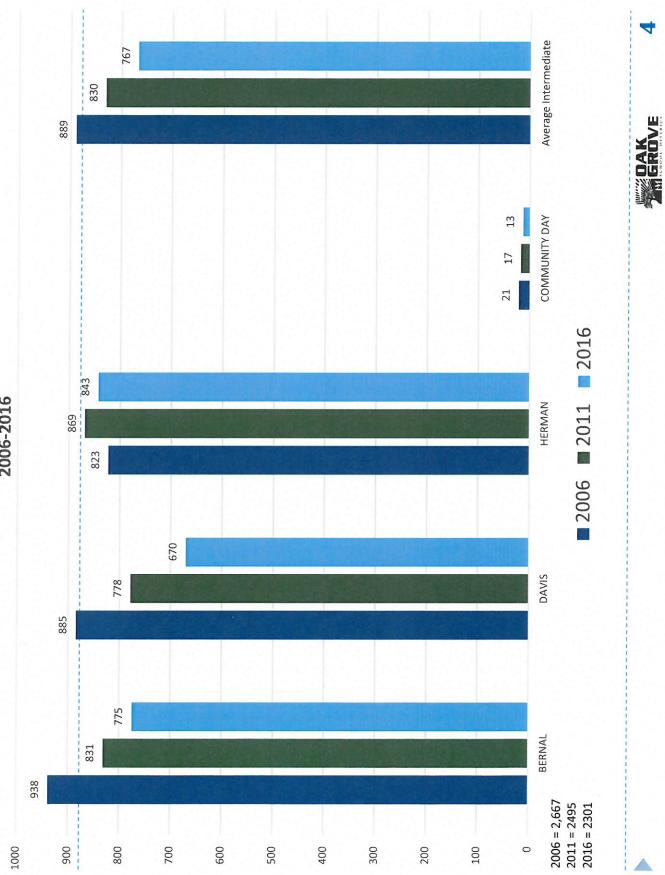


2016-17 Enrollment/Facility Review



Elementary School Enrollment 2006-2016





Intermediate Enrollment Trend 2006-2016

Classroom Capacity by Site

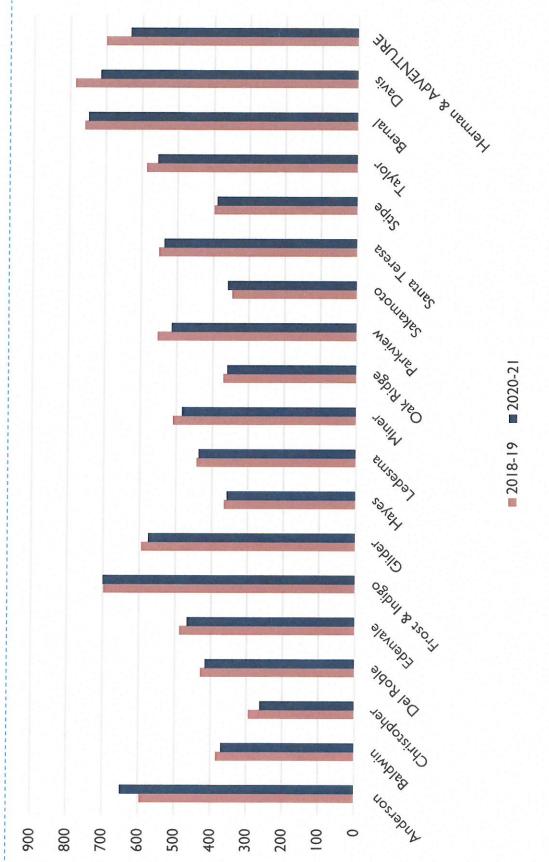


Unused Classrooms



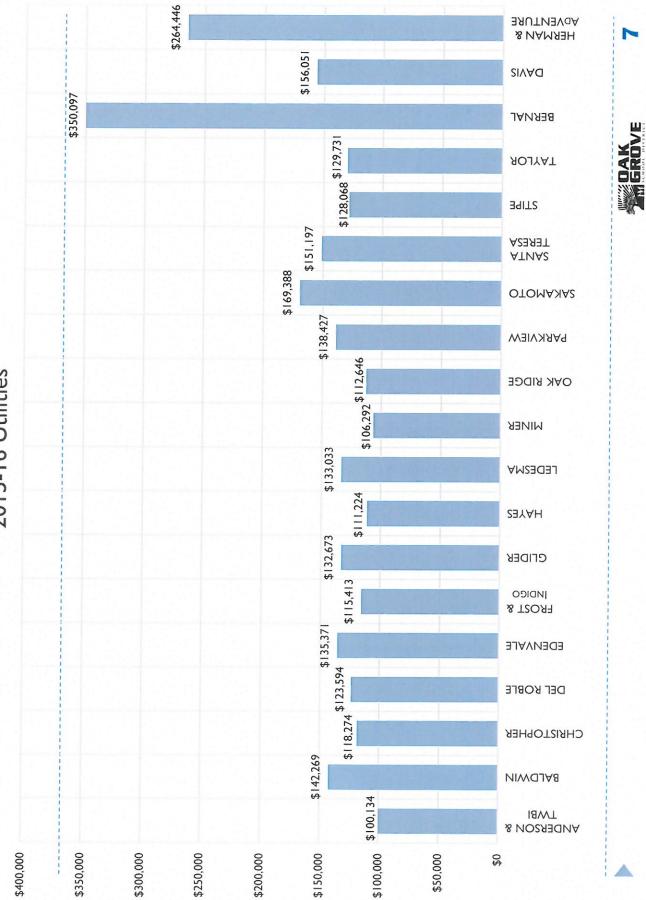






9

GROVE



2015-16 Utilities

Total District Classroom Capacity

Total Distuict Event Class	
	12
Total Elementary Excess Classrooms 121	Carlos a
Total Intermediate Excess Classrooms 6	
Total District Excess Classrooms 127	





10

Board Discussion

nov Angel

SPSA 2016-17 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District



Christopher Elementary

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

CDS Code:	43696256048102
Principal:	Bill Abraham, Principal
Superintendent:	Jose L. Manzo
Address:	565 Coyote Rd.
	San Jose, CA 95111-2599
Phone:	(408) 227-8550
Email:	babraham@ogsd.net
Web Site:	christopher.ogsd.net



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

Goals and Actions	Start Date	Completion Date	Amount
School Climate			
 Alignment of Instruction 	07/01/2016	06/30/2017	\$12,400.00
 Strategies and Materials 	07/01/2016	06/30/2017	\$6,912.00
 Extended Learning Time 	07/01/2016	06/30/2017	\$18,000.00
 Increased Opportunity 	07/01/2016	06/30/2017	\$31,250.00
Staff Development	07/01/2016	06/30/2017	\$3,000.00
 Involvement of Staff and Parents 	07/01/2016	06/30/2017	\$16,982.00
Auxiliary Services	07/01/2016	06/30/2017	\$4,000.00
 Monitoring Program and Results 	07/01/2016	06/30/2017	\$0.00
Total Annual Exper	ditures for Current Si	te Plan: \$284.777.00	

GOALS

GOAL: ENGLISH LANGUAGE ARTS

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

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

LEA Goal:

• Students will be proficient in core subjects.

LCAP Priorities:

• 4 - Pupil Achievement

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

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

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

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

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

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

By Grade	#Tested & Ave. 55 &		Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded		
by table	Fleshed 9	ng y mg. 35 y		• %	¢		• * •	• •	% \$		• * •
Oak Grove School District	6797	2507.76	1747	25.7%		1616	23.78%	2039	30%	1395	20.52%
Christopher School	284	2459.75	120	42.25%		81	28.52%	61	21.48%	22	7.75%
Grade 3	49	2363.51	30	61.22%		10	20.41%	6	12.24%	3	6.12%
Grade 4	61	2431.90	25	40.98%		16	26.23%	13	21.31%	7	11.48%
Grade 5	62	2449.55	31	50%		18	29.03%	8	12.9%	5	8.06%
Grade 6	53	2491.55	23	43.4%		12	22.64%	15	28.3%	3	5.66%
Grade 7	28	2521.50	7	25%		15	53.57%	5	17.86%	1	3.57%
Grade 8	31	2576.90	4	12.9%		10	32.26%	14	45.16%	3	9.68%

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

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

Strategy:

1. All teachers will define, develop and implement the learning criteria and processes for a coordinated systemic approach to Common Core Standards in English Language Arts.

2. Teachers will teach through yearly SEAL and PBL thematic units connected to Common Core Standards.

3. Teachers will teach student leadership skills and develop students' 21st Century skills of Communication, Collaboration, Critical Thinking, and Creativity to support the application of learned Common Core standards.



Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. The Literacy Coach will support all grade levels through SEAL (Sobrato Early Academic Language Initiative) and PBL (Project Based Learning) Strategies.

2. The coach will be utilized to co-teach, model and coach the teachers on an ongoing basis in both the SEAL (Sobrato Early Academic Language Initiative) and PBL (Project Based Learning) Models.

3. Designated and Integrated ELD will help the English Language Learners and the English Only Learners to develop stronger language skills.

4. Teachers will use Guided Reading and Literature Circles during their teaching day to improve the student's instructional and independent reading levels.

5. Teachers in Kindergarten through 3rd grade will participate in the SEAL Model and practice the strategies with their students to develop academic language.

6. Teachers in grades 4th through 8th will participate in PBL training and the Essential Elements of a PBL Project.

7. Teachers will utilize the Exit Tickets/Module Assessments (Engage New York).

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Funding Resources

Related Expenditures

Estimated Cost

NCLB: Title I, Part A, Basic Grants Low-Income and Neglected

Literacy Coach

\$64,891.00

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. We will provide a variety of instructional materials to improve student achievement and align to the Common Core Standards.

2. All students will use a variety of multimedia materials such as computers, videos, DVDs, and iPads to increase skills.

3. All students will participate in the Designated and Integrated English Language Development aligned lessons.

4. We will provide licenses and access to Reading A-Z, Accelerated Reader in grades 1-5, Starfall for Kindergarten, and RAZ Kids for Kindergarten through 6th grades.

- 5. We will purchase computers, software, printers, LCD projectors, document cameras, and iPads.
- 6. We will utilize the Computer Technician Consultant to manage the technology issues that arise weekly.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Provide a variety of before/after school interventions (Academies, Boys & Girls Club).
 - 2. Peer Tutoring (upper grade students work in Primary grades during lunch recess) will be offered.
 - 3. Service Agreement personnel and Tech Liaison will maintain the Computer Lab and classroom computers on

network.

4. Supplemental Educational Services (SES) will be provided for students as needed and available.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

- 1. Extra support in the K-3 Classrooms in the area of guided reading and small group instruction will be offered.
- 2. The Library will be open for extended access for students.
- 3. Before and After School Academies will be offered for students reading below level as determined by teachers, through assessments and students not meeting or exceeding standards in CCSS.

4. We will provide Foster Grandparent(s) to classroom(s) who will support students in the classroom. The Foster Grandparents provide a nurturing experience for the students.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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



Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

Staff development will include:

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

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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



ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

1. Family Literacy classes/Family Nights will provide opportunities for parents and students to interact in order to improve success toward mastering CCSS.

- 2. We will provide supplies and materials for Family Literacy Nights.
- 3. We will provide babysitting for Family Literacy Nights.

4. The Parent Involvement Component of SEAL (Sobrato Early Academic Language) provides gallery walks in which parents are invited to attend.

- 5. We will participate in Family Engagement Impact Project (FEIP).
- Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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



Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Translator will translate parent and community documents.

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

>

ACTION:MONITORING PROGRAM RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

BOAL: (EL)ENGLISH LEARNER ACHIEVEMENT

GOAL AREA: ENGLISH LANGUAGE DEVELOPMENT FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

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

LCAP Priorities:

• 8 - Other Pupil Outcomes

LCAP Goal:

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

Goal Statement:

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

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

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



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

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



Ethnic Subgroups					Mah	
Ennie andiente	#Tested +		Dverall	#Tested 0		Dvenil
AB	254	70.77%	29.23%	298	75.17%	24,82%
Hispanic or Latino	248	72.18%	27.82%	250	76.40%	23.60%
Asian	15	33.33%	66.67%	15	40.00%	60.00%
Black or African American		87.52%	12.50%	9	100.00%	0.00%
Native Hawailan or Pacific latender	5	100.00%	0.00%	4	75.00%	25.00%
White	3	05.67%	33.33%	3	100.00%;	0.00%
Filipino	2	50.00%	50.00%	2	50.00%	50.00%
Two or more mades	2	50.00%	50.00%	2	50.00%	50.00%
American Indian or Alaska Native	1	100.00%	0.00%	1	100.001	0.00%
Other Subgroups		85A		Muth		
	#Testeri +		Iverali	#Tested 0		Neal
Socioeconomic Disadvantaga	233	72.53%	27.47%	235	78.72%	21.27%
Mgrant Education	5	80.00%	20.00%	5	80.00%	20.00%
		ELA	and the second s	Muth		
English Proficiency	# Tested \$	1	Dverall	e Tested 1		Dverall
English Only	82	23.17%	26.83%	84	77.38%	22.62%
LPEP	10	50.00%	50.00%	10	60,00%	40.00%
п.	129	87.09%	12.41%	131	82.44%	17,55%
RJEP	62	35.48%	64.52%	59	67.62%	42.37%

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

We will utilize the following to monitor and evaluate data:

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

Strategy:

1. Teachers will meet with the Support Staff and in grade levels to discuss the progress and observations of English Learners.

2. Release days will be provided to support planning and testing for Designated and Integrated English Language Development.

3. SEAL model in Kindergarten through grade 3 and PBL in grades 4th through 8th grades will be implemented and adjusted to support English Learners.

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Teachers and staff will implement Designated and Integrated English Language Development at all grade levels K-8.

2. ELTP Coach will work with K-8 teachers to implement Designated and Integrated English Language Development.

- 3. ELTP Coach will implement and monitor the CELDT testing process on site.
- 4. Teachers in Kindergarten through 3rd grade will implement strategies learned in SEAL training.
- 5. Teachers in 4th through 8th grades will implement strategies learned in PBL training and work towards giving our

English Language Learners access through the essential elements of the program.6. The Response to Intervention (RTI) coach will work with Kindergarten through Eighth Grade teachers to implement/align our Response to Interventions.

• Measures:

CELDT and Classroom Observations will measure our success.

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

- 1. Integrated and Designated English Language Development will be based on instructional need.
- 2. Materials will be available to supplement instruction in SEAL and PBL (non-fiction texts, leveled readers,

dictionaries, realia, manipulatives, tradebooks, posters).

- 3. English Learner researched based strategies will be used by teachers and instructional assistants.
- 4. Teachers and students will create a print rich environment through SEAL and PBL.

5. Teachers will use audio visual support in classrooms including listening centers, projection devices, document cameras, and iPads.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

Funding Resources	Related Expenditures	Estimated Cost
Compensatory Education		
Local Control Funding Formula State Compensatory Education	Materials, Supplies	\$4,000.00



Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Staff provide students who are below grade level with extended learning opportunities before, during and after school.

2. Christopher will provide English Learners after school Literacy Academies in grades K-8.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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



ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

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

Teacher observations of student progress will be monitored.

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

Task:

1. Provide Cycle of Inquiry, planning and student data analysis on professional development days.

2. Provide release time for cycle of inquiry, teacher evaluations, retention meetings, and Student Study Team (SST) meetings.

- 3. Provide release time for SEAL Model professional development such as Unit Planning Days.
- 4. Provide release time for PBL.
- 5. Set up Bilingual Team Meetings (3-4 times a year) to address the needs of English Learner Achievement.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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



ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Translator will translate parent and community documents.

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Our ELTP Coach will coordinate CELDT testing in order to support staff with student placement in Designated and Integrated English Language Development time.

2. The Administrator and Support Team will meet with classroom teachers twice a year to discuss progress of students in all grade levels K-8.

3. Staff will analyze student assessments including CELDT, CAASPP, iReady, Running Records, Module Tests, teacher created assessments, and student work samples.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

GOAL: (M) MATHEMATICS

GOAL AREA: MATHEMATICS

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

• Students will be proficient in core subjects.

LCAP Priorities:

• 4 - Pupil Achievement

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

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

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

8) Look for and express regularity in repeated reasoning

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

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

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

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

By Grade	# Tested	Avg. 55 8	SI	anda	rd Not Me	ıt		Stan	dard	Nearly Me	ŧ		St	indard Met		Star	ndare	l Exceede	d
by Grade	# Tested	wg. 55 #		¢	*		•		٠	\$	÷) X	¢		٠	8	¢
Oak Grove School District	6839	2502.37	2051		29.99%			1909		27.91%		15	33	22.42%		1346		19.68%	•
Christopher School	205	2464.52	111		38.81%			104		36.36%		5	4	18.88%		17		5.94%	1
Grade 3	48	2403.33	14		29.17%			21		43.75%		1	1	22.92%		2		4.17%	1
Grade 4	61	2438.98	25		40.98%			18		29.51%		1	4	22.95%		4		6.56%	1
Grade 5	63	2453.73	32		50.79%	-		19		30.16%			3	12.7%		4		6.35%	1
Grade 6	54	2490.89	23		42.59%			18		33.33%			3	14.81%		5		9.26%	L
Grade 7	29	2506.97	12		41.38%			9		31.03%			3	27.69%		0		0%	
Grade 8	31	2545.84	5		16.13%			19		61.29%			5	16.13%		2		6.45%	1

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

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

Strategy:

1. All teachers will define, develop and promote effective teaching practices that maximize rigor and active engagement for all students in math.

2. All teachers will implement and monitor a K-8 vertically aligned Common Core Math Standards-based curriculum with the use of the 8 Mathematical Practices.

3. All teachers will develop or research any needed assessments and utilize current math assessments including Number Talks, MARS tasks, Exit tickets, End of unit tests, and iReady tests to meet Common Core Standards goals in Mathematics.



Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. All teachers will utilize the Engage New York Modules for Mathematics.
 - 2. All teachers will provide a Daily Math Block to teach the CCSS.

- 3. Teachers will give Number Talks at least three times a week.
- 4. All teachers will have access to Math alignment and training materials.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

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

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. School Math Liaisons will attend the District Math Team (DMT) meetings and report information back to colleagues on a monthly basis.

- 2. We will provide release time for teachers participating in the Stanford Early Math Initiative.
- 3. Teachers will meet regularly at site grade level meetings to ensure CCSS math concepts are being taught.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

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ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Parent/Teacher goal setting conferences will take place in the fall and as needed throughout the year.
 - 2. Translation of all necessary documentation for home will be provided.
 - 3. Parent meetings will be held to support Math Home/School Connection.
 - 4. Family Math/Science Nights will be scheduled.
- Measures:
 - 1. Conferences and Meetings will provide information to parents.
 - 2. Number of participants will be noted.
- People Assigned:

The principal and classroom teachers are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

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



Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Translator will translate parent and community documents.

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

• Measures:

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

• People Assigned:

Translators and the principal are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: MONITORING PROGRAM RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

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

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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



GOAL AREA: SCHOOL CLIMATE FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

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

LCAP Priorities:

• 6 - School Climate

LCAP Goal:

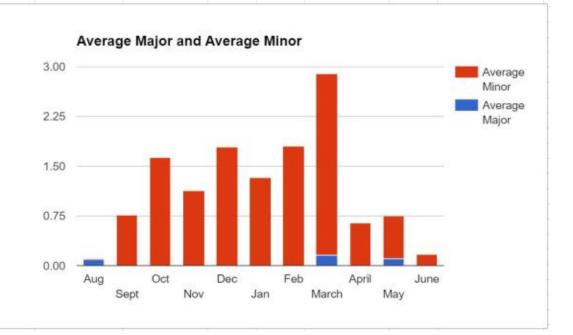
• School and classroom environments support learning, creativity, safety and engagement.

Goal Statement:

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

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

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



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

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

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

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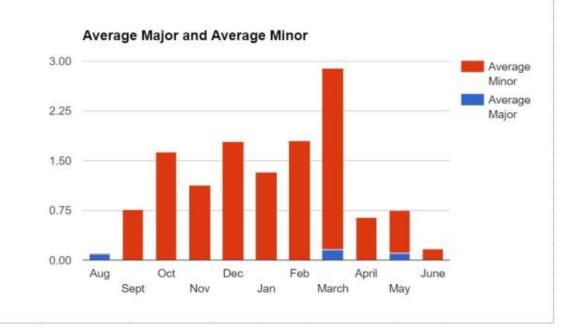
Month 1 Complete - Report Period from 8/15/2016 to 9/9/2016

School Site	к	01	02	03	04	05	06	07	80	School Wide
16-17 Christopher School	98.07%	96.46%	97.11%	97.74%	97.85%	98.44%	97.82%			97.72%
16-17 Christopher School								96.84%	99.27%	98.03%

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

School Site	к	01	02	03	04	05	06	07	08	School Wide
16-17 Christopher School	96.02%	96.14%	95.57%	95.80%	97.35%	98.30%	97.00%			96.73%
16-17 Christopher School	1							98.00%	97.76%	97.88%

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



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

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

Strategy:

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

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

Task:

1. Teachers will focus on the Coyote Mantra - Be Respectful, Be Responsible, Be Safe.

2. Teachers will utilize their training and materials to reinforce PBIS in order to increase positive student behavior in the classroom and on campus.

3. Assemblies will be held monthly to promote the mantra and the seven habits of happy kids. Students will be awarded for their behavior in each of the areas.

4. Morning Coyote praise note announcements and weekly Cool Coyotes will be recognized.

5. Student Leadership will be emphasized by use of 7 Habits of Successful Teens, Leader in Me, and 7 Habits of Happy Kids.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

1. All staff will give Cool Coyote dollars to students who are doing the right things in each of the areas of being respectful, being responsible, and being safe.

2. Teachers will draw one name each week from their class to be announced as the Cool Coyote of the Week.

• People Assigned:

All school staff are assigned to these tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	PBIS Supplies	\$1,800.00

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



Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

Task:

1. 4th through 8th grade students will have the opportunity to become Recess 101 student coaches - They will learn problem solving and leadership strategies.

2. 3rd through 8th grade students have the opportunity to join Student Council.

- 3. A Community Service award will be given out to students accumulating service hours.
- 4. Approximately 100 students who are below standard participate in the ASES Boys and Girls Club.

• Measures:

We will monitor the following:

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

• People Assigned:

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

Start Date: 07/01/2016 Completion Date: 06/30/2017

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

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. We will provide Recess 101 Coach and program components (recess/lunch games, leadership classes, group game time with classes, and intramural sports (basketball, football and volleyball).

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

• Measures:

The following will be measured:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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



Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. All staff will work to create a climate where parents feel safe and welcomed on campus, in classrooms, at events, and on field trips.

2. Staff will help create Parent Workshops on topics such as behavior and safe play.

3. Staff will work with Home and School Club and the Hispanic Parent Group to meet the needs of all students and families.

4. Principal will meet with parents regarding parent involvement. Parents will give input for Title I Parental Involvement Policy.

5. A Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She will translate information in Spanish, and interpret at parent/teacher meetings. She will conduct home visits and make phone calls home to increase communication with parents.

6. Christopher teachers and parents are participating in the FEIP (Family Engagement Intervention Program), working together to decrease tardies and absences and increase parent involvement.

• Measures:

1. Increase in attendance at school-wide events (Back to School Night, Open House, Movie Nights, Harvest Festival, Cinco de Mayo/Multicultural Day, Family Science Night).

2. Increase in attendance at parent/teacher conferences, Home and School Club Meetings, Cafe con el director (coffee with the principal) Parent Meetings, and ELAC and School Site Council Meetings.

3. Student attendance will increase. Completion of classroom assignments and class participation will increase due to communication between home and school.

4. Surveys will be administered to students, teachers and parents throughout the school year.

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Provide noon duty supervisors to supervise K-8 (Four lunches).
 - 2. Students will be referred to Counseling Services through Alum Rock Center on an as needed basis.

3. Parent Education/Family Nights will be held to increase parent knowledge of school campus and strengthen the home/school partnership.

• Measures:

Measures include:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

Task:

Tasks include:

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

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget :	\$284,777.00
Total Annual Expenditures for Current School Plan:	(\$284,777.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$237,890.00
	Alignment of Instruction	(\$64,891.00)
	Strategies and Materials	(\$9,675.00)
	Extended Learning Time	(\$15,817.00)
	Increased Opportunity	(\$18,226.00)
	Staff Development	(\$2,975.00)
	Involvement of Staff & Parents	(\$700.00)
	Auxiliary Services	(\$250.00)
	Monitoring Program Results	(\$1,400.00)
	Alignment of Instruction	(\$1,160.00)
	Strategies and Materials	(\$2,500.00)
	Involvement of Staff & Parents	(\$975.00)
	Involvement of Staff & Parents	(\$591.00)
	Auxiliary Services	(\$250.00)
	Monitoring Program Results	(\$1,860.00)
	Alignment of Instruction	(\$1,200.00)
	Alignment of Instruction	(\$7,200.00)
	Strategies and Materials	(\$1,800.00)
	Strategies and Materials	(\$1,500.00)
	Staff Development	(\$925.00)
	Staff Development	(\$2,075.00)
	Involvement of Staff and Parents	(\$16,982.00)
	Auxiliary Services	(\$4,000.00)
	Alignment of Instruction	(\$16,848.00)

Funding Resource Code	Funding Source	Allocation / Expenditure
	Strategies and Materials	(\$2,000.00)
	Increased Opportunity	(\$25,550.00)
	Increased Opportunity	(\$1,200.00)
	Increased Opportunity	(\$1,500.00)
	Extended Learning Time	(\$8,590.00)
	Staff Development	(\$2,975.00)
	Involvement of Staff and Parents	(\$250.00)
	Auxiliary Services	(\$1,300.00)
	Extended Learning Time	(\$20,725.00)
	Balar	nce: \$0.00
6010	After School Education and Safety (ASES)	\$18,000.00
	Extended Learning Time	(\$18,000.00)
	Balar	nce: \$0.00
790	Local Control Funding Formula State Compensator Education	y \$28,887.00
	Extended Learning Time	(\$7,000.00)
	Staff Development	(\$4,975.00)
	Increased Opportunity	(\$3,000.00)
	Strategies and Materials	(\$800.00)
	Strategies and Materials	(\$4,000.00)
	Strategies and Materials	(\$3,612.00)
	Alignment of Instruction	(\$4,000.00)
	Strategies and Materials	(\$1,500.00)

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Belen Marquez	Other School Staff	408-227-8550 ext. 31	12/15/2016
Maria Avila	Parent or Community Member	408-281-8660	12/15/2016
Lucina Gonzalez	Parent or Community Member	408-646-1638	12/15/2016
Aaron Eckels	Classroom Teacher	408-227-8550	12/15/2016
Anna Diaz	Parent or Community Member	408-693-4868	12/15/2016
Tanya Alvarez	Parent or Community Member	408-628-9520	12/15/2016
Bill Abraham	Principal	408-227-8550 ext. 31	12/15/2016
Tatiana Pineda	Classroom Teacher	408-227-8550	12/15/2016
Katie Moore	Parent or Community Member	408-849-7388	12/15/2016
Lupita Gallardo	Classroom Teacher	408-227-8550	12/15/2016

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

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

RECOMMENDATIONS AND ASSURANCES

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

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

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

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on:

12/15/2016

Attested:

Bill Abraham, Principal

Typed name of School Principal

Signature of School Principal

Date

Katie Moore

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are district coaches who support teachers in integrating technology in all content areas, implementing Positive Behavior Intervention Support (PBIS), CCSS Mathematics strategies and materials, and Project Based Learning and CCSS

ELA materials. The English-Language Development Teaching Partners (ELTPs) assist teachers throughout the District in the implementation of the ELA/ELD Framework and grades TK-3 with Sobrato Early Language Academic (SEAL) strategies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fiscal support (EPC):

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

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

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

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

We encourage parents/guardians to serve as volunteers in the schools and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles. School Site Council (SSC) is one of the advisory councils. The council is composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents. The council is constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. The purpose of the Single Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The SPSA must be based on an analysis of verifiable State-level data, including results of the CAASPP and the California English Language Development Test (CELDT), as well as district assessments. The SPSA template contains sample tables of state- and local-level data on student performance. Using such measures of student performance, the school site council must identify significant low performance among all student groups. The SSC should then decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the council. The SSC next considers the relationship between the current instructional program and conclusions reached from the analysis of student data. This analysis will help determine those program areas that need to be addressed to raise the performance of student groups not meeting academic standards. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified groups of students. The district and school administration is responsible for implementing the SPSA as approved by the Board of Trustees. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the council. Once the plan is approved, the responsibility of the SSC is to monitor the effectiveness of planned activities and modify those that prove to be ineffective. Monitoring will be made easier if the plan specifies actions, dates, and estimated costs.

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

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

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

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 :

CDS Code: 43696256048094 Principal: Kim Kianidehkian, Principal Superintendent: José Manzo Address: 5035 Edenview Dr. San Jose, CA 95111-4031 Phone: (408) 227-0616 Email: kkianidehkian@ogsd.net Web Site:



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
Auxiliary 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			

Goals and Actions	Start Date	Completion Date	Amount
> School Climate			
 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 Expe	nditures for Current Si	te 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:

 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.
 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



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



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 Of	ojective Analysis	Demographic	s Profile	Summary
Performance Level St	ammary.		*	2
Number of Students Te	sted	205		
1 - Beginning		17	8.29	%
2 - Early Intermediate		22	10.7	3%
3 - Intermediate		53	24.8	3%)
4 - Early Advanced		85	41.4	5%
5 - Advanced		30	14,6	3%

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

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.

		ELA		1	Math	
Eltrni: Subgroups	# Tested +	01	anii	different d	0	recall
EAS	603	55.82%	44.58%	020	72.90%	27.01%
Hispanic or Latino	412	67.72%	32.28%	410	85.82%	14:19%
Asian	162	27.16%	72.84%	164	41.46%	58.54%
White	34	41.18%	50.02%	34	67.64%	32.35%
Filipino	32	50.00%	50.00%	39	66,66%	33.39%
Black or African American	31	61,29%	38.72%	31	78.19%	25.81%
Native Hawaiian or Pacific Islandor	7	57.14%	42.99%	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%
the second s		ELA			Math	
Other Subgroups	W Testeri 🕠	04	erall	# Tested 🕴	0	rerall
Socioeconomic Disadvantage	481	64.03%	35.97%	487	80.00%	10.09%
Migrant Education	32	84.38%	15.63%	32	87.50%	12.50%
		ELA			Math	
English Proficiency	# Tested #	Dv	erall	# Tested - \$	0	rerall
English Only	209	55.50%	44.49%	209	77.52%	22.49%
LFEP	34	11,76%]	68.23%	34	23.53%	76.47%
B.	192	88.54%	11.46%	198	98.43%	3.57%
REEP	251	30.05%	63.36%	250	56.60%	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.



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



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

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 readdressed.

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.

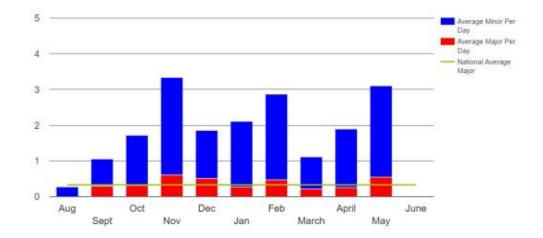
Goal Statement:

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

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



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 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	



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:

- $\,\circ\,$ 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.
- o 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.

SPSA 2016-17 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

Edenvale Elementary

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

CDS Code:	43696256048128
Principal:	Mr. Ryan Haven, Principal
Superintendent:	Jose L. Manzo
Address:	285 Azucar Ave.
	San Jose, CA 95111-2902
Phone:	(408) 227-7060
Email:	rhaven@ogsd.net
Web Site:	



Goals and Actions	Start Date	Completion Date	Amount
» English Language Development			
> English Learner Achievement			
 (EL) Alignment of Instruction 	07/01/2016	06/30/2017	\$21,500.00
• (EL) Strategies and Materials	07/01/2016	06/30/2017	\$9,000.00
• (EL) Extended Learning Time	07/01/2016	06/30/2017	\$0.00
• (EL) Increased Opportunity	07/01/2016	06/30/2017	\$0.00
• (EL) Involvement of Staff and Parents	07/01/2016	06/30/2017	\$0.00
(EL) Auxiliary Services	07/01/2016	06/30/2017	\$0.00
• (EL) Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00
Staff Development	01/12/2017	01/12/2017	\$0.00
» Reading/Language Arts			
> (ELA) English Language Arts			
(ELA) Alignment of Instruction	07/01/2016	06/30/2017	\$145,530.00
• (ELA) Strategies and Materials	07/01/2016	06/30/2017	\$4,335.00
(ELA) Extended Learning Time	07/01/2016	06/30/2017	\$0.00
(ELA) Increased Opportunity	07/01/2016	06/30/2017	\$0.00
(ELA) Staff Development	07/01/2016	06/30/2017	\$0.00
(ELA) Involvement of Staff and parents	07/01/2016	06/30/2017	\$0.00
(ELA) Auxiliary Services	07/01/2016	06/30/2017	\$1,030.00
• (ELA) Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00
» Mathematics			
> (M) Mathematics			
(M) Alignment of Instruction	07/01/2016	06/30/2017	\$6,000.00
• (M) Strategies and Materials	07/01/2016	06/30/2017	\$2,500.00
• (M) Increased Opportunity	07/01/2016	06/30/2017	\$0.00
• (M) Staff Development	07/01/2016	06/30/2017	\$0.00
• (M) Involvement of Staff and Parents	07/01/2016	06/30/2017	\$0.00
(M) Auxiliary Services	07/01/2016	06/30/2017	\$0.00
• (M) Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00
Extended Learning Time	01/12/2017	01/12/2017	\$5,800.00
» School Climate			

Goals and Actions	Start Date	Completion Date	Amount
Community Engagement and Positive School	I Climate		
 (SC) Alignment of Instruction 	07/01/2016	06/30/2017	\$1,250.00
 (SC) Strategies and Materials 	07/01/2016	06/30/2017	\$8,100.00
 (SC) Extended Learning Time 	07/01/2016	06/30/2017	\$0.00
 (SC) Increased Opportunity 	07/01/2016	06/30/2017	\$34,260.00
(SC) Staff Development	07/01/2016	06/30/2017	\$0.00
 (SC) Involvement of Staff and Parents 	07/01/2016	06/30/2017	\$67,341.00
(SC) Auxiliary Services	07/01/2016	06/30/2017	\$550.00
• (SC) Monitoring Program and Results	07/01/2016	06/30/2017	\$2,000.00
Total Annual Exper	ditures for Current Si	te Plan: \$309,196.00	

GOALS

GOAL: ENGLISH LEARNER ACHIEVEMENT

GOAL AREA: ENGLISH LANGUAGE DEVELOPMENT FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

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

LCAP Priorities:

• 8 - Other Pupil Outcomes

LCAP Goal:

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

Goal Statement:

All English learners will increase a minimum of one or more proficiency levels on the California English Development Test (CELDT) in listening, speaking, reading, and writing annually in order to be proficient in grade level common core standards as well as CELDT.

Students will use the 21st Century Skills of collaboration and communication.

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

Staff reviewed the results of English Learners on the California Assessment of Student Performance and Progress (CAASPP) and CELDT.

Test Results Objective Analysis	s Demographica	Profile Sum	mary	
Performance Level Summary		*	8	
umber of Students Tested.	287			Test Results cl
- Beginning	51	17.77%		5
- Early Intermediate	69	24.04%		
Intermediate	94	32.75%	2	
- Early Advanced	62	21.6%		
i - Advanced	(11)	3.83%	2	

Demographics Profile			Avg. Scale	Avg. Standard		Students		lants Standa		Standard Not Mat		Standard Newly Met			Standard Mat.		Standard Exceeded		
Graupe	Filler	Sub-Group	Score	Error															
All Students			2419.51	27.4	280	100%		145	51.79%		70	25%	49	16.43%		19	6.79%	1	
Ethnicity	Asian, E 🔻	Filipino	2458	32.67	3	1.07%		2	65,67%	-	.0	0%	0	0%		1	33.33%		
		Hispanic or Latino	2408.88	27.67	239	83.21%	-	128	54,94%	-	60	25.75%	35	15.02%		10	4.29%	1	
		Black or African American	2417.14	26.29	7	2.5%	1	6	71.43%	-	1	14.29%	۲	14.29%	•	0	0%		
		White	2525.5	24	2	0.71%		0	0%		0	0%	0	0%		2	100%		
		Asian	2497.37	25.47	30	10.71%		7	23.33%		7	23.33%	30	33.33%			20%		

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

Creation of structured activities within the classroom involving collaboration and communication will be beneficial to English Language learners, as well as strengthening skills in oral and written communication in English.

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

Staff will implement the Sobrato Early Academic Language (SEAL) model in grades TK-3. READ 180/System 44 is provided for EL levels 2 and 3 for students in 5th and 6th grade. Teachers work with the English Language Teacher Partner (ELTP) coach, discuss progress and needs of EL students and strategize together. All staff will implement the California ELA/ELD standards and strategies within all content areas.

Strategy:

Staff will implement the Sobrato Early Academic Language (SEAL) model in grades TK-3. READ 180/System 44 is provided for EL levels 2,3 for students in 5th and 6th grade. Teachers work with the English Language Teacher Partner (ELTP) coach, discuss progress and needs of EL students and strategize together. All staff will implement the California ELA/ELD standards and strategies within all content areas.

ACTION:(EL) ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

We will implement Integrated and Designated ELD at all grade levels (TK-6), implement and monitor the CELDT Testing process on site, implement strategies learned in SEAL (Sobrato Early Academic Language) training, and backwards map common core standards and English language development standards into SEAL and PBL units.

• Measures:

The measures that will be used will be: iReady Reports, CELDT test scores, Rigby scores, System 44 reports, and Accelerated Reader (AR) reports.

• People Assigned:

The classroom teachers, Principal, ELTP Coach, District Administrator, and the literacy coach are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Six Week ROCI and Planning Days	\$6,500.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Results Oriented Cycle of Inquiry Time for Teachers	\$15,000.00

ACTION:(EL) 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. Designated English learner development strategies (flexible small groups based on instructional need) will be employed.

2. Materials will be purchased to supplement instruction such as non-fiction texts, leveled readers, dictionaries, realia, manipulatives, and tradebooks.

- 3. Intensive interventions (such as Read 180) will be used by teachers and instructional assistants.
- 4. Teachers and students will create a print rich environment (K-3 using the SEAL MODEL).

5. Teachers will use audio visual support in classrooms including listening centers, projection devices, document cameras, and iPads.

- 6. Teachers will utilize the leveled book room.
- 7. Teachers will implement the Sobrato Early Academic Language model as well as Project Based Learning.

• Measures:

Edenvale will measure progress using the following measures: SBAC scores, iReady tests, CELDT scores, Rigby Levels, and AR assessments.

• People Assigned:

The following people are assigned to monitor the implementation of the strategies and materials: The classroom teachers, Support Team, Administrator, Instructional Assistants, and District Administrator.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	5 Extra Read 180 Licenses	\$5,000.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Materials and Supplies	\$4,000.00

ACTION:(EL) EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

1. Staff will provide students who are below grade level with extended learning opportunities before, during and after school.

2. Staff will provide English learners after-school literacy academies in grades K-6.

- 3. The district will provide online iReady interventions.
- 4. San Jose Learns will provide an intensive math after school intervention for 3rd grade students.

5. Staff will provide supplemental educational services through after school interventions and tutoring in ELA or math to identified students.

• Measures:

Edenvale will measure progress using the following measures: SBAC scores, iReady tests, CELDT scores, Rigby Levels, and AR assessments.

• People Assigned:

The classroom teachers, principal, English Language Teacher Partner (ELTP) Coach, District Administrator, and the literacy coach are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(EL) INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

1. The staff provides multiple and flexible opportunities for small-group differentiated instruction for students performing below grade level.

2. The staff utilizes Read180 as an effective 90-minute intervention tool for identified EL students in 4th, 5th, and 6th grade.

3. The staff provides additional ELD support through Rosetta Stone to the 3rd-6th grade EL students who scored 1 and 2 on the CELDT test in listening and speaking.

4. The staff will provide ELA/math online iReady interventions aligned with the iReady assessments.

• Measures:

Edenvale will measure progress using the following measures: SBAC scores, iReady tests, CELDT scores, Rigby Levels, and AR assessments.

• People Assigned:

The classroom teachers, principal, ELTP Coach, and the literacy coach are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

ACTION:(EL) INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

1. Family Literacy classes/Family Nights will provide opportunities for parents and students to interact in order to improve success toward CCSS.

2. Parent volunteers will provide supplies and materials and babysitting for Family Literacy Nights.

3. Key staff will implement the National Network of Partnership Schools model (NNPS) to effectively engage families.

4. Groups like Foothill's Family Engagement Institute will conduct family engagement workshops for parents, staff and community.

5. Edenvale School will provide a technology workshop for parents to explain how to use a variety of technology and communication tools to stay connected with the school and improve student performance.

- 6. Edenvale TK-3 teachers and parents will collaboratively implement the SEAL home and school partnership.
- 7. Staff provides SEAL workshops and classes, opportunities in the classroom, i.e. use of home language.

8. Teachers provide SEAL family projects and interactive thematic homework and opportunities for parents in the classroom.

9. TK-3 teachers will lead the students in presenting SEAL gallery walks at the end of each thematic unit to their parents.

• Measures:

Edenvale will measure progress using the following measures: SBAC scores, iReady tests, CELDT scores, Rigby Levels, and AR (Accelerated Reader) assessments.

• People Assigned:

Staff, principal, Literacy Coach, ELTP (English Language Teaching Partner) Coach, and classroom teachers are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(EL) AUXILLARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

1. Translator will translate parent and community documents.

- 2. Childcare providers will provide child care during parent meetings.
- 3. Parent Faculty Association meetings and Hispanic parent meetings will be provided.

• Measures:

Edenvale will measure progress using the following measures: SBAC scores, iReady tests, CELDT scores, Rigby Levels, and AR assessments.

• People Assigned:

Translators, childcare providers, and the community liaison are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(EL) MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

1. Staff will analyze student assessments including Rigby tests, running records, unit tests, and teacher created assessments, as well as student work.

2. Teachers will gather and analyze profiles of at-risk students including data from CAASPP, iReady, CELDT, Annual Measurable Achievement Objectives (AMAOs), NWEA (Spanish K-3) and ongoing assessments and student work.

3. K-6 teachers administer the iReady / NWEA (Spanish for bilingual classes) Language Arts and Math assessments 3 times per year. The teachers and grade level teams review and analyze the data to guide their instruction through the cycle of inquiry.

4. K-6 teachers will also use the CELDT data to inform the needs of their ELs along with the iReady data, formative assessments and student work. This will be done in collaboration with Partners in School Innovation (PSI).

• Measures:

Edenvale will measure progress using the following measures: SBAC scores, iReady tests, CELDT scores, Rigby Levels, and AR assessments.

• People Assigned:

The classroom teachers, principal, literacy coach, ELTP (English Learner Teaching Partner), speech therapist, RSP (Resource Specialist), speech therapist, and the community liaison are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016



Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Staff will participate in cycles of inquiry as well as planning and student data analysis on professional development days.

2. Principal will provide release time for cycle of inquiry, teacher evaluations, and retention meetings.

3. The bilingual team will plan during articulated meetings three to four times a year.

4. Partners in School innovation (PSI) will assist in providing professional development for coaches, the Instructional Leadership Team, (ILT), staff meetings, and grade level collaboration. They will help train and assist teachers with using student data in results oriented cycles of inquiry. Specifically Partners will assist grade level will during three planning days, staff meetings, and grade level-collaboration in cycles of inquiry around SEAL (Sobrato Early Academic Language), PBL (Project Based Learning), ELD (English Language Development) or math) in order to guide instruction and intervention

5. The TK-3rd grade teachers and coaches will attend and participate in the Sobrato Early Academic Language (SEAL) modules and collaborative grade level unit development days--Release time for SEAL Model professional development (5 Unit Planning Days)

6. Principals will attend SEAL (Sobrato Early Academic Language) principal professional development days 3 times per year.

7. The 4th through 6th grade teachers will attend PBL (Project-Based Learning) professional development and collaboration sessions with the other Title 1 schools throughout the year in order to share ideas and best practices. 8. The principal will provide staff professional development on ELD (English Language Development) standards, integrated/designated ELD, and the ELA/ELD Framework.

9. The staff and principals will attend iReady professional development to administer the assessments, create reports, analyze the data, and use the data to guide instruction and intervention.

10. The primary grade teachers will share high-leverage instructional practices learned in Sobrato Early Academic Language with the upper-grade teachers. The Upper Grade teachers will share high-leverage instructional practices learned in Project-Based Learning with the primary teachers.

• Measures:

Edenvale will measure progress using the following measures: SBAC scores, iReady tests, CELDT scores, Rigby Levels, and AR assessments.

• People Assigned:

Classroom teachers, principal, literacy coach, ELTP (English Learning Teacher Partner), coach, district office personnel, SEAL (Sobrato Early Academic Language) facilitators/trainers, and Partners in School Innovation coaches are assigned to monitor the implementation of the strategies and materials.

Start Date: 01/12/2017

Completion Date: 01/12/2017

GOAL: (ELA) ENGLISH LANGUAGE ARTS

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

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

LEA Goal:

• Students will be proficient in core subjects.

LCAP Priorities:

• 4 - Pupil Achievement

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

All students will have moved at least one level from the beginning of the year to the end of the year on the narrative rubric based on the school wide writing prompt.

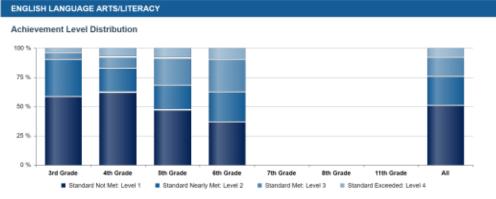
What data did you use to form this goal (findings from data analysis)?

The data used to form this goal include California Assessment of Student Performance and Progress (CAASPP), Common Core State Standards (CCSS), and iReady diagnostic data in reading. In addition to this, Edenvale staff are analyzing data using Reader's and Writer's Workshop student notebooks, strategy groups, conferring notes, Accelerated Reader reading assessments, Rigby reading assessments, Running Records and teacher observations.

Ethnic Subgroups		ELA			Mathy	-
enno autoprosp	# Tested		Dverall	#Tested 0	•	Nerali
ua -	280	78.79%	23.22%	261	82.58%	17.44%
leganic or Latino	233	80.09%	18.31%	234	56.33%	13.67%
sion	30	40.00%	53.33%	30	53.34%	46.60%
lack or African American	7	85.72%	14.29%	7	100.00%	0.00%
Rpino	3	06.67% 2	33.33%	3	66.67%	33.39%
lative Hawaiian or Pacific Islander	3	100.00%	0.00%	3	100.00%	0.00%
thate	2	0.00	100.00%	2	0.00	100.00
wo or more tapes	2	100,00%	0.00%	2	100.00%	0.00%
ther Subgroups		ELA.			Math	
ulei suugiudo	# Tested +		Dverall.	#Tested 0		werall
scipeconomic Disadvantage	260	78.85%	21.15%	261	05.44%	14.56%
Igram Education	37	78.38%	21.62%	36	83.33%	16.67%
		ELA			Math	
nglish Proficiency	# Tested 0		Overall	#Tested -0	•	Nerall
nglish Only	-46	67.39%	32.01%	46	80.43%	19.57%
TEP	7	42.86%	57.54%	7	42.00%	07.10%
L.	191	90.05%	9.94%	192	91.67%	8.33%
HEB	36	25.00%	75.00%	36	44.64%	55.55%

Demographics Profile	Filler	Sub-Group:	Avg. Scale	Avg. Standard		Students		Stemberd Not Met		Standard Nearly Met			Standard Mat.			Standard Excepted			
Groupe	Contraction of the second	pep-escali.	Score	Error															
All Students			2419.51	27.4	280	100%		145	51.79%		70	25%	49	16.43%		19	6.79%	1	
Ethnicity	Asian, 2 🔻	Filipino	2458	32.67	3	1.07%		2	65,67%	-	0	0%	0	0%		1	33.33%		
143000 2 1		Hispanic or Latino	2408.88	27.67	233	83.21%	-	128	54,94%	-	60	25.75%	35	15.02%		10	4.29%	I.	
		Black or African American	2417.14	26.29	7	2.5%	1	6	71.43%	-	1	14,29%	۲	14.29%	٠	0	0%		
		Write	2525.5	24	2	0.71%		0	0%		.0	0%	0	0%		2	100%		
		Aalan	2497.37	25.47	30	10.71%	1	7	23.33%		7	23.33%	10	33.33%		6	20%		

Smarter Balanced Results (2016)



Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	68	78	81	72	N/A	N/A	N/A	299
# of Students Tested	66	75	78	69	N/A	N/A	N/A	288
# of Students With Scores	65	74	78	69	N/A	N/A	N/A	286
Mean Scale Score	2340.8	2386.7	2451.2	2489.1	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	3 %	7 %	8 %	9 %	N/A	N/A	N/A	7 %
Standard Met: Level 3	5 %	9 %	23 %	28 %	N/A	N/A	N/A	16 %
Standard Nearly Met: Level 2	32 %	20 %	21 %	26 %	N/A	N/A	N/A	24 %
Standard Not Met: Level 1	60 %	64 %	49 %	38 %	N/A	N/A	N/A	52 %

WRITING: How well do students communicate in writing?

1	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	2 %	8.%	18 %	19 %	NA	NA	NIA	12 %
	Near Standard	19.%	34 %	41 %	37 %	NA	NA	NIA	33 %
	Below Standard	80 %	58.%	41.55	44.55	NA	NA	NA	55 %

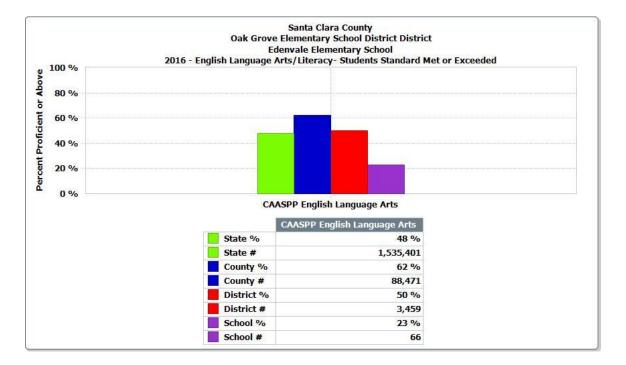
LISTENING: How well do students understand spoken information?

×e	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	6%	5%	3.%	10 %	NA	NA	NIA	6.%
	Neer Standard	40.%	61 %	71%	64 %	NA	NA	NIA	62 %
	Below Standard	45 %	34.%	27 %	26 %	NA	NA	NIA	33 %

RESEARCHINQUIRY: How well can students find and present information about a topic?

18	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard								
	Near Standard	45 %	38 %	50 %	58 %	N/A	NA	NIA	48 %
	Below Standard	54 %	51.%	32 %	17 %	N/A	NA	NIA	38 %

English Language Arts/Literacy Area Achievement Level Descriptors



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

In 2015-16, 23% of Edenvale students met or exceeded standards in English Language Arts on the California Assessment of Student Performance and Progress (CAASPP), a 1% drop from the 2014/2015 school year.

	ELA 1415	ELA1516	Math 1415	Math 1516	
3 rd	13%/ 2341	8%/ 2340	10%/ 2365	25%/ 2380	
	67/20/7/6	60/32/5/3	56/34/10	47/28/22/3	
4 th	18%/ 2391	16%/ 2388	8%/2385	13%/ 2403	
	67/16/13/5	64/20/9/7	59/33/8	53/33/12/1	
5 th	40%/ 2463	31%/ 2451	21%/ 2459	15%/ 2435	
	47/13/34/6	49/21/23/8	544/24/14/7	59/26/6/9	
6 th	29%/ 2479	37%/ 2488	19%/ 2456	16%/ 2463	
	40/32/25/4	38/26/28/9	51/30/15/4	49/35/9/7	
	9674	9667	966	5	9681

- First number is the percent at that grade who were at or above level
- Second is the scaled score.
- Third number is the actual breakdown of the 4 levels Below/Near/At/Above
- Bottom number is the total of the scaled scores---showing net loss of 7 scaled points in ELA and gain of 16 in math

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

The principal and leadership team will meet monthly to review Common Core aligned data to determine if students are able to complete them with independence and are citing appropriate evidence. Grade level teams will be meeting monthly as a professional learning community to review student work. In addition, all grade level teams will be meeting three times a year to review Common Core summative data in the areas of writing, reading, listening, and speaking using the Cycle of Inquiry process and iReady data.

Strategy:

The strategies and researched-based best practices that are being used include (but are not limited to): Sobrato Early Academic Language (SEAL), Project Based Learning (PBL), Engage New York, Reader's and Writer's Workshop, Shared Reading, Guided Reading, Close Reading, Read 180, iReady lessons, System 44, Phonics Instruction, Words Their Way, Reading A-Z and RAZ Kids.

This year, the school is focused on writing as a core goal, and in particular Writer's workshop. Teachers will be provided ongoing training for Writer's Workshop. Instructional coaches will provide ongoing coaching support to implement Writer's Workshop and make connections to Sobrato Early Academic Language and Project Based Learning. Principal and staff will support teachers to analyze student writing samples to inform instruction.

ACTION:(ELA) ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

1. The literacy coach will support all grade levels through SEAL (Sobrato Early Academic Language), Project Based Learning Strategies, Common Core English Language Arts and English language development.

2. The coach will be utilized to co-teach, model and coach the teachers on an ongoing basis. Due to the time investment of the SEAL Model, the English Learner Teacher Partner (ELTP) focus will be on primary teachers and developing the year long plan and the units of study.

3. Teachers will implement designated and integrated ELD (English Language Development) to support the English Language Learners and the English-only learners to develop stronger language skills.

4. Teachers will use guided reading during their teaching day to improve the student's instructional and independent reading levels.

5. Teachers TK-3 will participate in the SEAL Model and implement the strategies with their students.

6. Principal will provide teachers release time for grade level planning. Coaches will facilitate these days and use them for results oriented cycles of inquiry on student data, professional learning, and unit planning.

7. This year, the school is focused on writing as a core goal, and in particular Writer's workshop. Teachers will be provided ongoing training for Writer's Workshop. Instructional coaches will provide ongoing coaching support to implement Writer's Workshop and make connections to the Sobrato Early Academic Language and Project Based Learning. Principal and staff will support teachers to analyze student writing samples to inform instruction.

• Measures:

This task will be measured by student data such as writing samples, iReady assessments, and SBAC interim assessments.

• People Assigned:

The ELTP, who will focus on TK-3rd grade teachers, and the literacy coach, who will focus on the 4th-6th grade teachers, are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	6-Week ROCI & Planning Days	\$15,000.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Literacy Coach	\$130,530.00

ACTION:(ELA) 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. Staff will provide a variety of instructional materials to improve student achievement and align to the Common Core Standards.

2. All students will use a variety of multimedia materials such as computers, videos, DVDs, and iPads to increase skills. These devices will be available in the library for research.

3. All students will participate in Designated and Integrated ELD.

4. Principal will provide licenses and access to Reading A-Z, AR for grades 1-5, Starfall for Kindergarten, and RAZ Kids.

5. The principal will purchase computers, software, printers, LCD projectors, document cameras, and iPads as needed.

6. The teachers will utilize the computer technician consultant to manage the technology issues that arise weekly.

• Measures:

Edenvale will measure progress using the following measures: SBAC scores, iReady tests, CELDT scores, Rigby Levels, and AR Assessments, SEAL performance tasks, Rigby, administrator walk-throughs and observations, site instructional material inventory and student work samples

• People Assigned:

Teachers, administrator, literacy coach, ELTP coach, computer technician/outside consultant, and technology liaison are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Materials (Inst, Office Depot, Misc)	\$2,450.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Reading A-Z & RAZ Kids	\$1,885.00

ACTION:(ELA) EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

- 1. Staff will provide a variety of before/after school interventions (Academies, Boys & Girls Club).
- 2. Staff will provide peer tutoring (upper grade students work in primary grades during lunch recess).
- 3. Staff will provide after school interventions, in English Language Arts, to identified students.
- 4. The Boys and Girls Club after school program provides homework opportunities.

• Measures:

Edenvale will measure progress using the following measures: Data from academies, SES providers, Boys & Girls Club, teacher and administrator observations.

• People Assigned:

Teachers, principal, and the SES provider are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(ELA) INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

1. Staff will identify 4th-6th grade EL students and students with IEPs to receive the daily 90-minute intensive intervention, READ 180 /System 44.

2. Staff will provide additional ELD support through Rosetta Stone to the identified 3rd-6th grade EL students who are CELDT level 1 and 2 in listening and speaking.

3. Staff will provide English Language Arts online iReady intervention lessons for students who are below grade level.

• Measures:

Edenvale will measure progress using the following measures: SBAC scores, iReady tests, CELDT scores, Rigby Levels, and AR Assessments.

• People Assigned:

The principal and teachers are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: (ELA) STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

1. Principal provides release time for TK-3 grade teachers participating in SEAL Model training as well as release time for 4-6 grade for PBL planning time.

- 2. The district and Sobrato Institute will provide professional materials and training for the SEAL module.
- 3. Teacher leaders participate in the District Literacy Team (DLT).

4. The TK-3rd grade teachers and coaches will attend and participate in the Sobrato Early Academic Language (SEAL) modules and collaborative grade level unit development days.

5. Principals will attend SEAL Principal professional development days 3 times per year.

6. Grade level teams will utilize a maximum of 3 planning days as well as staff meeting time throughout the year to focus on grade level planning and cycle of inquiry regarding SEAL and PBL.

7. Principal and instructional coaches provide staff professional development on ELD Standards,

Integrated/designated ELD and the ELA/ELD Framework.

8. This year, the school is focused on writing as a core goal, and in particular Writer's Workshop. Teachers will be provided ongoing training for Writer's Workshop. Instructional coaches will provide ongoing coaching support to implement Writer's Workshop and make connections to the Sobrato Early Academic Language and Project Based Learning. Principal and staff will support teachers to analyze student writing samples to inform instruction.

• Measures:

Edenvale will measure progress using the following measures: SBAC scores, iReady tests, CELDT scores, Rigby Levels, AR assessments, SEAL performance tasks, Rigby, administrator walkthroughs and observations, site instructional material inventory and student work samples.

• People Assigned:

Principal, teachers, literacy coach, and district administrators are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(ELA) INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

1. Key staff will implement the National Network of Partnership Schools (NNPS).

2. The school will provide family engagement workshops for parents, staff and community such as the Foothill Family Engagement Institute's Strong Start Workshop.

3. Edenvale school will provide parents a technology workshop to explain how to use a variety of technology and communications tools to stay connected with the school and improve student achievement.

4. Staff provides SEAL workshops and classes as well as opportunities in the classroom, i.e. use of home language.

5. Teachers provide SEAL family projects and interactive thematic homework and opportunities for parents in the classroom.

6. Parents are invited to gallery walks at the end of each thematic unit where students are the docents.

7. In the springtime, parents are invited to several Open Houses to learn about the TK and Kindergarten program.

8. Regular tours and 'teas' for the pre-school parents are held to educate parents about the TK and Kinder program, to market the rich academic offerings, to prepare the parents with information to ready their students to

start school, register new students, and build relationships amongst the various families.

• Measures:

Edenvale will measure progress using the following measures: District assessments, unit tests, and attendance at gallery walks, parent workshops, and school events.

• People Assigned:

Literacy coach, teachers, principal, and the English Language Teaching Partner are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(ELA) AUXILLARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type: Form A: Planned Improvements in Student Performance

Task:

Tasks include:

1. The Instructional Leadership Team (ILT) defines goals, contributes to the theory of action, and provides input on plans, and begin monitoring progress.

2. The ILT develops a systematic approach for two-way communication between the ILT members and the rest of the staff.

3. ILT members take a more active role in leading professional learning opportunities through actions such as facilitation of professional development sessions and teacher collaboration.

• Measures:

The task will be measured through regular feedback from the instructional leadership team at the end of each meeting.

• People Assigned:

The English language teaching partner supports TK-3 teachers with Sobrato Early Academic Language implementation. The literacy coach supports teachers with project based lessons for 4th through 6th grade students.

Start Date: 07/01/2016

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Internal Postage	\$400.00
Local Control Funding Formula State Compensatory Education	Print Shop	\$630.00

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

Tasks include:

1. Administrator and Support Team meet with classroom teachers annually to discuss progress of students in all grade levels TK - 6.

2. Staff develop an instructional focus to define and guide expectations for teacher practices and student learning. Key instructional practices included in this focus are SEAL (Sobrato Early Academic Language) and project-based learning, guided reading, designated and integrated ELD, problem-solving for math, and embedded technology and 21st century skills.

3. Staff analyze student assessments including iReady levels, Rigby, Running Records, unit tests, and teacher created assessments, as well as student work.

4. K-6 teachers administer the iReady / NWEA (Spanish for bilingual classes) and Language Arts assessments 3 times per year.

5. The teachers and grade level teams review and analyze the data to guide their instruction through the cycle of inquiry.

• Measures:

Edenvale will measure progress using the following measures: data from infinite campus, meetings and observations by administrators and Support Staff Team.

• People Assigned:

The instructional leadership team, PBIS leadership team, administrator, classroom teachers, literacy coach, ELTP coach, RSP (resource teacher), speech therapist, school psychologist, and the community liaison are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

GOAL: (M) MATHEMATICS

GOAL AREA: MATHEMATICS FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

• Students will use critical thinking and problem-solving.

LCAP Priorities:

• 4 - Pupil Achievement

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

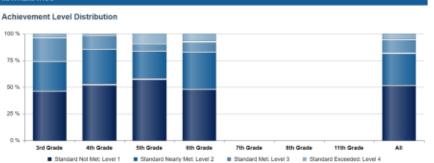
Student cohorts will demonstrate 10% growth in the CAASPP writing claim and 10% growth in the math communicating reasoning claim. Student cohorts will demonstrate 10% growth in the CAASPP math concepts and procedures claim. All students will meet or exceed grade level math fluency goals, as measured by in-house assessments and iReady. Twice as many students will score above standard on the problem solving strand in math on the CAASPP (from 8% to 16%).

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

The following data was used to form the goal: State CAASPP Assessment results and iReady diagnostic assessments.

		ELA	Math			
Ethnic Subgroups						
	# Tested +	9	veall	#Tested 0		Overall
ua	260	78.79%	25.22%	281	82.56%	17.44%
lepanic or Latino	230	80.69%	19.31%	234	86.33%	13.67%
skan	30	46.00%	53.33%	30	53.34%	46.90%
lack or African American	7	85.72%	14.29%	7	100.00%	0.00%
lipino	3	66.67%	33.33%	3	66.67%	33.39%
lative Havailan or Pacific Islander	3	100.00%	0.00%	3	100.00%	0.00%
thate	2	0.00	6 100.00%	2	0.0	100.009
Wo or more rapes	Z	100,00%	0.00%	2	100.00%	0.00%
		ELA.			Math	
Aher Subgroups	# Tested 🔶		verall.	attested 0		Overall
kicioeconomic Develventage	260	78.85%	21.35%	261	05.44%	14.56%
Igrant Education	37	78.38%	21.62%	36	83.33%	10.67%
		ELA			Math	
nglish Proficiency	# Tested 0		verall	#Tested #		Overall
nglish Only	-46	67.39%	32.01%	48	80.43%	19.57%
TEP	7	42.86%	57.54%	7	42.00%	07.10%
L.	191	90.05%	0.94%	192	91.67%	8.33%
FEP	36	25.00%	75.00%	36	44.64%	55.55%

MATHEMATICS



Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	68	79	81	72	N/A	N/A	N/A	300
# of Students Tested	66	76	78	69	N/A	N/A	N/A	289
# of Students With Scores	65	75	78	69	N/A	N/A	N/A	287
Mean Scale Score	2379.6	2403.3	2434.9	2459.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	3 %	1 %	9%	7 %	N/A	N/A	N/A	5 %
Standard Met: Level 3	22 %	12 %	6 %	9 %	N/A	N/A	N/A	12 %
Standard Nearly Met: Level 2	28 %	33 %	26 %	35 %	NA	N/A	N/A	30 %
Standard Not Met: Level 1	48 %	53 %	59 %	49 %	NA	N/A	N/A	53 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators; below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
\sim	Above Standard	8 %	5 %	9 %	9 %	N/A	N/A	N/A	8 %
	Near Standard	38 %	24 %	22 %	26 %	N/A	N/A	N/A	27 %
	Below Standard	54 %	71 %	69 %	65 %	N/A	N/A	N/A	65 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	1 %	10 %	12 %	N/A	N/A	N/A	8 %
Near Standard	48 %	37 %	29 %	36 %	N/A	N/A	N/A	37 %
Below Standard	43 %	61 %	60 %	52 %	N/A	N/A	N/A	55 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

€	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	8 %	7 %	9 %	9%	N/A	N/A	N/A	8 %
	Near Standard	62 %	33 %	28 %	45 %	N/A	N/A	N/A	41 %
	Below Standard	31 %	60 %	63 %	46 %	N/A	N/A	N/A	51 %

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

Our CAASPP results from 2015-2016 revealed that 16% of students met or exceeded standard on the state Math test, a 2% increase from the previous year. The data also shows an achievement gap.

	ELA 1415	ELA1516	Math 1415	Math 1516	
3 rd	13%/ 2341	8%/ 2340	10%/ 2365	25%/ 2380	
	67/20/7/6	60/32/5/3	56/34/10	47/28/22/3	
4 th	18%/ 2391	16%/ 2388	8%/2385	13%/ 2403	
	67/16/13/5	64/20/9/7	59/33/8	53/33/12/1	
5 th	40%/ 2463	31%/ 2451	21%/ 2459	15%/ 2435	
	47/13/34/6	49/21/23/8	544/24/14/7	59/26/6/9	
6 th	29%/ 2479	37%/ 2488	19%/ 2456	16%/ 2463	
	40/32/25/4	38/26/28/9	51/30/15/4	49/35/9/7	
	9674	9667	. 96	65	9681

- · First number is the percent at that grade who were at or above level
- Second is the scaled score.
- · Third number is the actual breakdown of the 4 levels Below/Near/At/Above
- Bottom number is the total of the scaled scores---showing net loss of 7 scaled points in ELA and gain of 16 in math

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 in Math. Homework club and academies will be provided as additional intervention. Professional development on rigorous math instruction will be implemented throughout the year.

The focus this year will be on math concepts and procedures. The teachers will continue to develop number talks as a signature practice to develop math concepts and procedures. Strategies include number talks three times weekly (minimum), daily collaborative observations, and reviewing written explanations of math problems. Students will work as individuals as well as in collaborative groups during math. The principal, district instructional coaches, and site instructional coaches will provide ongoing support to teachers to deepen math instructional strategies. They will also support teachers to analyze student writing samples to inform instruction and improve written responses in Math problem solving questions.

ACTION: (M) ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. All teachers will utilize Engage New York modules to help with pacing of the common core standards in Mathematics.

- 2. All teachers will supplement Engage New York with daily number talks.
- 3. All teachers will provide a Daily Math Block to teach the Common Core Standards.

4. Grade level teachers will participate in results oriented cycle of inquiry analysis and planning days.

5. The focus this year will be on math concepts and procedures. The teachers will continue to develop number talks as a signature practice to develop math concepts and procedures. Strategies include number talks three times weekly (minimum), daily collaborative observations, and reviewing written explanations of math problems. Students will work as individuals as well as in collaborative groups during math. Principal, district instructional coaches, and site instructional coaches will provide ongoing support to teachers to deepen math instructional strategies. They will also support teachers in analyzing student writing samples to inform instruction and improve written responses in Math problem solving questions.

• Measures:

Edenvale will measure progress using the following measures: End-of-Module tests, exit Tickets; iReady assessments, and Dreambox assessments.

• People Assigned:

Principal, classroom teachers, and district math liaison are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Six-Week ROCI and Planning Days	\$6,000.00

ACTION:(M) STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Principal will purchase support materials to supplement the curriculum currently being utilized while teaching Math common core standards.

- 2. Teachers will implement number talks on a daily basis.
- 3. Coaches will help to organize math materials into one central location.
- Measures:

School will measure improvement in student achievement through iReady assessments, end of module tests, and the CAASPP test.

• People Assigned:

The principal and classroom teachers are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-	Math materials (Inst, Office Depot, Misc)	\$2,500.00

Funding Resources

Related Expenditures

Estimated Cost

Income and Neglected

ACTION:(M) INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Staff will provide targeted flexible group math instruction for students scoring below standard.
 - 2. After school Math Academies will be provided for students below grade level.
 - 3. Teachers will provide math online iReady interventions aligned with the iReady assessments.

4. Supplemental Educational Services (SES) providers will offer the SES after-school intervention in ELA or math to identified students.

• Measures:

Student performance will be measured by district assessments, end of module tests, Mathematics Assessment Resource Service (MARS) tasks, and CAASPP scores.

• People Assigned:

The classroom teachers and principal are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(M) STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. School Math Liaison will attend the District Math Team (DMT) meetings and report information back to colleagues monthly.

2. Teachers will meet regularly at site grade level meetings to ensure common core standards are being taught.

3. Teachers participate in common core standards math 2nd - 5th Training at the Santa Clara County Office of Education as needed.

 Teachers will work with Partners in School Innovation and district math coaches in order to enhance their instructional practices in math, with a focus on number talks, problem solving, and Engage NY math curriculum.
 The focus this year will be on math concepts and procedures. Principal, district instructional coaches, and site instructional coaches will provide ongoing support to teachers to deepen math instructional strategies. They will also support teachers in analyzing student writing samples to inform instruction and improve written responses in Math problem solving questions.

• Measures:

The action will be measured by lesson plans, observations, student work, unit test scores, iReady assessments, and CAASPP scores.

• People Assigned:

Classroom teachers, principal, and the math liaison are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(M) INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Parent/Teacher goal setting conferences will take place in the fall and as needed throughout the year.

2. Translation of all necessary documentation for home will be provided. Translation will be provided during conferences.

3. SEAL (Sobrato Early Academic Literacy) gallery walks, expositions of students' final projects at the end of a given thematic unit, will integrate math as well as language arts.

4. At project based learning exhibitions, students will demonstrate proficiency in math as integrated in their projects.

5. For parent engagement, parents will be trained through the Family Engagement Institute classes on how to support their students with common core math.

6. District EdTech coaches came to train parents in the use of computer-based common core math tools at home.

• Measures:

The tasks will be measured by attendance sheets from parent teacher conferences, school events and meetings as well as parent feedback after SEAL exhibitions and PBL exhibitions.

• People Assigned:

The administrator and classroom teachers are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(M) AUXILLARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

- 1. Interpreters will interpret parent and community documents.
- 3. Family Engagement Institute adult education classes will be offered.

2. Child Care providers will provide child care during parent meetings, parent faculty association meetings, and Hispanic parent meetings.

• Measures:

Edenvale will measure progress using the meeting sign-in sheets.

• People Assigned:

Translators, child care providers, and the community liaison are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(M) MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Instructional practices will be assessed regularly at coaches meetings, instructional leadership team meetings, staff meetings, and grade level meetings using the instructional focus as a basic rubric.

- 2. Students will be assessed using module tests and iReady assessments.
- 3. Results of assessments will be analyzed by principal and staff.
- 4. Student achievement will be discussed at 6-Week Results Oriented Cycle of Inquiry (ROCI) Planning Sessions
- as well as 6-Week Response to Intervention (RTI) professional development times.
- 5. K-6 teachers administer the iReady/Math assessments 3 times per year.

6. The teachers and grade level teams review and analyze the data to guide their instruction through results oriented cycles of inquiry.

• Measures:

The tasks will be measured by student work, observations, end of module tests, exit tickets, and MARS tasks.

• People Assigned:

Principal and the classroom teachers are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:EXTENDED LEARNING TIME

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

- 1. After school math academies will be provided for students not at standard in grades 3-6
- 2. Boys and Girls Club after-school program will provide expanded homework opportunities.
- 3. iReady adaptive math lessons are accessible to all students to work on at home and at school.

• Measures:

School will measure increased performance through attendance sheets, math exit tickets, math unit assessments, classroom work, iReady results, and Dreambox math assessment results.

• People Assigned:

Teachers, support staff team, principal, and Boys and Girls Club Director are assigned to monitor the implementation of this extended learning time.

Start Date: 01/12/2017

Completion Date: 01/12/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Dreambox Student Licenses	\$5,800.00

GOAL: COMMUNITY ENGAGEMENT AND POSITIVE SCHOOL CLIMATE

GOAL AREA: SCHOOL CLIMATE FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

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

LCAP Priorities:

• 6 - School Climate

LCAP Goal:

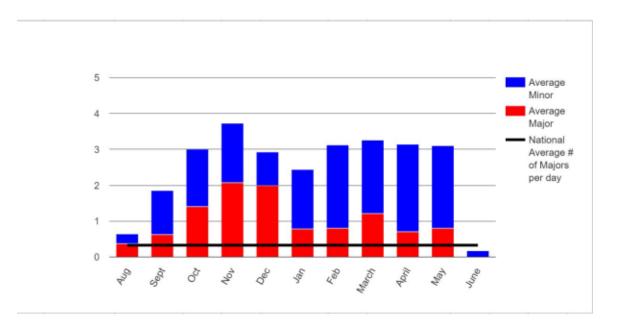
• School and classroom environments support learning, creativity, safety and engagement.

Goal Statement:

At least 85% of our students will respond to the Positive Behavior Interventions and Support (PBIS) Tiered I intervention supports as evidenced in the data analysis by receive one or fewer referrals during the school year. We will also have monthly behavior events below the national average.

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

We reviewed the Behavior Event referrals from 2015-16. In 2015-16, we had four months that were about the national average (September, October, November and April).



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

In 2015-16, we had four months about the national average (September, October, November and April). We need to continue to reteach PBIS lessons in areas that students have more behavior incidences.

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

We will review the behavior events monthly by count, location and time. We will also monitor the number of suspensions by month.

Strategy:

We will review the behavior events monthly by count, location and time. We will also monitor the number of suspensions by month.

ACTION: (SC) ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Teachers will focus on practicing the Edenvale Way ("I am safe. I am courteous. I am doing my personal best") with their students.

2. Teachers will utilize their training and materials to reinforce Positive Behavior Intervention Supports (PBIS) in order to increase positive student behavior in the classroom and on campus.

3. Assemblies will be held monthly to promote the Edenvale Way, the character trait of the month, attendance, and academic achievement.

4. Students will be awarded for their behavior in each of the areas, and they will receive a certificate, medal,

bumper sticker, and a photo with their award.

5. Monday morning community meetings will be held every Monday outside on the blacktop.

• Measures:

The tasks will be measured by the number of Golden Eagle PBIS incentives, attendance reports, and the number of behavior referrals.

• People Assigned:

Classroom teachers, principal, support staff, and classified staff are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	PBIS Professional Learning Communities PDs	\$1,250.00

ACTION: (SC) STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

- 1. School will purchase equipment for the Recess 101 coach for before school, recess and lunch activities
- 2. School will provide all staff with student prizes for Golden Eagle Friday such as pizzas, juice boxes, etc.
- 3. School will purchase books, materials, videos, etc. to reinforce the Edenvale Way and the nine monthly character traits (such as kindness, empathy, respect, etc.).

Assemblies will be held monthly for primary and every trimester for upper grades to recognize students in academics, attendance, behavior, reading, etc. These are held at the Monday morning community assemblies.
 School will utilize health clerk and custodial supplies to keep a safe and clean environment.

• Measures:

The task will be measured by the number and types of behavior referrals as well as the number of Golden Eagles collected each week.

• People Assigned:

Principal, classroom teachers, classified staff, and Playworks coach are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Custodial Supplies	\$3,400.00
Local Control Funding Formula State	Health Supplies	\$500.00

Funding Resources	Related Expenditures	Estimated Cost
Compensatory Education		
Local Control Funding Formula State Compensatory Education	PBIS Support Materials	\$2,100.00
Local Control Funding Formula State Compensatory Education	Materials and Supplies	\$2,100.00

ACTION:(SC) EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

Task:

1. 4th, 5th and 6th grade students will have the opportunity to become Playworks Junior Coaches and learn problem solving and leadership strategies.

2. 4th, 5th, and 6th grade students have the opportunity to join Student Council.

- 3. 6th grade students have the opportunity to help keep Edenvale green by recycling.
- 4. Approximately 85 students below standard participate in the Edenvale Boys and Girls Club.

• Measures:

The measures used will be the number of disciplinary incidents as well as by student student surveys such as the Healthy Kids Survey.

• People Assigned:

Principal, classroom teachers, Playworks coach, and student council leaders are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(SC) INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Playworks coach and program components (recess/lunch games, leadership classes, group game time with classes), and afterschool intramural sports (basketball, football and volleyball) will be provided to improve student and school climate.

2. Teachers will provide field trips to colleges to bolster the college-bound mentality at Edenvale School (Adopt-a-College Program).

- 3. 2nd and 3rd grade participate in Community School of Music and Arts.
- 4. 4th Grade students participate in the tone flute program.
- 5. 5th Grade students participate in the chorus program.
- 6. 6th Grade students are invited to participate in the band/orchestra program at Davis Intermediate.

- 7. TK-K participate in Raising a Reader Program.
- 8. All students will participate in the learning environment assembly program.
- 9. 6th graders attend Science Camp.

• Measures:

The tasks will be measured by reports and informal data collected by the Playworks coach.

• People Assigned:

Principal, Playworks coach, district music instructor, district art instructor, Community School of Music and Arts teachers, and office clerk are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Playworks	\$32,010.00
Local Control Funding Formula State Compensatory Education	Community School of Music and Arts	\$1,250.00
Local Control Funding Formula State Compensatory Education	Learning Environment Support (Assemblies)	\$1,000.00

ACTION:(SC) STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Teachers will participate in trainings from the Recess 101 Coach.
 - 2. Teachers will participate in PBIS trainings.

3. The PBIS Leadership team will discuss and analyze PBIS data and prepare regular presentations for leadership and staff meetings.

- 4. Staff will discuss PBIS at staff meetings and Instructional Leadership Team meetings.
- Measures:

Data will be reviewed at PBIS Leadership Meetings, staff meetings and instructional leadership meetings monthly and bimonthly.

• People Assigned:

The principal, staff, PBIS leadership team, and Playworks coach are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

ACTION:(SC) INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. All staff will work to create a climate where parents feel safe and welcome on campus, in classrooms, at events, and on field trips.

2. Staff will create parent workshops on topics such as behavior and safe play.

3. Principal will meet with parents regarding parent involvement. Parents will give input for Title I Parental Involvement Policy.

4. Our community liaison will work with staff, parents and students in providing information from school to home and from home to school. The liaison will translate information in Spanish and interpret at parent/teacher meetings. In addition, the community liaison will conduct home visits and make phone calls home to increase communication with parents.

5. Edenvale teachers and parents are participating in the FEIP (Family Engagement Intervention Program) working together to decrease tardies and absences and increase parent involvement.

6. In the springtime, parents are invited to several Open Houses to learn about the TK and Kindergarten program. Regular tours and 'teas' are held to educate parents about the TK and Kinder program, to market the rich academic offerings, to prepare the parents with information to ready their students to start school, register new students, and build relationships amongst the various families.

Key staff, parents, and community partners will implement the National Network of Partnership Schools (NNPS).
 School will provide parents a technology workshop to explain how to use a variety of technology and communications tools to stay connected with the school and improve student learning.

9. TK-3 teachers will implement the SEAL home and school partnership component.

10. Staff provides SEAL workshops and classes, opportunities in the classroom, i.e. use of home language.

11. Teachers provide SEAL family projects, interactive thematic homework and opportunities for parents to help out in the classroom.

• Measures:

The task will be measured by sign-in sheets at school-wide events (Back to School Night, Open House, Movie Nights, Cinco de Mayo/Multicultural Day, Family Game Night), data of parent/teacher conferences, Home and School Club Meetings, Hispanic Parent Meetings, and ELAC and School Site Council Meetings.

• People Assigned:

Principal, classroom teachers, Home and School Club officers, School Site Council, Hispanic Parent Representatives, Community Liaison, and Parent Outreach support providers are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Community Liaison	\$12,892.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Family Literacy Support Babysitting/Parent Meetings	\$500.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Parent Outreach / PBIS Support	\$26,529.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Walkie Talkies for Support Staff/Noon Duties to Support PBIS/Safety	\$791.00

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Attendance Clerical Support	\$26,529.00
Local Control Funding Formula State Compensatory Education	Custodial Overtime	\$100.00



Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Students will be referred to counseling services through Alum Rock Center on an as-needed basis.

2. Parent Education/Family Nights (including Tech Nights) will be held to increase parent knowledge of school campus and strengthen the home/school partnership.

• Measures:

The task will be measured by behavior referrals as well as support staff meeting notes.

• People Assigned:

Principal, support staff, and Alum Rock Counselors are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Meeting Supplies	\$550.00

ACTION:(SC) MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. PBIS data will be reviewed by Instructional Leadership Team and staff on a monthly basis.
 - 2. Staff will provide traffic duty and additional recess duty for TK/K to support PBIS/safe environment.
- Measures:

The task will be measured by Infinite Campus behavioral data.

• People Assigned:

The instructional leadership team, administrator, and classroom teachers are assigned to monitor the implementation of the strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	PBIS Support during TK-K recess	\$2,000.00

FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget :	\$310,104.00
Total Annual Expenditures for Current School Plan:	(\$309,196.00)
Balance:	\$908.00

Funding Resource Code	Funding Source	Allocation / Expenditure
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$261,795.00
	(EL) Alignment of Instruction	(\$15,000.00)
	(EL) Strategies and Materials	(\$5,000.00)
	(EL) Strategies and Materials	(\$4,000.00)
	(ELA) Alignment of Instruction	(\$15,000.00)
	(ELA) Alignment of Instruction	(\$130,530.00)
	(ELA) Strategies and Materials	(\$2,450.00)
	(ELA) Strategies and Materials	(\$1,885.00)
	(M) Alignment of Instruction	(\$6,000.00)
	(M) Strategies and Materials	(\$2,500.00)
	Extended Learning Time	(\$5,800.00)
	(SC) Involvement of Staff and Parents	(\$12,892.00)
	(SC) Involvement of Staff and Parents	(\$500.00)
	(SC) Involvement of Staff and Parents	(\$26,529.00)
	(SC) Involvement of Staff and Parents	(\$791.00)
	(SC) Increased Opportunity	(\$32,010.00)
	Balance:	\$908.00
790	Local Control Funding Formula State Compensatory Education	\$48,309.00
	(SC) Increased Opportunity	(\$1,250.00)
	(SC) Increased Opportunity	(\$1,000.00)
	(EL) Alignment of Instruction	(\$6,500.00)
	(SC) Involvement of Staff and Parents	(\$26,529.00)
	(SC) Involvement of Staff and Parents	(\$100.00)

Funding Resource Code	Funding Source		Allocation / Expenditure
	(SC) Auxiliary Services		(\$550.00)
	(SC) Monitoring Program and Results		(\$2,000.00)
	(SC) Alignment of Instruction		(\$1,250.00)
	(SC) Strategies and Materials		(\$3,400.00)
	(SC) Strategies and Materials		(\$500.00)
	(SC) Strategies and Materials		(\$2,100.00)
	(SC) Strategies and Materials		(\$2,100.00)
	(ELA) Auxiliary Services		(\$400.00)
	(ELA) Auxiliary Services		(\$630.00)
		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
Ryan Haven	Principal	408-227-7060	12/08/2016
Karisa Gonzales	Classroom Teacher	408-227-7060	12/08/2016
Eric Valdez	Parent or Community Member		12/08/2016
Erin Magill	Classroom Teacher	408-227-7060	12/08/2016
Alicia Torres	Other School Staff	408-227-7060	12/08/2016
Becca Ruiz	Classroom Teacher	408-227-7060	12/08/2016
Leticia Vega	Parent or Community Member		12/08/2016
Aleyda Romero	Parent or Community Member		12/08/2016
Noemi Ramirez	Parent or Community Member	408-227-7060	12/08/2016
Teresa Lopez	Parent or Community Member	408-227-7060	12/08/2016

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

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

RECOMMENDATIONS AND ASSURANCES

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

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

Hispanic Parent Group	 Signature
African American Koffee Klatch	 Signature
Staff Meeting	 Signature
Gifted and Talented Education Parent Meeting	 Signature
English Learner Advisory Committee	 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:

12/08/2016

Attested:

 Mr. Ryan Haven, Principal
 Signature of School Principal
 Date

 Typed name of School Principal
 Signature of School Principal
 Date

 Typed name of SSC Chairperson
 Signature of SSC Chairperson
 Date

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are district coaches who support teachers in integrating technology in all content areas, implementing Positive Behavior Intervention Support (PBIS), CCSS Mathematics strategies and materials, and Project Based Learning and CCSS ELA materials. The English-Language Development Teaching Partners (ELTPs) assist teachers throughout the District in the implementation of the ELA/ELD Framework and grades TK-3 with Sobrato Early Language Academic (SEAL) strategies.

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

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

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

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

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

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

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

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

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

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

- Goal 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 established by grade level or department teams provides flexibility for interventions throughout the day such as Guided Reading in the elementary schools.

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, 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.

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

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

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

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

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

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

Fiscal support (EPC):

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.

SPSA 2016-17 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

Herman (Leonard) Intermediate

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

CDS Code:	43696256068167
Principal:	Laura Meusel, Principal
Superintendent:	José Manzo
Address:	5955 Blossom Ave.
	San Jose, CA 95123-4032
Phone:	(408) 226-1886
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Goals and Actions	Start Date	Completion Date	Amount
» English-Language Arts			
> Reading and Writing Achievement			
 Alignment of Instruction 	08/15/2016	06/08/2017	\$0.00
 Strategies and Materials 	08/15/2016	06/08/2017	\$11,000.00
 Extended Learning Time 	08/15/2016	06/08/2017	\$4,875.00
 Increased Opportunity 	08/15/2016	06/08/2017	\$0.00
Staff Development	08/15/2016	06/08/2017	\$7,062.50
 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
» Mathematics			
> Math Achievement			
 Alignment of Instruction 	08/15/2016	06/08/2017	\$0.00
 Strategies and Materials 	08/15/2016	06/08/2017	\$5,000.00
Extended Learning Time	08/15/2016	06/08/2017	\$4,875.00
 Increased Opportunity 	08/15/2016	06/08/2017	\$0.00
Staff Development	08/15/2016	06/08/2017	\$7,062.50
 Involvement of staff, parents and community 	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
» English Language Development			
> Accelerate the results of English learners			
 Alignment of Instruction 	08/15/2016	06/08/2017	\$0.00
 Strategies and Materials 	08/15/2016	06/08/2017	\$5,500.00
Extended Learning Time	08/15/2016	06/08/2017	\$350.00
 Increased Opportunity 	08/15/2016	06/08/2017	\$0.00
Staff Development	08/15/2016	06/08/2017	\$4,000.00
 Involvement of Staff and Parents 	08/15/2016	06/08/2017	\$0.00
Auxiliary Services	08/15/2016	06/08/2017	\$100.00
Monitoring Program and Results	08/15/2016	06/08/2017	\$0.00

Goals and Actions	Start Date	Completion Date	Amount
» Common Core Implementation			
Implementation of Common Core Standards	with the use of Technolo	рду	
 Alignment of Instruction 	08/15/2016	06/08/2017	\$0.00
 Strategies and Materials 	08/15/2016	06/08/2017	\$5,167.00
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	\$7,000.00
 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
Total Annual Expe	enditures for Current Si	te Plan: \$61,992.00	

GOALS

GOAL: READING AND WRITING ACHIEVEMENT

GOAL AREA: ENGLISH-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 acquire 21st century skills.

LCAP Priorities:

• 2 - Implementation of State Standards

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials. Students build strong content knowledge and demonstrate independence. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking. Students respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science). Students comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning. Students value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence. Students use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and media and can select and use those best suited to their communication goals. Students come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often

widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own.

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

Students will be formally assessed in each content area three times a year for their comprehension and writing skills using the Smarter Balance writing rubrics for Argument, Expository and Narrative. Language Arts classes will also use the Engage New York module assessments which are given four times a year. We will also look at Smarter Balance results for ELA (English Language Arts) to make sure students are progressing towards standard.



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

85% of students performed at a level 3 or 4 on the Smarter Balance Argumentative Rubric and 90% of students are reading at their corresponding grade level Lexile score. 62% of students scored at standard or above standard on the SBAC (Smarter Balance Accountability Consortium) ELA (English Language Arts) test for the 2015-2016 school year.

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

The Principal and teachers will evaluate the progress throughout the year using the Cycle of Inquiry process twice a month as well as with formal writing samples 3 times per year in each content area.

Strategy:

The strategies we will use are Close Reading, Non-Fiction Reading, and Argumentative Writing.

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 Improvement Equity Team (CIET) will support all grade levels through Common Core Standards in Reading and Writing Across the Curriculum (WAC) and Project Based Learning (PBL) strategies.

- 2. The coach will be utilized to co-teach, model and coach the teachers on an on-going basis.
- 3. Teachers will implement Writing Across the Curriculum three times a year as well as one integrated PBL unit.
- Measures:

Measures will include WAC rubrics, iReady end of lesson assessments, PBL presentations, student work, and other District measures as determined.

• People Assigned:

People assigned to this task are teachers, the Instructional Coach, CIET Team and Administration.

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:

1. Provide a variety of instructional materials to improve student achievement and align to the Common Core State Standards (CCSS) in all content areas.

2. Provide subscriptions to additional materials such as magazines, Scope, Weekly Reader, etc.

3. All students will participate in Writing Across the Curriculum (WAC) three times a year.

4. Provide licenses and access to iReady for ELA and use the assessment three times a year as well as weekly lessons.

• Measures:

Measurements will be an increased performance as measured by CCSS, WAC Rubric, iReady, Administrator walk-throughs and observations, teacher observation, and student work samples.

• People Assigned:

People assigned to the task are teachers, administrators, Instructional Coach, and the CIET Team.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Materials, Supplies and Subscriptions	\$7,000.00
Local Control Funding Formula State Compensatory Education	Subscriptions - Magazines	\$4,000.00

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time Action Type: Form A: Planned Improvements in Student Performance

• Task:

After-school homework center is provided for students who are not at standard, three days a week. We will provide iReady lessons and access to computers after-school for those students not at standard.

• Measures:

Measurements will include iReady assessments and homework center sign-in sheets.

• People Assigned:

People assigned to the task are teachers and administrators.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Homework Center	\$4,875.00



Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. iReady and other on-line programs are provided to students both during school and at home.

2. READ 180/System 44 are provided for students reading well below grade level.

• Measures:

Student instructional levels will grow as measured by iReady.

• People Assigned:

People assigned to the task are teachers and the Principal.

Start Date: 08/15/2016

Completion Date: 06/08/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Teachers will meet bimonthly during Cycle of Inquiry to ensure CCSS concepts are being taught and readdressed.

- 2. Professional development for new staff around Engage NY and PBL will be provided.
- 3. Release days for planning and observing lessons will also be provided.

• Measures:

The measures will include: Lesson plans, unit plans, unit tests, iReady assessments 3 times a year, and student work.

• People Assigned:

People assigned to the task are teachers, Instructional Coach and Principal.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Staff Release Time for Planning and Observations	\$4,062.50
Local Control Funding Formula State Compensatory Education	Professional Development - conferences/consultant/trainings	\$3,000.00

ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

Parent informational sessions on success in middle school and monthly parent meetings will be held. Translation of all documents in primary language for our Spanish speaking families will be provided.

• Measures:

Measures include sign-in attendance sheets for parent meetings.

• People Assigned:

People assigned to the task are the Principal, teachers and the Community Liaison.

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:

District run informational series of speakers are available for parent groups.

• Measures:

Measures include a sign-in attendance sheet at parent sessions and meetings.

• People Assigned:

People assigned to the task are the District Educational Services Division, Consultants, Trainers and Guest Speakers.

Start Date: 08/15/2016

Completion Date: 06/08/2017

ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

Principal, coach and teachers review WAC and iReady 3 times yearly to discuss student achievement.
 Staff will analyze student assessments including WAC, iReady data, student work samples, and teacher created tests.

• Measures:

Measures include WAC rubrics, student work samples, iReady, and teacher assessments.

• People Assigned:

People assigned to the task are teachers, Instructional Coach and administrators (principal and assistant principal).

Start Date: 08/15/2016

Completion Date: 06/08/2017

GOAL: MATH ACHIEVEMENT

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 use critical thinking and problem-solving.

LCAP Priorities:

• 2 - Implementation of State Standards

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

1) Students make sense of problems and persevere in solving them. Mathematically pro-ficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform alge-braic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. 2) Students reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize-to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent represen-tation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. 3) Students construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, and distinguish between correct logic or reasoning. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. 4) Students model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and react on whether the results make sense, possibly improving the model if it has not served its purpose. 5) Student use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are suf-ficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at

various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. 6) Students attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear defi-nitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and ef-ficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of defi-nitions. 7) Students look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learn-ing about the distributive property. 8) Students look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (might lead them to the general formula for the sum of a geometric series). As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details.

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

Student iReady scores 3 times a year and the annual Smarter Balance scores are used to form the goal of mastery of mathematical concepts.

#	%	•
795		
186	23.4%	
225	28.3%	
207	26.04%	
177	22.26%	
	795 186 225 207	795 186 23.4% 225 28.3% 207 26.04%

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

48% of students met or exceeded standard on the Smarter Balance Assessment for the 2015-2016 school year. We will continue support with daily math talks, implementation of CPM (College Preparatory Math) curriculum, math workshop classes for those struggling, and we will also operate math homework center three days a week.

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

Principal and teachers will evaluate the progress throughout the year through the Cycle of Inquiry process.

Strategy:

Engage New York and CPM curriculum along with Math Talks, Problem of the Month and Writing Across the Curriculum will be used.



Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. All teachers will utilize the Engage New York Module in grade 5 and CPM in grades 6-8th to help with pacing of the CCSS in Mathematics.

- 2. All teachers will be provided a math tool kit to teach the CCSS.
- 3. Number Talks will be incorporated weekly into math classes.
- 4. All teachers will provide time for students to access lessons on iReady.
- Measures:

Measurements include end of unit tests, exit tickets, Mathematics Assessment and Resource Service (MARS) tasks and problem of the month, iReady diagnostics three times a year and iReady lesson post-tests.

• People Assigned:

People assigned include the Principal, classroom teachers, Instructional Coach, and the District Math Liaison/Coaches.

Start Date: 08/15/2016

Completion Date: 06/08/2017



Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

We will purchase support material to supplement the curriculum currently being utilized while teaching CCSS in addition to the adopted curriculum from Engage New York Math, CPM Math, and iReady.

Measures:

Measures will show improved scores on end of unit tests and iReady assessments.

• People Assigned:

People assigned include the Principal, classroom teachers and the Instructional Coach for Math.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Math Supplies	\$5,000.00

Means of Achievement: Extended learning time Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. After school math homework center 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 school web page).

- 3. District Elevate after-school math program will be offered to students near standard.
- Measures:

Measures include attendance sheets, exit tickets, classroom and district math assessments, and classroom work.

• People Assigned:

People assigned include the Principal, classroom teachers and the support team.

Start Date: 08/15/2016 Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	After-school Homework Center	\$4,875.00

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. After school homework center will be provided for students below grade level.
 - 2. Teacher will provide small group instruction for students scoring below standard.
 - 3. In-class opportunities for iReady lessons will be provided.
 - 4. Teachers will plan and support collaborative group work as necessary.
- Measures:

Attendance sheets, lesson plans, observations, student work, unit test scores, and iReady assessments will be used as measures.

• People Assigned:

Principal, classroom teachers, coaches, and Support Staff are assigned to this goal.

Start Date: 08/15/2016

Completion Date: 06/08/2017



Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. School Math Liaison will attend the District Math Team (DMT) Meetings at the District level and report information back to colleagues monthly.

2. Teachers will meet bi-monthly during Cycle of Inquiry to ensure CCSS concepts are being taught and readdressed.

3. Professional Development for new staff around Engage New York and CPM will be held.

4. Release days for planning around Engage New York math and CPM, strategies, CCSS math standards, and iReady will occur at least two times during the year on release days.

4. Teachers participate in East Side Alliance and Silicon Valley Math Initiative professional development.

• Measures:

Staff meetings, lesson plans, observations, student work, and iReady assessments three times a year are all measurements.

• People Assigned:

Principal, classroom teachers, Instructional Coach, and consultants will support this goal.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Teacher Release - Planning and Observation	\$4,062.50
Local Control Funding Formula State Compensatory Education	Professional Development - Conference, Consultant, Training	\$3,000.00

ACTION:INVOLVEMENT OF STAFF, PARENTS AND COMMUNITY

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

Task:

- 1. Parents will be sent their children's results on iReady three times a year.
- 2. Translation of all necessary documentation will be provided.
- 3. School wide data will be reviewed at Back to School Night and with various parent groups.
- Measures:

Meetings will provide information to parents.

• People Assigned:

Principal, teachers, and counselors will support this goal.

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:
 - 1. Translator will be provided for meetings, and the translation of documents as needed.
 - 2. Child care will be provided for parent meetings.
 - 3. Community Liaison will work with our parent groups.
- Measures:

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

• People Assigned:

Community Liaison, translators, Child Care Providers, and administrators will support this goal.

Start Date: 08/15/2016

Completion Date: 06/08/2017

ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Students will be assessed using unit tests and iReady assessments.
 - 2. Results of assessments will be analyzed by 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 level increases. Student work, observations, End of module tests, Exit tickets, and iReady assessments will be used as measures.

• People Assigned:

People assigned are the classroom teacher, site administrators and Instructional and district coaches.

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:

We will accelerate the results of English Learners by meeting AMAO (Annual Measure Accountability Objective) 2 and 3 targets. We will implement a language objective and the use of sentence frames throughout the school using language functions and vocabulary.

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

CELDT (California English Language Development Test) results along with reclassification data were used. Teachers also collected writing samples using Smarter Balance Rubrics for ELA and Mathematics Assessment Resource Service (MARS) Tasks for Math results.



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

Reclassification for students stuck at level 3 on CELDT focuses on Math or the Writing. Students have an easier time progressing on CELDT with reading and speaking.

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

We will utilize the Cycle of Inquiry process during staff and department meetings.

Strategy:

We will utilize Read 180 for level 1-2 CELDT, English 3D (E3D) for level 3-4 CELDT, and Math Workshop classes for students at level 3 on math. Homework center and Wednesday Tutoring by the ELD IA will also be provided.



Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

- 1. Teachers will implement Designated ELD for English Learner (EL) students.
- 2. Teachers will implement Integrated ELD throughout the day in all subject areas as appropriate.
- 3. ELD teacher works with all teachers to provide integrated and designated ELD as appropriate.
- 4. ELD teacher will implement and monitor the CELDT testing process on site.

• Measures:

CELDT results are reviewed annually for progress and monitoring.

• People Assigned:

The people assigned are teachers, ELD teacher, the instructional aide and the site administrators.

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:

1. Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, manipulatives, trade books, Scholastic Magazine).

2. Researched-based English Learner strategies will be used by teachers and instructional assistants.

- 3. Teachers will use technology to support classroom learning.
- Measures:

CELDT, iReady results, teacher observation, and student samples are all measures.

• People Assigned:

Classroom teachers, ELD Teacher, principal, and instructional assistants are all assigned.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula Limited English Proficient	Supplies and Materials for the ELD Program	\$5,500.00

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

Provide English Learner after-school academies and access to homework center.

• Measures:

Attendance rosters and sign in sheets are used as a measure.

• People Assigned:

People assigned are teachers, ELD teacher and the ELD aide.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula Limited English Proficient	Supplies for the Academy	\$350.00

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

• Task:

The staff provides multiple opportunities for small group instruction for the students performing below grade level. The English Language Development (ELD) Teacher will push into general education ELA classes and follow-up with support during the English 3D (E3D) class.

• Measures:

Teacher observations of student progress on iReady and WAC will be used as measures.

• People Assigned:

People assigned include teachers, ELD teacher, and the ELD aide.

Start Date: 08/15/2016

Completion Date: 06/08/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

Task:

The following tasks will occur:

- 1. PLC work/Cycle of Inquiry, planning and student data analysis bi-monthly.
- 2. Release time for PLC (Professional Learning Community) work including data review and lesson/unit planning.
- 3. Release time for ELD professional development will be provided.
- Measures:

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

• People Assigned:

People assigned are teachers and ELD teachers.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula Limited English Proficient	Teacher Release Time for Planning and Observations	\$2,000.00
Local Control Funding Formula Limited English Proficient	Professional Development	\$2,000.00

ACTION: INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

Parent informational monthly meetings in home language for our English Learner (EL) families will be provided. Staff presentations to parents at Hispanic Parent meetings will be provided.

Measures:

Sign-in attendance sheets will be reviewed as a measure.

• People Assigned:

People assigned are site administrators, teachers, counselors and our Community Liaison.

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:
 - 1. Translator will translate parent and community documents as needed.
 - 2. Childcare will be provided at parent meetings.
- Measures:

Measures will be the sign-in attendance sheets.

People Assigned:

People assigned include the site administrators, teachers, counselors and the Community Liaison.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula Limited English Proficient	Translation Services	\$100.00

ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. ELD Teacher coordinates CELDT testing in order to group students for ELD instruction.
 - 2. Administrator and Support Team meet regularly to discuss student progress.

3. Staff will analyze student assessments including CELDT, iReady, Read180, student work samples and teacher made tests.

• Measures:

Meetings and observations by administrator and support team will be reviewed.

• People Assigned:

Classroom teachers, site administrators, ELD teacher, and support team will support the goal.

Start Date: 08/15/2016

Completion Date: 06/08/2017

GOAL: IMPLEMENTATION OF COMMON CORE STANDARDS WITH THE USE OF TECHNOLOGY

GOAL AREA: COMMON CORE IMPLEMENTATION FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

• Students will acquire 21st century skills.

LCAP Priorities:

• 5 - Pupil Engagement

LCAP Goal:

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

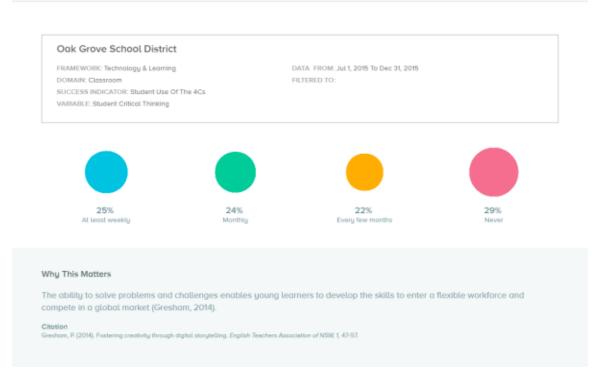
Goal Statement:

All students will reach standard in Common Core Standards areas including subgroups that have historically struggled such as African American, Hispanic and Socio-Economically Disadvantaged (SES) students through the use of technology.

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

Graduating rates, reclassification rates on CELDT, placement in accelerated courses, and behavioral data were all looked at to determine who needed support in accelerating their learning.

Students are asked to identify and solve authentic problems



AP Students are asked to conduct experiments or perform measurements

Oak Grove School District

FRAMEWORK: Technology & Learning DOMAIN: Classroom SUCCESS INDICATOR: Student Use Of The 4Cs VARIABLE: Student Critical Thinking

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

26% At least weekly

28% Monthly

23% Every few months

23% Never

Why This Matters

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

Citation Ebenezer, J., Kaya, O., & Ebenezer, D. (2011). Engaging str ital research projects: Perce ns of fluency with inr logies and levels of scientific inquiry abilities. Journal of Research in Science Teaching, 48(1), 94-116.

Students are asked to conduct research

Oak Grove School District FRAMEWORK: Technology & Learning DATA FROM: Jul 1, 2015 To Dec 31, 2015 DOMAIN: Classroom FILTERED TO: SUCCESS INDICATOR: Student Use Of The 4Cs VARIABLE: Student Critical Thinking

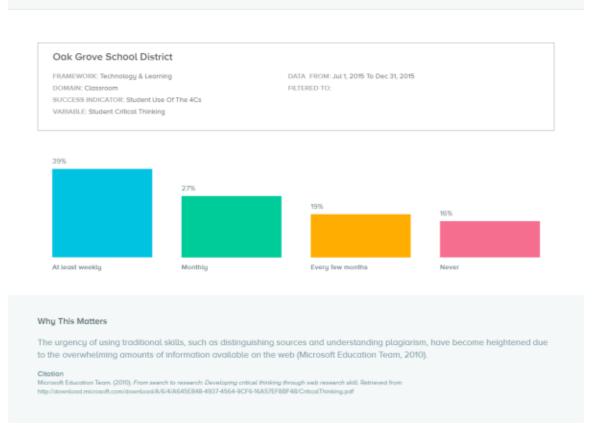


Why This Matters

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

Citation Microsoft Education Team. (2010). From search to research: Developing critical thinking through web research skill. Retrieved from http://download.microsoft.com/download/A/6/4/A645E848-4937-4564-9CF6-16A57EF8BF48/CriticalThinking.pdf

📲 Students are asked to collect and analyze data



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

99% of all students met graduation requirements. Behavioral data mirrored that of our enrollment. We met our reclassification goals as well.

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

Every two weeks teachers use the Cycle of Inquiry to monitor student performance and adjust their teaching so that all students reach standard.

Strategy:

E3D and Read 180 classes, Close Reading and Writing Across the Curriculum as well as after-school tutoring and homework center are strategies used.

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

Teachers will develop unit plans for their content area and incorporate technology and Project Based Learning (PBL) integrated units using the common core standards for their content area.

• Measures:

Teacher unit plans submitted annually, teacher Cycle of Inquiry (COI) data bi-monthly, teacher created assessments and lesson plans are used as measures.

• People Assigned:

People assigned are teachers, Instructional Coach, and Principal.

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:

Teachers will purchase additional supplemental materials for their content area such as, but not limited to, BrainPop for Science and Social Studies, and We Video for all content areas to support the use of technology and PBL.

• Measures:

Measures include unit plans and teacher created assessments.

• People Assigned:

People assigned are teachers, Instructional Coach and Principal.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies and Materials for Technology	\$1,670.00
Local Control Funding Formula State Compensatory Education	Subscriptions - Brain Pop, We Video, etc.	\$2,900.00
Local Control Funding Formula State Compensatory Education	Materials and Supplies	\$597.00

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

Students will be given to access the supplemental materials from home to extend their use of technology and continued work on PBL units.

• Measures:

Measurements include student access logs.

• People Assigned:

People assigned are teachers, Instructional Coach and Principal.

Start Date: 08/15/2016

Completion Date: 06/08/2017

ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

• Task:

Parent information sessions on how to use technology and access the various programs from home to support their students in use of technology and PBL units will be provided.

• Measures:

Measures are the sign-in sheets from parent meetings.

• People Assigned:

People involved include site administrators, the community liaison, Instructional Coach and counselors.

Start Date: 08/15/2016

Completion Date: 06/08/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

Two release days will be given per department so that teachers can plan and observe each other. Three professional development days where staff work to create PBL units and incorporate technology will also be provided. Conference attendance to further teacher development will be offered as well.

• Measures:

Measures included updated unit plans, PBL plans and take aways from conferences.

• People Assigned:

People assigned include teachers, Instructional Coach and Principal.

Start Date: 08/15/2016

Completion Date: 06/08/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Professional Development - Conferences, Consultant and Training	\$7,000.00

ACTION: INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

Parent may attend the Exhibition Night for end of unit presentations.

• Measures:

Sign-in sheets for parents attending the event will be measured.

• People Assigned:

People assigned include teachers, principal, parents, and students.

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:

Work with the Educational Technology (EdTech) and Information Technology (IT) department for support of the technology and technology programs.

• Measures:

Work order logs with IT will be reviewed as a measure.

• People Assigned:

People assigned include Ed-Tech, IT Department, teachers, and Principal.

Start Date: 08/15/2016

ACTION: MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

Principal and teachers will review student work samples and PBL units for technology integration.

• Measures:

Student work samples and rubrics for PBL projects will be used as measures.

• People Assigned:

People assigned include teachers, Principal and Instructional Coach.

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 :	\$61,992.00
Total Annual Expenditures for Current School Plan:	(\$61,992.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$52,042.00
	Strategies and Materials	(\$5,000.00)
	Extended Learning Time	(\$4,875.00)
	Staff Development	(\$4,062.50)
	Staff Development	(\$3,000.00)
	Strategies and Materials	(\$7,000.00)
	Strategies and Materials	(\$4,000.00)
	Extended Learning Time	(\$4,875.00)
	Staff Development	(\$4,062.50)
	Staff Development	(\$3,000.00)
	Strategies and Materials	(\$1,670.00)
	Strategies and Materials	(\$2,900.00)
	Strategies and Materials	(\$597.00)
	Staff Development	(\$7,000.00)
	Balance:	\$0.00
791	Local Control Funding Formula Limited English Proficient	\$9,950.00
	Strategies and Materials	(\$5,500.00)
	Extended Learning Time	(\$350.00)
	Staff Development	(\$2,000.00)
	Staff Development	(\$2,000.00)
	Auxiliary Services	(\$100.00)
	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
Laura Rodrigues Meusel	Principal	Herman	11/17/2016
Helen Fujino	Classroom Teacher		11/17/2016
Kristi Frankina	Parent or Community Member	Herman	11/17/2016
Maria McDuff	Parent or Community Member	Adventure	11/17/2016
Jeremiah Podczaszy	Other School Staff	Herman	11/17/2016
Alka Podder	Parent or Community Member	SSC Chairperson	11/17/2016
Maria Arellano	Parent or Community Member	HABLA/DELAC	11/17/2016
Katelyn Nguyen	Secondary Student		11/17/2016
Isabella Ferreira	Secondary Student		11/17/2016
Judy Zaccheo	Classroom Teacher	Herman	11/17/2016
Wakeysha Taylor	Classroom Teacher	Herman	11/17/2016
Becky Schwartz	Classroom Teacher	Herman	11/17/2016

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	4	1	4	2

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:

Leadership Team	 Signature
CIET/Equity Team	 Signature
Site English Learner Advisory Committee (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:

11/17/2016

Attested:

Laura Meusel, Principal

Typed name of School Principal

Signature of School Principal

Date

Alka Podder

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.

The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led organization working to develop nextgeneration assessments that accurately measure student progress toward college- and career-readiness. Oak Grove School District selected highly acclaimed iReady assessments aligned to CCSS in math and ELA, which are examined three times a year.

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.

Herman staff rigorously monitors student progress bi-monthly, where teachers collaboratively meet as Professional Learning Communities (PLCs) to attentively apply the Cycle of Inquiry (COI) process in the following successive manner:

- review data of reading levels utilizing Read 180 SRI and/or iReady diagnostics,
- analyze writing performance while examining rubrics aligned to the CCSS in Narrative, Informational and Opinion/Argumentative in each major subject area,
- modify instruction according to data revealed, and
- adjust plans of action for focused implementation.

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

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

Oak Grove diligently works collaboratively with the local colleges and neighboring school districts to assist with training new staff to become highly qualified. All teachers in Oak Grove meet federal and state requirements for highly qualified staff.

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 the appropriate training to clear her administrative credential. She receives ongoing professional development during Curriculum and Instruction meetings at the District Office regarding State Board of Education adopted instructional materials as well as topics related to the district focus on math and leadership training on "Rigor, Relevance, and Engagement," through the International Center of Leadership in Education (ICLE).

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.

The Oak Grove Human Resource Department employs effective strategies for attracting highly qualified staff. New staff receives New Teacher Induction support and staff development to meet state guidelines. All staff receives AB 466 training on State Board of Education-adopted instructional materials provided by the district and county office of education. Special Education staff benefit from district professional development as well as support from the district special education coach.

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.

The needs of Herman were identified based upon the district and school goals as well as the performance data of students. Specific training includes the following:

- Project Based Learning
- Engage New York
- Text Complexity and Text Dependent Questions
- Number Talks
- Cycle of Inquiry
- Reading and Writing Across the Content Areas
- Culturally Responsive Teaching and Culturally Relevant Material
- Engagement of students, specifically Hispanic ELs and students of color
- Technology (Chrome books, Google Apps for Education, School City STARS Suite, iReady, Infinite Campus, Google Docs, use of technology in the classroom)
- Differentiated instruction and Response to Intervention
- Designated ELD
- Constructing Meaning
- Positive Behavioral Interventions and Supports (PBIS)
- Student Success Team Process

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

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

Herman immensely benefits from the site based coach for curriculum learning as well as district coaches for Positive Behavior Intervention Support (PBIS) and special educational services. In addition, teachers have the collegial opportunity to visit other classrooms throughout the District to gather ideas to enhance instruction for student success.

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

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

The Continuous Equity Improvement Leadership Team meets regularly to analyze assessments and student work, plan staff development activities, and modify the instructional program. These leaders facilitate grade level and department meetings on monthly adjusted days to further review student work with the entire staff. Teachers in turn use the Cycle of Inquiry process to analyze data, reflect and adjust plans for improved student performance with a laser sharp focus.

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

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

Staff reviews CCSS based instructional materials and seamlessly align curriculum and instruction with thoughtful planning and implementation to 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. Daily practice in higher level reading comprehension 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 at Herman Intermediate School ensures that English-language arts, Mathematical instruction and physical education classes adhere to the recommended instructional minutes by the California Department of Education.

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

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

Herman utilizes the CCSS standards-based lesson pacing guide from Engage New York where the standards are categorized in modules and units. Flexibility in the master schedule accommodates students who may receive more than one period of English-language arts or mathematics for intensive intervention courses.

Fiscal support (EPC):

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

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. As part of the SPSA process, the projected budget is reviewed with the School Site Council for approval. Expenditure of funds aligns to raise the academic achievement of students to the level of State standards of criteria. Activities/actions funded supplement the core educational program for students not yet meeting proficiency. Up to 15 percent are spent for administrative costs, including indirect costs, incurred at the school and district office in support of these programs.

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

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

All students have access to the standards-based core instructional materials with Engage New York and College Preparatory Math. Prevention and intervention strategies ensure that general education and students with disabilities have equal access and success in the core curriculum. Students who experience difficulty mastering standards are given timely additional assistance and increased learning time is offered through Literacy Academies (extended day/week).

Gifted and Talented Education (GATE) is offered at each site. GATE programs are developed by staff, administration, and parents. The identification process begins in third grade, which consists of search, nomination, screening, selection, and review of students with outstanding intellectual, academic, and creative potential. Any staff, parent or administrator may refer students. Referral packets are available in English, Spanish, and Vietnamese. In the spring, every third grader is screened for GATE utilizing district criteria that aligns with state guidelines. 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 opinion receive consideration for entry into the program through the Student Study Team process, in which a provisional placement for a year can be examined to evaluate the ability of students benefiting from the program.

When appropriate, students with special needs may received intensive level IV reading and math programs: System 44 or Read 180 and/or Math 180. READ 180, an effective CCSS reading intervention program, is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

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

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

At the beginning of each year, Herman participates in the Williams Bill textbook audit to ensure all students have access to state approved textbooks and receive rigorous instruction for implementation of the Common Core State Standards and tests. To note, the adopted materials include focused interventions based on specific student performance to support students needing additional resources in learning the Common Core State Standards.

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.

Students who are underperforming may receive collaborative staff assistance during the instructional day as well as during extended day programs. Every student below standards is identified and receive instructional intervention based on student work and assessment results. Progress is monitored through the Cycle of Inquiry (COI) process previously described.

To ensure English learners have equal access and success with CCSS, teachers implement "The California English Language Development Standards," where specific language objectives with use of the gradual release technique as well as strategies from "Constructing Meaning" are thoughtfully planned. Students meeting specific criteria are redesignated to "fluent English proficient," and their progress is monitored by teachers and ELD staff. Assessment of student performance/success is conducted with linguistically appropriate tools.

Students with Disabilities: As required by state, federal, and board policy, students who underperform must be identified immediately and begin interventions through the Response to Intervention (RTI) process beginning in the classroom by the teacher of the student. After all necessary modifications have been implemented (Level 1 and 2 RTI), those who continue to underperform and are monitored through the Student Success Team may be referred for a comprehensive assessment to determine eligibility for special education services. The least restrictive environment along with a continuum of services and placement is considered when students meet eligibility criteria for services. The specially designed instruction program, as identified through the Individualized Education Plan (IEP), is developed in consultation with parents and school staff. Students in the Resource Specialist Program (RSP) may receive services in a variety of ways, which may include direct instruction in a specialized class, in a pull out to a separate classroom or push into the general education classroom. The RSP instructional assistant may provide direct instruction in the general education classroom or as a Response to Intervention support, who works under the supervision of the RSP. The RSP provides ongoing assistance to the general education teachers as needed. Students are evaluated annually to review progress and determine placement in the least restrictive environment. Unless otherwise indicated, students are expected to comply with standard school rules and regulations.

Speech: Students with diagnosed speech and language difficulties receive services from the Speech and Language Pathologist. The frequency and manner of service delivery are identified through the Individualized Education Plan (IEP) process. The program is designed in consultation with parents and school staff. Students may receive services as a pull-out from general education class or may be included in the classroom. The speech and language pathologist works in collaboration with general education classroom teachers to provide a language-enriched program. Students are evaluated yearly to review progress.

Psychologist Services and Counseling Support Services: Students with a need for psycho-educational testing receive the services from the school psychologist. Psychologists may also provide counseling for students. Psychologists provide support to the general education teacher regarding appropriate behavior intervention techniques in the classroom.

Health: Services from the school/District nurses are available upon request. Students participate in mandated screening by the school nurse in vision, hearing, and scoliosis at specified grade levels. School nurses and health clerks provide support to families in need of services by linking them with possible health care providers or health support agencies in the community.

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.

The Oak Grove School District Closing the Achievement Gap (CTAG) Plan addresses the needs of the historically underserved populations. At Herman, the Continuous Equity Improvement Team is responsible for overseeing the activities and training associated with the CTAG Plan. Furthermore, Herman provides an array of services to support student achievement including parent training, educational programs, and counseling services. Educational practices are based on Culturally Responsive Teaching by Geneva Gay, Teacher Expectation and Student Achievement (TESA), Creating Highly Motivating Classrooms for all Students by Margery Ginsberg, and Courageous Conversations by Glenn Singleton.

Guided by the International Center for Leadership in Education (ICLE), Herman is currently learning to implement Quadrant D instruction in regards to high "Rigor, Relevance, and Engagement," for all students.

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

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

Home and School Club (HSC) is an active volunteer organization that supports the educational programs at school. HSC financial assistance from fundraisers provides for field trips, science assemblies, computers, computer programs, library books, classroom supplies, etc.

Home/school communication regularly includes: a parent newsletter, district flyers, School Loop, emails, Facebook, phone calls, and conferences. In addition, Back to School Night and Open House offers parents opportunities to view school programs and student products. Parents are invited to serve on various site and district committees to participate and gain information about educational programs. Furthermore, it should be noted that students and their families come from many

Herman (Leonard) Intermediate 2016-2017

different schools within the District, other public schools outside the district, homeschooling, independent study, and private schools. The need to create a cohesive unit from the variety of constituents has been an important focus annually. Research findings reveal that students do better academically when parents take an active role in the learning of their children, and students are more successful in school when schools have strong linkages with, and respond to, the needs of the communities they serve. We inform parents/guardians that they can directly affect the success in the learning of their children and provide those techniques and strategies that they may use to improve academic success. We initiate consistent and effect two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.

Strategies to increase parent involvement include:

-Sending materials home translated in Spanish and Vietnamese

-Book faire/multi-media night

-Parent Involvement Day Activities

-Parent involvement in multicultural activities around the campus

-Parent involvement in District and Site committees such as School Site Council and District Advisory Council

-Home and School Club, Faculty Association, District Advisory Committee, Hispanic Parent Meetings, and African-American Koffee Klatches.

Additionally, the school utilizes the following strategies for acquiring additional assistance, which may be available to the student at the school and elsewhere in the community
•Other community involvement (e. g. Boys' and Girls' Club, San Jose Public Library)
•Involvement with Community Agencies (e.g. District Attorney Truancy Project, Gang Mediation, Clean
Neighborhood/School)
•Campus Projects (e.g. Campus Beautification)

Numerous local and district committees and parent training programs are in place to gather input from parents as well as to provide training and information. English-language development for parents is offered through Oak Grove School District.

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

Categorical dollars are spent to provide supplementary programs to support student achievement through restructuring of the instructional day, by means of extended day/week/year programs. Interim assessment is monitored and adjustments to the instructional program occur three times per year.

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 meetings on adjusted days, and various staff development offerings where standards, assessment, and performance are discussed. All students, including general education, English Learner (EL), Limited English Proficient (LEP), Fluent English Proficient (FEP), GATE, and Special Education students participate in the core curriculum, and receive supplementary activities/assistance through the categorical funds to support and extend the core program.

SPSA 2016-17 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

Miner (George) Elementary

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

CDS Code: 43696256048136 Principal: Lisa Barlesi, Principal Superintendent: José Manzo Address: 5629 Lean Ave. San Jose, CA 95123-3620 Phone: (408) 225-2144 Email: Ibarlesi@ogsd.net Web Site:



Goals and Actions	Start Date	Completion Date	Amount
» Mathematics			
> Mathematics			
Alignment of Instruction	07/01/2016	06/30/2017	\$0.00
 Strategies and Materials 	07/01/2016	06/30/2017	\$4,000.00
Extended Learning Time	07/01/2016	06/30/2017	\$0.00
 Increased Opportunity 	07/01/2016	06/30/2017	\$0.00
Staff Development	07/01/2016	06/30/2017	\$6,250.00
 Involvement of Staff & Parents 	07/01/2016	06/30/2017	\$0.00
Auxiliary Services	07/01/2016	06/30/2017	\$0.00
Monitoring Program Results	07/01/2016	06/30/2017	\$0.00
» Reading/Language Arts			
English Language Arts			
 Alignment of Instruction 	07/01/2016	06/30/2017	\$136,003.00
Classroom Supplies and Materials	07/01/2016	06/30/2017	\$11,001.00
 Strategies and Materials 	07/01/2016	06/30/2017	\$1,020.00
Extended Learning Time	07/01/2016	06/30/2017	\$3,000.00
 Increased Opportunity 	07/01/2016	06/30/2017	\$43,527.00
Staff Development	07/01/2016	06/30/2017	\$11,071.00
 Involvement of Staff & Parents 	07/01/2016	06/30/2017	\$13,690.00
Auxiliary Services	07/01/2016	06/30/2017	\$0.00
Monitoring Program Results	07/01/2016	06/30/2017	\$0.00
» School Climate			
School Climate			
 Alignment of Instruction 	07/01/2016	06/30/2017	\$0.00
 Strategies and Materials 	07/01/2016	06/30/2017	\$0.00
Extended Learning Time	07/01/2016	06/30/2017	\$0.00
 Increased Opportunity 	07/01/2016	06/30/2017	\$0.00
Staff Development	07/01/2016	06/30/2017	\$0.00
 Involvement of Staff and Parents 	07/01/2016	06/30/2017	\$0.00
Auxiliary Services	07/01/2016	06/30/2017	\$0.00
Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00

Goals and Actions	Start Date	Completion Date	Amount
» English Language Development			
Sendish Language Development			
 Alignment of Instruction 	07/01/2016	06/30/2017	\$0.00
 Strategies and Materials 	07/01/2016	06/30/2017	\$2,000.00
 Extended Learning Time 	07/01/2016	06/30/2017	\$0.00
 Increased Opportunity 	07/01/2016	06/30/2017	\$0.00
Staff Development	07/01/2016	06/30/2017	\$0.00
 Involvement of Staff and Parents 	07/01/2016	06/30/2017	\$0.00
Auxiliary Services	07/01/2016	06/30/2017	\$0.00
 Monitoring Program and Results 	07/01/2016	06/30/2017	\$0.00
Total Annual Expenditures for Current Site Plan: \$231,562.00			

GOALS

GOAL: MATHEMATICS

GOAL AREA: MATHEMATICS FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

• Students will be proficient in core subjects.

LCAP Priorities:

• 4 - Pupil Achievement

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

Based on the Common Core State standards (CCSS), Miner students will become mathematically proficient students. They will analyze, make conjectures, monitor and evaluate their progress, explain correspondences, justify their conclusions, communicate them to others and respond to arguments of others.

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

California Assessment of Student Performance and Progress (CAASPP), iReady, District determined assessments, and other performance based assessments were used.



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

Upon analyzing the CAASPP, Engage New York Module Assessments, iReady Math Assessments, and number talks, we note that students need to deepen understanding of number sense and place value, which are foundational skills to higher level mathematics. We are focusing on the constructed responses to ensure students are able to construct viable arguments and justify their answers in math. We find they are able to do the math problems, but have difficulty explaining their reasoning.

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

Professional Learning Communities/Cycle of Inquiry (PLC/COI) discussions, Administration/Teacher meetings, Continuous Equity Improvement Team (CEIT) meetings, Support Team Meetings, Grade level meetings and planning sessions with coaches all will be used to monitor and evaluate the data.

Strategy:

Strategies include Number Talks, Mathematical Assessment Resource Services (MARS) tasks, Engage New York mathematics lessons, and well-defined collaborative group work.

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. All teachers will utilize the Engage New York Modules to help with pacing of the Common Core Standards in Mathematics.

- 2. All teachers will provide a Daily Math Block to teach the Common Core Math Standards.
- 3. All teachers will utilize the strategy of Number Talks at least three times per week.
- 4. All teachers will provide time each week for students to access lessons on iReady.
- Measures:

End of Module tests, exit tickets, MARS tasks, District determined assessments, iReady lesson post-tests, along with benchmarks in September, January, and May will be used as elements of measure.

• People Assigned:

Principal, Classroom Teachers, Coach, District Math Liaison and Coaches will be the staff assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

We will purchase support material to supplement the curriculum currently being utilized while teaching Common Core Standards, continue implementation of Engage New York Math, and provide iReady access for each student.

• Measures:

Measures of assessment will include improved scores on End of Module tests and District designated benchmarks and iReady assessments.

• People Assigned:

Staff assigned will be the principal, classroom teachers, and coaches.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Classroom math materials and supplies	\$4,000.00

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

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

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. Boys and Girls Club after school program will provide homework opportunity and tutoring.

• Measures:

Measurements will include attendance sheets, exit tickets, classroom and district math assessments, and classroom work.

• People Assigned:

Staff assigned will be the principal, classroom teachers, the Support Team, and the Boys and Girls Club Director.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

Task:

- 1. After school academies will be provided for students below grade level.
- 2. Teachers will provide small group instruction for students scoring below grade level.

- 3. In-class opportunities for iReady lessons will be included in each classroom weekly.
- 4. Teachers will plan and support collaborative group work within the math instruction block.

• Measures:

Attendance sheets, lesson plans, observations, student work, Unit test scores, and District determined assessments will be used.

• People Assigned:

Classroom teachers, principal, coaches, and Support Staff will be responsible.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. School math liaison will attend the District Math Team (DMT) meetings at the District level and report information back to colleagues monthly.

2. Teachers will meet regularly at site grade level meetings to ensure Common Core Standards (CCSS) concepts are being taught.

3. Professional Development around Engage New York math, strategies, Common Core math standards, and iReady will occur at least four times during the year after school (Tuesdays) and will be provided by District math coaches and iReady consultants.

4. Teachers participate in Common Core Math Training at the County Office of Education.

5. District math coaches model/demonstrate in the classroom.

• Measures:

Staff meeting agendas, lesson plans, observations, student work, and District determined assessments will be utilized.

• People Assigned:

Staff assigned are classroom teachers, Principal, math liaison, consultants, and District math coaches.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Sub-Release Teacher Planning	\$5,250.00
Local Control Funding Formula State Compensatory Education	Print Shop Instructional	\$1,000.00

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

Task:

- 1. Parent-teacher conferences will occur in the fall, spring, and as necessary throughout the year.
- 2. Translation of all necessary documentation will be provided.
- 3. Action Team for Partnership (ATP) will create goals and actions around mathematics.
- Measures:
 - 1. Conferences and meetings will provide information to parents.
 - 2. The number of participants at Action Team for Partnership will be noted.
- People Assigned:

Staff assigned will be the principal, classroom teachers, and Community Liaison.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

Translators will be provided for parent conferences and meetings, and the translation of documents. Child care will be provided for parent meetings.

• Measures:

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

• People Assigned:

Community Liaison, translators, child care providers, and the principal will be assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAM RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

- 1. Students will be assessed using unit tests, MARS tasks, and district determined assessments.
- 2. Results of assessments will be analyzed by principal and staff.
- 3. Student achievement will be discussed at staff meetings and release days 3-5 times per year.

• Measures:

Evidence will be in the student achievement levels on student work, observations, End of module tests, Exit tickets, and MARS tasks.

• People Assigned:

Staff assigned to this task are classroom teachers, principal, and coaches.

Start Date: 07/01/2016

Completion Date: 06/30/2017

GOAL: ENGLISH LANGUAGE ARTS

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

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

LEA Goal:

• Students will be proficient in core subjects.

LCAP Priorities:

• 4 - Pupil Achievement

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

Miner students will establish a base of knowledge across a wide range of subject matter, and will become proficient in curricular areas through research and study. Miner students will be 21st Century learners, becoming strong communicators, collaborators, as well as critical and creative thinkers.

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

CAASPP, California Language Development Test (CELDT) data, iReady results, Running Records data were all used to form this goal.





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

Reviewing the data, especially the new CAASPP data, we note that students need to deepen skills in close reading and understanding of non-fiction text. Attention to details found in non-fiction text, leading to deep understanding, is crucial.

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

We will analyze student achievement improvements on District determined assessments, such as iReady; Performancebased assessments such as Sobrato Early Academic Language (SEAL), Project Based Learning (PBL) Projects, and Writing Portfolios.

Strategy:

Teachers are teaching yearly thematic units based on CCSS. Teachers are focusing on the 21st Century skills (Communication, Collaboration, Critical Thinking, Creative Thinking).

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

2. The coaches will be utilized to co-teach, model, and coach the teachers on an on-going basis.

3. Teachers will implement Designated and Integrated English Language Development (ELD) to support the English Language Learners and the English-only learners to develop stronger language skills.

4. Teachers will use Guided Reading during their teaching day to improve the students' instructional and independent reading levels.

5. Teachers TK-3 will participate in the Sobrato Early Academic Language (SEAL) model, and practice the strategies with their students to support language development.

• Measures:

Data collected will include iReady end of lesson assessments, Project Based Learning (PBL) presentations, student work, and other District measures as determined.

• People Assigned:

Staff assigned will be Literacy and English Learner Teacher Partner coaches, the principal, and classroom teachers.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Literacy Coach	\$136,003.00

ACTION: CLASSROOM SUPPLIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

Monies will be used toward the purchase of materials and supplies that support mastery of the English Language Arts Common Core Standards, the costs of copies (using copier and print shop) and providing support to copy materials (example copier and maintenance agreement), the cost of telephone, and other operating expenses to support classroom instruction.

• Measures:

Student results will increase due to aligned classroom materials, as measured by CAASPP, iReady, and teacher and district-made assessments.

• People Assigned:

The principal and staff are responsible.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	classroom supplies, technology, print shop	\$7,639.00
Local Control Funding Formula State Compensatory Education	Supplies and materials	\$3,362.00

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

Action Type: Form A: Planned Improvements in Student Performance

Task:

1. We will provide a variety of instructional materials to improve student achievement and align to the Common Core English Language Arts Standards.

2. All students will use a variety of multimedia materials such as computers, videos, DVDs, and iPads to increase skills.

3. We will provide licenses and access to Reading A-Z, RAZ Kids, and iReady.

4. We will utilize a computer technician consultant to manage the technology issues that arise weekly.

• Measures:

Increased performance will be measured by California Assessment of Student Performance and Progress (CAASPP), Rigby, iReady, Administrator walk-throughs and observations, teacher observation, student work samples, and the Computer Technician Consultant log.

• People Assigned:

Staff assigned are teachers, the principal, coaches, computer technician, and the technology liaison.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Reading A-Z, Raz Kids	\$1,020.00

ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. We will provide a variety of before/after school interventions (Academies, Boys and Girls Club).

2. An outside Tech Consultant and the School Tech Liaison will maintain the Chromebooks, computer lab and classroom computers on the network.

3. We will provide after school seminars for GATE students.

• Measures:

Data from academies, the Title I intervention providers, Boys and Girls Club, and teacher and principal observations will be used as measurement.

• People Assigned:

Teachers, Principal, Title I intervention providers, the technology consultant, Technology Liaison, and the GATE teacher are assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	GATE Instructor	\$0.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Technology Consultant	\$3,000.00

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. A reading specialist provides extra support to kindergarten through second grade through Reading Recovery and small reading group instruction.

- 2. After school academies are held for students reading below grade level.
- 3. iReady and other on-line programs are provided to students both during school hours and at home.
- 4. READ 180/System 44 instruction is provided for 5th and 6th grade students reading well below grade level.

• Measures:

Student instructional levels will grow as measured by Rigby, iReady, and running records. Increased student engagement will be noted by classroom teachers and the Principal.

• People Assigned:

The reading specialist, coaches, classroom teachers, and the principal are assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Reading Specialist .40 FTE	\$24,444.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	San Lorenzo Valley Unified Continuing Contact for Reading Recovery	\$750.00
Local Control Funding Formula State Compensatory Education	Reading Specialist .15 FTE	\$18,333.00

ACTION: STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Release time for teachers TK-3 participating in SEAL model training will be provided.
 - 2. Release time for teachers 4-6 participating in Project Based Learning (PBL) with a consultant will be provided.
 - 3. Professional materials for SEAL and PBL teachers will be purchased.
 - 4. Release time for teachers to meet with coaches and grade level colleagues across schools will be provided.
 - 5. A teacher-leader participates in the District Literacy Team (DLT) and shares information with colleagues.
 - 6. Professional Development for all teachers in Writers' Workshop will be provided.
- Measures:

Measures of achievement will include SEAL implementation, observation, notes from Professional Learning Communities (PLC) and Cycle of Inquiry (COI) notes.

• People Assigned:

Staff assigned are the principal, teachers, coaches, and the reading specialist.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Sub- Release Teacher (20 planning days)	\$6,604.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Momentum in Teaching	\$4,052.00
Local Control Funding Formula State Compensatory Education	Workshop Expenses (Writers' Workshop)	\$415.00

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Action Team for Partnership (ATP) will create goals and actions around English Language Arts.

2. The Parent Involvement Component of SEAL includes Parent Workshops throughout the year.

3. The Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She will translate information in Spanish, and interpret at parent meetings. She will conduct home visits and make phone calls home to increase communication with parents.

• Measures:

Improved student achievement will be noted based on District assessments and teacher observation.

• People Assigned:

Staff assigned include teachers, the principal, the community liaison, and coaches.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Community Liaison 1hr extra per day	\$13,690.00



Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Translator will translate parent and community documents.
 - 2. Childcare will be provided at parent meetings.
- Measures:

Increased parent involvement as measured by increased numbers at meetings (sign in sheet).

• People Assigned:

Staff assigned are translators, the community liaison, and child care providers.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Childcare	\$0.00

ACTION:MONITORING PROGRAM RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

The principal, coaches and teachers meet 3-5 times yearly to discuss student achievement.
 Staff will analyze student assessments including Rigby, running records, iReady data, student work samples, and teacher created tests.

• Measures:

Measurements will include meetings and observations by administrator and Support Team: literacy coach, ELTP coach, Resource Specialist (RS), Speech Therapist, and School Psychologist.

• People Assigned:

Classroom teachers, principal, coaches, Speech, Resource Specialist Provider (RSP), School Psychologist and Community Liaison are assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017



GOAL AREA: SCHOOL CLIMATE

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

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

LCAP Priorities:

• 6 - School Climate

LCAP Goal:

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

Goal Statement:

The staff, students, parents and administration will focus on a positive and inclusive school climate at Miner Elementary, using Positive Behavioral Interventions and Supports (PBIS). A positive school climate will serve to improve morale, emphasize school pride, involve the school community and offer students chances to excel in both academic and non-academic success. Miner will reduce the number of major referrals by 10% from last year.

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

Surveys were taken from staff; behavior incidents were logged into computer (Infinite Campus) and analyzed over a three year period; the Safe School Plan data was analyzed. Discipline data from Infinite Campus was analyzed.

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

The number of major behavioral incidents, including those resulting in suspension, continues to decline. There were 20 suspensions in 2014-2015, and 18 in 2015-2016.

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

Discipline data will be entered as it happens. There will be monthly meetings of the PBIS team to review progress, and monthly reports will be made to all staff.

Strategy:

Daily recognition of students displaying desired behaviors (Responsibility, Safety, Respect, Kindness) will occur. All staff will be involved in rewarding students with Mustang Merits as acknowledgment. One student from each class will be recognized daily during morning announcements.

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

Task:

1. Teachers teach all desired behaviors in all geographic locations at beginning of the year, and re-teach as necessary. For example, "What does is look like to be SAFE on the playground?"

2. Teachers will utilize their training and materials to reinforce PBIS in order to increase positive student behavior in the classroom and on campus.

3. Assemblies will be held monthly to promote the positive behavior expectations.

• Measures:

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

• People Assigned:

All certificated and classified staff implement PBIS.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Purchase of chains, tags, merits for student incentives will be made.
 - 2. Mustang Merits and tags are handed out daily; students are recognized publicly.

• Measures:

- 1. All staff will give Miner Merits to students demonstrating respect, responsibility, safety or kindness.
- 2. Teachers will send one Merit daily to the office to be announced during morning announcements.
- 3. Those students announced receive a tag for their chain.

• People Assigned:

Staff assigned include the principal, teachers, support staff, and classified staff.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

4th-6th grade students have the opportunity to be involved in Student Council.

• Measures:

The number of disciplinary incidents and referrals will decrease. Student academic performance will increase as a result of the positive climate on campus.

• People Assigned:

The principal, teachers, and all staff are assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

• Task:

- 1. 4th, 5th and 6th graders participate in Vocal and Performing Arts.
- 2. TK-3rd graders receive instruction in music.
- 3. 2nd graders receive instruction in art.
- Measures:

Students show positive behavior.

• People Assigned:

The principal, District music instructors, and outside art and music instructors coordinate and implement this increased opportunity.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

Teachers will participate in Positive Behavioral Interventions and Supports (PBIS) trainings. Staff will discuss PBIS at staff meetings and Continuous Equity Improvement Team (CEIT) meetings.

• Measures:

The Infinite Campus database on student behavior will be reviewed at staff meetings and CEIT meetings.

• People Assigned:

The principal, teachers, and all staff are assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. All staff will work to create a climate where parents feel safe and welcome on campus, in classrooms, at events, and on field trips.

2. The Principal will meet with parents regarding Parent Involvement. Parents will give input for Title I Parental Involvement Policy.

3. Staff will work with Home and School Club to meet the needs of all students and families.

4. The Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She will translate information in Spanish, and interpret at parent meetings. She will conduct home visits and make phone calls home to increase communication with parents.

5. Miner teachers and parents are participating in the Family Engagement Intervention Program (FEIP), working together to increase parent involvement.

• Measures:

1. Increase in attendance at school wide events (Back to School Night, Open House, Movie Nights, Home and School Club) will be noted.

2. Increase in attendance at parent/teacher conferences and parent meetings will be noted.

3. Student attendance will increase. Completion of classroom assignments and class participation will increase due to communication between home and school.

• People Assigned:

Staff assigned include the principal, classroom teachers, and Community Liaison.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

- 1. We will provide noon duty supervisors to supervise TK-6 graders during the lunch period.
- 2. Students will be referred to Counseling Services through Alum Rock Center on an as-needed basis.

• Measures:

- 1. Reduced referrals and behavioral incidents will be noted.
- 2. Support Team notes from meetings regarding Counseling referrals will be kept and analyzed.

• People Assigned:

Assigned staff include the principal, Noon Duty Supervisors, and Support Staff members.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

PBIS data is reviewed by CEIT and staff on a monthly basis.

• Measures:

We will collect data in Infinite Campus and provide printouts for staff.

• People Assigned:

Assigned staff include the principal, CEIT team, and classroom teachers.

Start Date: 07/01/2016

Completion Date: 06/30/2017

GOAL: ENGLISH LANGUAGE DEVELOPMENT

GOAL AREA: ENGLISH LANGUAGE DEVELOPMENT FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

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

LCAP Priorities:

• 8 - Other Pupil Outcomes

LCAP Goal:

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

Goal Statement:

All English learners will increase a minimum of one or more proficiency levels on CELDT (California English Language Development Test) annually in order to be proficient in grade level CCSS as well as CELDT.

Students will use the 21st Century Skills of collaboration and communication.

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

Results from CAASP and CELDT were used to form this goal.



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

The analysis revealed that creation of structured activities within the classroom involving collaboration and communication will be beneficial to English Language learners; strengthening skills in oral and written communication in English is also critical.

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

We will use the following to monitor and evaluate the data: CELDT, District designated assessments, observation.

Students making progress during the school year should be moving groups as they improve.

Strategy:

Strategies to be used include the SEAL model in TK-3; READ 180/System 44 for EL levels 2,3 in 5th and 6th grade. Teachers work with the ELTP coach, and discuss progress and needs of EL students and strategize together.



Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

• Task:

- 1. Teachers implement Designated ELD at all grade levels.
- 2. Teachers implement Integrated ELD throughout the day in all subject areas.
- 3. ELTP coach works with all teachers to provide integrated and designated ELD.
- 4. ELTP coach will implement and monitor the CELDT testing process on site.
- 5. Teachers in TK-3 will implement strategies learned in SEAL.

• Measures:

Data from the CELDT will be analyzed yearly.

• People Assigned:

Assigned staff include classroom teachers, ELTP coach, the principal, the District English Learner Administrator, and the Literacy Coach.

Start Date: 07/01/2016

Completion Date: 06/30/2017



Means of Achievement: Improvement of instruction strategies and materials

Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. Designated ELD will utilize flexible small groups based on instructional need.

2. Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, realia, manipulatives, tradebooks, Scholastic Magazine).

- 3. Researched-based English Learner strategies will be used by teachers and instructional assistants.
- 4. Teachers will create a print-rich environment (TK-3 using SEAL strategies).
- 5. Teachers will use technology to support classroom learning.
- 6. Teachers will utilize the leveled book room.
- 7. Materials will be purchased to support best practices (SEAL, PBL).
- Measures:

Assessment measures include: CELDT, iReady, teacher observation, and student work samples.

• People Assigned:

Staff assigned include classroom teachers, the ELTP coach, the principal, instructional assistants, and the Support Team.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Classroom Materials	\$2,000.00



Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

We will provide English Learner after school Literacy Academies.

• Measures:

Measures include data from CELDT and iReady.

• People Assigned:

Classroom teachers, the principal, Support Staff, the ELTP and Literacy Coach are assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

• Task:

The staff provides multiple opportunities for small group instruction for the students performing below grade level.

• Measures:

Teacher observations of student progress are conducted daily.

• People Assigned:

Classroom teachers and coaches are assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. PLC work/Cycle of Inquiry, planning and student data analysis will be accomplished on professional development days.

- 2. Release time for PLC work, planning, and data analysis will be provided.
- 3. Release time for SEAL professional development will be provided.

• Measures:

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

• People Assigned:

Classroom teachers, the principal, the Literacy and ELTP coaches, District Office personnel, as well as SEAL facilitators and trainers will be utilized.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

Family nights and Gallery Walks during class time will be scheduled.

• Measures:

Improved student achievement will be noted, based on District assessments and teacher observation.

• People Assigned:

All staff, the principal, and coaches are assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Translator will translate parent and community documents.
 - 2. Childcare provided at parent meetings.
- Measures:

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

• People Assigned:

Translators, the community liaison, District Office personnel, and the principal are assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. The ELTP coach coordinates CELDT testing in order to group students for ELD instruction.
 - 2. The administrator and Support Team meet regularly to discuss student progress.

3. Staff will analyze student assessments including CELDT, running records, student work samples and teachermade tests.

• Measures:

Measurements include meetings and observations by the administrator and Support Team.

• People Assigned:

Classroom teachers, the principal, the ELTP and Literacy coaches, and the Support team are assigned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget :	\$231,562.00
Total Annual Expenditures for Current School Plan:	(\$231,562.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$201,202.00
	Strategies and Materials	(\$4,000.00)
	Classroom Supplies and Materials	(\$7,639.00)
	Alignment of Instruction	(\$136,003.00)
	Strategies and Materials	(\$1,020.00)
	Extended Learning Time	(\$0.00)
	Extended Learning Time	(\$3,000.00)
	Increased Opportunity	(\$24,444.00)
	Increased Opportunity	(\$750.00)
	Staff Development	(\$6,604.00)
	Staff Development	(\$4,052.00)
	Involvement of Staff & Parents	(\$13,690.00)
	Auxiliary Services	(\$0.00)
	Balance:	\$0.00
790	Local Control Funding Formula State Compensatory Education	\$30,360.00
	Staff Development	(\$415.00)
	Strategies and Materials	(\$2,000.00)
	Increased Opportunity	(\$18,333.00)
	Classroom Supplies and Materials	(\$3,362.00)
	Staff Development	(\$5,250.00)
	Staff Development	(\$1,000.00)
	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
Madeline Chandler	Parent or Community Member	madelinechandler@sbc	11/07/2016
Lisa Barlesi	Principal	lkbarlesi@ogsd.net	11/07/2016
Angie Arellano	Other School Staff	aarellan@ogsd.net	11/07/2016
Yesenia Butter	Parent or Community Member	nerdchick43@yahoo.com	11/07/2016
Kristen Hoobler	Parent or Community Member	krisshoobler@gmail.com	11/07/2016
Ningsih Bruton	Parent or Community Member	ibuthomas@yahoo.com	11/07/2016
Sabrina McDaniel	Classroom Teacher	smcdaniel@ogsd.net	11/07/2016
Brianna Margozzi	Classroom Teacher	bmargozzi@ogsd.net	11/07/2016

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:

Hispanic Parent Group	 Signature
Staff Meeting	 Signature
Site English Learner Advisory Committee (SELAC)	 Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on:

11/07/2016

Attested:

Lisa Barlesi, Principal

Typed name of School Principal

Signature of School Principal

Date

Madeline Chandler

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 may use formative assessments to inform the instruction in the classroom. We will also use the Smarter Balanced interim assessment mid-January to determine if students are at standard. iReady is used in fall and spring to measure levels in math and ELA for grades K-6.

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 using the Cycle of Inquiry process to monitor student progress monthly. Teachers will monitor students' reading levels through Guided Reading Running Records and iReady assessments. During the Cycle of Inquiry process, teachers will modify their instruction to meet the needs of students. Through Number Talks and MARS Tasks, staff will gain insight on students' understanding of mathematical practices. The ELA and Math Unit Tests will also 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.
- 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.

Oak Grove provides new teachers to the profession an Induction Program 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.

The needs of the school were identified based upon the district and school goals, and the performance data of students. Specific training has been and will be provided as follows:

- Common Core State Standards Implementation
- Text Complexity and Text Dependent Questions
- Number Talks
- MARS Tasks
- Cycle of Inquiry
- Four types of reading and writing (guided, shared, independent)
- Culturally Responsive Teaching and Culturally Relevant Materials

- Engagement of students, specifically Hispanic ELs and students of color
- Technology (integrated use of technology in the classroom, such as Google Apps and Classroom)
- Differentiated instruction and Response to Intervention
- Positive Behavioral Interventions and Supports (PBIS)
- Student Success Team Process

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

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

There are district coaches for integrating technology in all content areas, Positive Behavior Intervention Support (PBIS), CCSS Mathematics, Project Based Learning and ELA, and English-language development Teaching Partners (ELTP) who assist teachers throughout the district in the Cycle of Inquiry, Common Core Balanced Literacy, and implementing the English Language Arts/English Language Development (ELA/ELD) Framework.

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

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

Teacher leaders meet regularly to review student work and assessments. Continuous Equity Improvement (leadership) Team meetings are scheduled once per month with emphasis on analyzing assessments, student work, planning staff development activities, and modifying the instructional program.

Grade level collaboration occurs weekly, as well as on the adjusted days. Teachers use the Cycle of Inquiry process to analyze data, reflect and plan.

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

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

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

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

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

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

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

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

The instruction of grade level CCSS in ELA and math are mapped out prior to the start of the year. The standards are broken into integrated units of study (the integration of ELA with science and social studies). 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.

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.

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 general education and special needs students have access to and success in the core curriculum. Students who experience difficulty mastering standards are given timely additional assistance and increased learning time is offered through the following programs: Literacy Academies (extended day/week), Safe School Specialist, and Community Liaisons who assist in ensuring good student attendance. Assessment data for Gifted And Talented Education (GATE) students is disaggregated and dealt with as part of the annual review. Three staff meetings are scheduled by the District each year to

share ideas, and brainstorm 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 (SSTs) have the ability to make a provisional placement for a 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 State approved instructional materials. The materials also provide intervention materials to support students needing additional resources in learning the standards. Oak Grove students and staff will implement the Common Core State Standards, tests, and instructional strategies.

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

- 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.

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 the 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 ELD staff. Assessment of student performance/success is conducted with linguistically appropriate tools.

Resource Specialist Program (RSP): After all necessary modifications have been implemented, and a student has been reviewed through the Student Success Team process, mandated assessment for eligibility for special education services occur. When students with specific learning disabilities have met eligibility criteria for services, they are placed in the Resource Specialist Program. This program is designed to provide support to students who are placed in a regular education classroom for more than 50% of the school day. The specially designed instruction program, as identified through the Individualized Education Plan (IEP), is developed in consultation with parents and school staff. The Resource Specialist may provide direct instruction as a pull out to a separate classroom or may work directly in the general education classroom. The instruction may be individualized or small group.

In addition, Adapted Physical Education (APE) is utilized when appropriate. Instructional support may be offered in combination with non-identified students. The RSP instructional assistant may provide direct instruction in the general education classroom to identified and non-identified students. The instructional assistant works under the supervision of the RSP teacher. The RSP teacher provides ongoing assistance to the general education teachers as needed. Students are evaluated yearly to review progress and determine placement in the least restrictive environment. All special education students are fully included into the educational program.

Speech: Students with diagnosed speech and language difficulties receive services from the Speech and Language Pathologist. The frequency and manner of service delivery are identified through the Individualized Education Plan (IEP) process. The program is designed in consultation with parents and school staff. Students may receive services as a pull-out from general education class or may be included in the classroom. The speech and language pathologist works in collaboration with general education classroom teacher to provide a language-enriched program. Students are evaluated yearly to review progress.

Psychologist Services and Counseling Support Services: Students with a need for mandated psycho-educational testing receive the services from the school psychologist. Psychologists may also provide counseling for students. Psychologists provide support to the general education teacher regarding appropriate behavior intervention techniques in the classroom.

Health: Services from the school/District nurses are available upon request. Students participate in mandated screening by the school nurse in vision, hearing, and scoliosis at specified grade levels. School nurses and health clerks provide support to families in need of services by linking them with possible health care providers or health support agencies in the community.

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

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

Rigor, relevance, and relationships are three elements that provide the hallmark for education today. These three elements are integrally connected; if one is missing in a teacher's teaching practices, he or she is not doing his or her best to prepare students for success in school and in life. To ensure the inclusion of both rigor and relevance, the International Center

created the Rigor/Relevance Framework for teachers to use to examine curriculum and plan instruction and assessment. The framework consists of four quadrants that reflect these two dimensions of higher standards and student achievement: (1) "Knowledge taxonomy," which describes the increasingly complex ways in which we think; and (2) Application Model developed by the International Center, which describes five levels of relevant learning.

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

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

Home and School Club is an active volunteer organization that supports the educational programs at school. Their financial assistance from fundraisers provides for field trips, science assemblies, computers, computer programs, library books, science camp, and classroom supplies. Home/school communication: The Parent Newsletter goes home along with other District flyers. Teachers contact parents on a regular basis through newsletters, the weekly envelope, 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 support programs.

Parent conferences to set goals for students are held in the fall, and conferences to review student work and report cards are held in the Spring. Students and their families come from many different schools within the District, from other public schools, from home schooling, and from private schools. The need to create a cohesive unit from so many diverse parts has been an important focus each school year. Staff, parents, and students are aware of establishing precedents and creating a program which will serve to create a unified and safe school environment. Research findings tell us that students do better academically when parents take an active role in their children's learning, and students are more successful in school when schools have strong linkages with, and respond to, the needs of the communities they serve. We inform parents/guardians that they can directly affect the success of their children's learning and provide those techniques and strategies that they may use to improve their children's academic success. We initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.

Strategies to increase parent involvement include:

- Sending materials home translated in Spanish
- Book faire/multi-media night
- Parent Involvement Day Activities
- · Parent involvement in multicultural activities around the campus
- Parent involvement in District and Site committees such as School Site Council and District Advisory Council
- Home and School Club, District Advisory Committee, Hispanic Parent Meetings, and African-American Koffee Klatches.

Additionally, the school utilizes the following strategies for acquiring additional assistance, which may be available to the student at the school and elsewhere in the community:

- Other community involvement (e.g. Boys' and Girls' Club, San Jose Public Library)
- Involvement with Community Agencies (e.g. District Attorney Truancy Project, Gang Mediation, Clean Neighborhood/School)
- Campus Projects (e.g. Campus Beautification)

Numerous local and district committees and parent training programs are in place to gather input from parents as well as to provide training and information. English-language development for parents is offered through Oak Grove School District. Staff works with on-campus childcare providers to ensure their programs are aligned to district instruction.

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 School Site Council (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 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) :

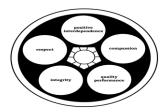
- Goal 1: All students will be proficient in all subject areas.
- Goal 2: We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities.
- Goal 5: We will actively engage parents and community members in supporting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

Miner (George) Elementary 2016-2017

Programs are provided to support student achievement through restructuring of the instructional day, by means of extended day/week/year programs. Assessments are monitored and adjustments to the instructional program occur three times per year. 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 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 categorical funds to support and extend the core program.

SPSA 2016-17 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District



Sakamoto Elementary

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

CDS Code: 43696256072144 Principal: Jenay Enna, Principal Superintendent: José Manzo Address: 6280 Shadelands Dr. San Jose, CA 95123-4645 Phone: (408) 227-3411 Email: jenna@ogsd.net Web Site:



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

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

GOALS

GOAL: ENGLISH LANGUAGE ARTS IMPROVEMENT

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

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

LEA Goal:

• Students will be proficient in core subjects.

LCAP Priorities:

• 2 - Implementation of State Standards

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

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

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

The following data were used to form the goal:

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



Ethnic Subgroups	ELA		Math	
Ennic subgroups	# Tested 🕌	Overall	# Tested 🕴	Overall
All	328	44.21%	329	50.76%
White	122	40.16%	122	45.08%
Hispanic or Latino	105	58.09%	105	70.48%
Asian	56	19.65%	57	21.05%
Two or more races	18	38.89%	18	44.45%
Filpino	14	50.00%	14	57.14%
Black or African American	10	70.00%	10	70.00%
Native Havrailan or Pacific Islander	2	100.00%	2	0.00%
American Indian or Alaska Native	1	100.00%	1	100.00%
Other Enhancement		ELA		Math
Other Subgroups	# Tested 🕌	Overall	#Tested 🕴	Overall
Socioeconomic Disadvantage	28	67.86%	28	71.43%

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

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

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

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

Strategy:

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

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

All teachers will:

- use the district curriculum, Expeditionary Learning, Sobrato Early Academic Literacy (SEAL), and Project Based Learning (PBL).
- engage in support from the district literacy coach and English Learner teacher partner in implementation of curriculum through co-teaching, modeling, and giving feedback.
- implement Designated and Integrated English Language Development to support the English Language Learners and the English-only learners to develop stronger language skills.
- o teach Guided Reading during the day to improve the students' instructional and independent reading levels.
- o 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
- o iReady end-of-lesson assessments
- o PBL presentations
- $\circ~$ Student written work
- District assessments

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

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

o Student presentations

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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



Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

Single Plan For Student Achievement Report

• Task:

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

- $\circ~$ Scholastic News supplemental reading materials
- BrainPop and BrainPop Jr.
- $_{\odot}\,$ Before or after school academies for students reading below grade level
- o Guided Reading and other small group instruction
- o In class time for iReady
- o READ 180/System 44 for 4th 6th grade students reading well below grade level

• Measures:

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

• People Assigned:

All classroom teachers and principal will participate in this task.

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following will be provided:

- 1. Release time for teachers TK-3 participating in SEAL model training.
- 2. Release time for teachers 4-6 participating in Project Based Learning with a consultant.
- 3. Professional materials for SEAL and PBL teachers.
- 4. Release time for teachers to meet with grade level colleagues across schools; coaches.
- 5. Teacher leader participates in the District Literacy Team (DLT) and shares information with colleagues.
- 6. Professional Development for all teachers in ELD and rigorous instruction in reading and writing.
- Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Translator will translate parent and community documents.
 - 2. Childcare will be provided at parent meetings.
- Measures:

We will increase parent involvement as measured by increased numbers at meetings (sign in sheet).

• People Assigned:

The principal is responsible for ensuring the services are provided.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

Principal, coaches and teachers meet 3-5 times yearly to discuss student achievement.
 Staff will analyze student assessments including running records, iReady data, student work samples, and teacher created tests.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

GOAL: MATHEMATICAL PROFICIENCY

GOAL AREA: MATHEMATICS FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

• Students will be proficient in core subjects.

LCAP Priorities:

• 2 - Implementation of State Standards

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

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

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

The following data will be used to monitor the goal:

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

Total # of Students Tested:	329				SBAC Report chart
Standard Not Met	77	23.40%		dard Exceeded	
Standard Nearly Met	90	27.36%		USIO EXCERCIO	Standard Not Met
Standard Met	93	28.27%			
Standard Exceeded	69	20.97%			

Filipia Eulorouga		ELA		Math	
Ethnic Subgroups	# Tested 💡	Overall	# Tested 🕴	Overall	
AE	328	44.21%	329	50.76%	
Mhite	122	40.16%	122	45.08%	
Hispanic or Latino	105	58.09%	105	70.48%	
Asian	56	19.65%	57	21.05%	
Two or more races	18	38.89%	18	44.45%	
Filipino	14	50.00%	14	57.14%	
Black or African American	10	70.00%	10	70.00%	
Native Hawaiian or Pacific Islander	2	100.00%	2	0.00%	
kmerican Indian or Alaska Native	1	100.00%	1	100.00%	
		ELA		Math	
Other Subgroups	# Tested 🚽	Overall	#Tested 🕴	Overall	
Socioeconomic Disadvantage	28	67.86%	28	71.43%	

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

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

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

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

Strategy:

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

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

All teachers will:

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

• Measures:

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

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

• People Assigned:

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

Start Date: 07/01/2016

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

The following tools will be used to monitor student progress:

- $\circ~$ End of Module Assessment
- o Exit Tickets
- o iReady math assessments
- o Dreambox math data
- \circ CAASPP
- People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following interventions will be offered:

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

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

• People Assigned:

All classroom teachers and principal will participate in this task.

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

Task:

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

• Measures:

Student performance will be monitored using:

- $\circ~$ End of Module assessments
- o Daily work
- o Exit Tickets
- \circ CAASPP
- o iReady math assessments
- o Dreambox math

• People Assigned:

All classroom teachers and principal will participate in this task.

Start Date: 07/01/2016

Completion Date: 06/30/2017

GOAL: IMPROVING STUDENT BEHAVIOR & PROMOTING POSITIVE SCHOOL CLIMATE

GOAL AREA: SCHOOL CLIMATE FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

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

LCAP Priorities:

• 6 - School Climate

LCAP Goal:

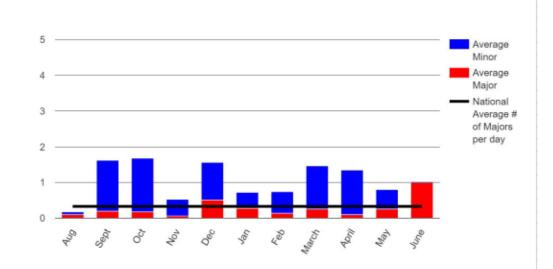
• School and classroom environments support learning, creativity, safety and engagement.

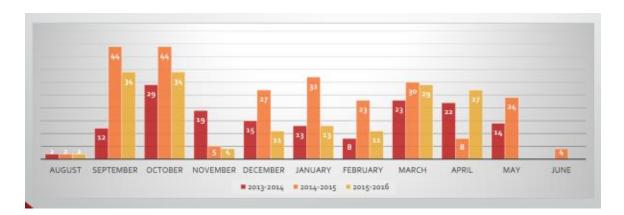
Goal Statement:

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

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

We reviewed the Behavior Event referrals from 2015-16.





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

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

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

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

Strategy:

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

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

All certificated and classified staff implement PBIS.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

The entire staff is involved in PBIS implementation.

Start Date: 07/01/2016

Completion Date: 06/30/2017



Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

- o 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
- o Admin Interview: 15 min Interview with Principal
- Student Interviews: Asking students 3 questions during their recess and lunch: What are the behavior expectations? What do they mean? Have you been acknowledged/rewarded in the last 2 weeks for showing these expectations?
- Staff Interviews: 7 question survey with the staff (10 questions for staff on the PBIS team) about the implementation of PBIS as well as safety procedures
- Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

GOAL: TECHNOLOGY

GOAL AREA: TECHNOLOGY FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

• Students will acquire 21st century skills.

LCAP Priorities:

• 2 - Implementation of State Standards

LCAP Goal:

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

Goal Statement:

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

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

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

Students are asked to conduct research

Oak Grove School District FRAMEWORK: Technology & Learning DATA FROM: Jul 1, 2015 To Dec 31, 2015 DOMAIN: Classroom FILTERED TO: SUCCESS INDICATOR: Student Use Of The 4Cs VARIABLE: Student Critical Thinking



Why This Matters

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

Citation Microsoft Education Team. (2010). From search to research: Developing critical thinking through web research skill. Retrieved from http://download.microsoft.com/download/A/6/4/A645E848-4937-4564-9CF6-16A57EF8BF48/CriticalThinking.pdf

📲 Students are asked to collect and analyze data





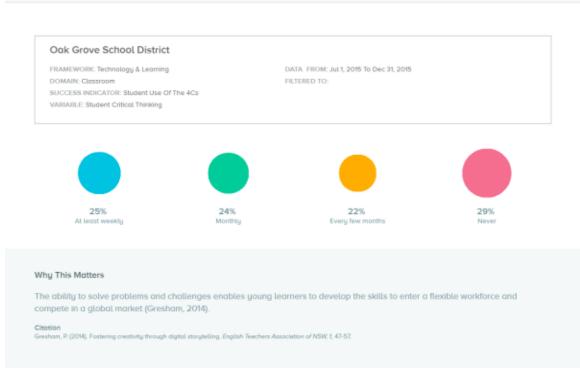
Why This Matters

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

Citation

Microsoft Education Team. (2010). Fram search to research: Developing critical thinking through web research skill. Retrieved from http://download.microsoft.com/download/M6/4/A645E848-4937-4564-0CF6-16A57EF8BF48/Criticol/Thinking.pdf

Students are asked to identify and solve authentic problems



Oak Grove School District FRAMEWORIC: Technology & Learning DOMAIN: Classroom SUCCESS INDICATOR: Student Use Of The 4Cs VARIABLE: Student Criticol Thinking	DATA FROM: Jul 1, 2015 To Dec 31, 2015 FRITERED TO:
FRAMEWORK: Technology & Learning DOMAIN: Classroom SUCCESS INDICATOR: Student Use Of The 4Cs	
DOMAIN: Classroom SUCCESS INDICATOR: Student Use Of The 4Cs	
DOMAIN: Classroom SUCCESS INDICATOR: Student Use Of The 4Cs	FILTERED TO:
VARIABLE: Student Criticol Thinking	
6% At least weekly 8% Monthly 3% Every few months	
and every new months	
3% Never	
/hy This Matters	
hen students participate in an authentic scientific e cientific inquiry and innovative technologies are imp	experiment or investigation that calls for the use of technology, fluency in both proved (Ebenezer et al., 2011).
itation enezer, J., Koya, O., & Ebenezer, D. (2011). Engoging students in environ stitles. Journel of Research in Science Teaching, 48(1), 94-116.	mental research projects: Perceptions of fluency with innovative technologies and levels of scientific inquiry

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

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

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

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

Strategy:

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



Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

The principal is responsible for monitoring the implementation.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

Task:

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

Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAMS AND RESULTS

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

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

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$40,089.00
	Staff Development	(\$400.00)
	Strategies and Materials	(\$3,288.00)
	Strategies and Materials	(\$1,500.00)
	Extended Learning Time	(\$1,000.00)
	Increased Opportunity	(\$2,500.00)
	Increased Opportunity	(\$2,300.00)
	Staff Development	(\$5,457.00)
	Strategies and Materials	(\$1,500.00)
	Strategies and Materials	(\$3,288.00)
	Extended Learning Time	(\$1,000.00)
	Extended Learning Time	(\$300.00)
	Increased Opportunity	(\$5,800.00)
	Staff Development	(\$5,456.00)
	Strategies and Materials	(\$4,000.00)
	Strategies and Materials	(\$2,300.00)
	Balance:	\$0.00

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Danielle Gentry	Classroom Teacher		11/03/2016
Jenay Enna	Principal		11/03/2016
Pam O'Hara	Other School Staff		11/03/2016
Kaushik Joglekar	Parent or Community Member		11/03/2016
Bevlee Doran	Classroom Teacher		11/03/2016
Janae Pierre	Classroom Teacher		11/03/2016
Maria Arellano	Parent or Community Member		11/03/2016
Theresa Miller	Parent or Community Member		11/03/2016
Daniel Berg	Parent or Community Member		11/03/2016
Teanna O'Mara	Parent or Community Member		11/03/2016

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

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

RECOMMENDATIONS AND ASSURANCES

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

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

Site English Learners Advisory Council (SELAC) Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on:

12/01/2016

Attested:

Jenay Enna, Principal

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are district coaches who support teachers in integrating technology in all content areas, implementing Positive Behavior Intervention Support (PBIS), CCSS Mathematics strategies and materials, and Project Based Learning and CCSS

ELA materials. The English-Language Development Teaching Partners (ELTPs) assist teachers throughout the District in the implementation of the ELA/ELD Framework and grades TK-3 with Sobrato Early Academic Language (SEAL) strategies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

All students have access to the standards-based core instructional materials. Prevention and intervention strategies ensure that students in the general education classroom and students with special needs have access to the core curriculum and can achieve success. Students who experience difficulty mastering standards are given timely additional assistance, and increased learning time is offered through programs such as Literacy and/or Math Academies (extended day/week). The

Safe School Specialist and Community Liaisons assist in ensuring good student attendance. Assessment data for Gifted And Talented Education (GATE) students is disaggregated. Three staff meetings are scheduled by the District each year to share ideas and brainstorm GATE program options. GATE students may participate in site-based programs developed by staff, site administration, and parents. Teachers, parents, or site administrators refer students for consideration for the GATE program. Referral packets are available in English, Spanish, and Vietnamese. The identification process consists of search, nomination, screening, selection, and review. The search for students with outstanding intellectual, academic, and creative potential begins at third grade. Typically, students begin to receive GATE services in fourth grade. In the spring every third grader is screened for GATE. Once group testing is completed, all data are sent to the District Office where the information is processed and reviewed. Students with test scores that are inconsistent with parent or teacher perceptions receive special consideration. Student Success Teams (SST) have the ability to make a provisional placement for one year in order to evaluate the student's ability to benefit from the program. When appropriate, students with special needs use System 44 or Read 180. READ 180, the most effective reading intervention program, is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

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

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

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

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

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

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

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

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

We encourage parents/guardians to serve as volunteers in the schools and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles. School Site Council (SSC) is one of the advisory councils. The council is composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents. The council is constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. The purpose of the Single Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The SPSA must be based on an analysis of verifiable State-level data, including results of the CAASPP and the California English Language Development Test (CELDT), as well as district assessments. The SPSA template contains sample tables of state- and local-level data on student performance. Using such measures of student performance, the school site council must identify significant low performance among all student groups. The SSC should then decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the council. The SSC next considers the relationship between the current instructional program and conclusions reached from the analysis of student data. This analysis will help determine those program areas that need to be addressed to raise the performance of student groups not meeting academic standards. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified groups of students. The district and school administration is responsible for implementing the SPSA as approved by the Board of Trustees. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the council. Once the plan is approved, the responsibility of the SSC is to monitor the effectiveness of planned activities and modify those that prove to be ineffective. Monitoring will be made easier if the plan specifies actions, dates, and estimated costs.

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

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

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

Fiscal support (EPC):

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

The Oak Grove Business Services Division meets annually with the principal to establish projected budgets. The meeting ensures coordination of all school funds for the following year. The projected budget is then brought to the School Site Council for approval as part of the SPSA approval process. Expenditure of funds must be used to raise the academic

achievement of students to the level of State standards. Activities/actions funded must supplement the core educational program for students not yet meeting proficiency.

SPSA 2016-17 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District



IRESA Santa Teresa Elementary

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

CDS Code: 43696256067243 Principal: Mark Lepori, Principal Superintendent: José Manzo Address: 6200 Encinal Dr. San Jose, CA 95119-1514 Phone: (408) 227-3303 Email: mlepori@ogsd.net Web Site:



Goals and Actions	Start Date	Completion Date	Amount
» Mathematics			
> Develop Thoughtful and Successful Problem	n Solvers in Mathematics		
 Alignment of Instruction 	08/15/2016	06/30/2017	\$0.00
 Strategies and Materials 	08/15/2016	06/30/2017	\$9,067.00
 Extended Learning Time 	08/15/2016	06/30/2017	\$0.00
 Increased Opportunity 	08/15/2016	06/30/2017	\$0.00
Staff Development	08/15/2016	06/30/2017	\$0.00
 Involvement of Staff and Parents 	08/15/2016	06/30/2017	\$0.00
Auxiliary Services	08/15/2016	06/30/2017	\$0.00
Monitor Program Results	08/15/2016	06/30/2017	\$0.00
» School Climate			
Continue to Promote a Positive School Clim	ate		
 Alignment of Instruction 	08/15/2016	06/30/2017	\$0.00
 Strategies and Materials 	08/15/2016	06/30/2017	\$1,000.00
Extended Learning Time	08/15/2016	06/30/2017	\$0.00
 Increased Opportunity 	08/15/2016	06/30/2017	\$0.00
Staff Development	08/15/2016	06/30/2017	\$0.00
 Involvement of Staff and Parents 	08/15/2016	06/30/2017	\$0.00
Auxiliary Services	08/15/2016	06/30/2017	\$0.00
Monitoring Program and Results	08/15/2016	06/30/2017	\$0.00
» Technology			
> Continue to use Technology as an Effective	Learning Tool		
 Alignment of Instruction 	08/15/2016	06/30/2017	\$0.00
 Strategies and Materials 	08/15/2016	06/30/2017	\$5,000.00
Extended Learning Time	08/15/2016	06/30/2017	\$0.00
Staff Development	08/15/2016	06/30/2017	\$0.00
 Increased Opportunity 	08/15/2016	06/30/2017	\$0.00
 Involvement of Staff and Parents 	08/15/2016	06/30/2017	\$0.00
Auxiliary Services	08/15/2016	06/30/2017	\$0.00
 Monitoring Programs and Results 	08/15/2016	06/30/2017	\$0.00

GOALS

GOAL: DEVELOP THOUGHTFUL AND SUCCESSFUL PROBLEM SOLVERS IN MATHEMATICS

GOAL AREA: MATHEMATICS FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

• Students will use critical thinking and problem-solving.

LCAP Priorities:

• 2 - Implementation of State Standards

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

Santa Teresa will replicate the gains demonstrated over the past two school years (at least 10% overall) in the percentage of students meeting or exceeding the Common Core State Standards (CCSS) in Math, as measured by the California Assessment of Student Performance and Progress (CAASPP). While all students, including the Hispanic and English Learner subgroups, showed gains from 14/15 to 15/16, Santa Teresa strives to close the achievement gap in Math, seeking a rate of growth for the Hispanic sub group at least 5% higher than that of all students combined.

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

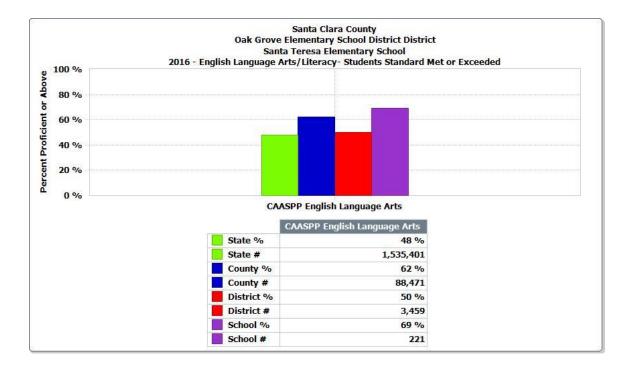
Santa Teresa's Math goal is based on the results of the CAASPP. The following assessments, with similar results to the CAASPP, also contributed to the purpose of the goal:

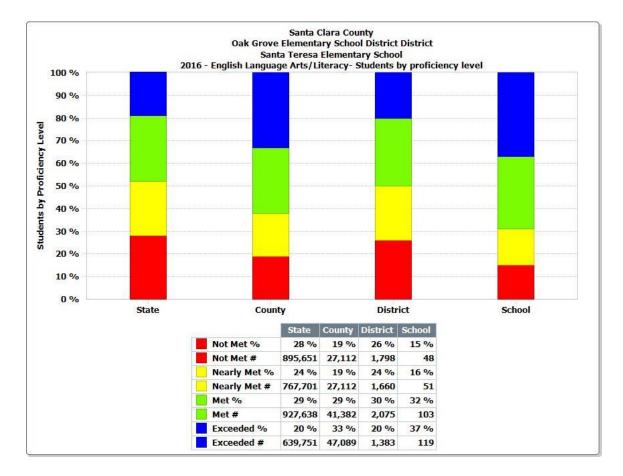
- iReady math diagnostic assessments
- In-class formative assessments
- Exit tickets
- Dreambox lesson progress
- Engage New York assessments

Santa Teresa Elementary - California Student Performance and Progress (CAASPP) – Smarter Balanced Assessment Results – 14/15 vs. 15/16 (Math – All Students, Hispanic students, English Learners – 3rd-6th Grade)

Group and Year (# of students)	% at Standard Not Met (# of students)	% at Standard Nearly Met (# of students)	% at Standard Met (# of students)	% at Standard Exceeded (# of students)
14-15 ALL (313)	19% (59)	34% (106)	26% (83)	21% (65)
	53%	(165)	47%	(148)
15-16 ALL (316)	16% (49)	28% (88)	29% (92)	28% (87)
	43%	(137)	57%	(179)
14-15 His (131)	32% (42)	40% (53)	21% (28)	6% (8)
	73%	(95)	28%	(36)
15-16 His (138)	29% (40)	32% (44)	29% (40)	10% (14)
	61%	(84)	39%	(54)
14-15 EL (50)	36% (18)	42% (21)	12% (6)	10% (5)
	78%	(39)	22%	(11)
15-16 EL (56)	29% (16)	25% (14)	27% (15)	20% (11)
	54%	(30)	46%	(26)

*percentages have been rounded according to standard mathematical rules





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

In Math, the percentage of students meeting standard on the CAASPP increased from 14/15 to 15/16 for all students (47% to 57%), the Hispanic sub group (28% to 39%), and English Learners (22% to 46%). This data shows significant growth and validates the hard work of the Santa Teresa students, teaching staff, and support staff. The rate of growth on the CAASPP in Math was 10% of all students, 11% for the Hispanic sub group, and 24% for English Learners. The Santa Teresa team recognizes the need to increase proficiency for all students, while accelerating the results of Hispanic students and English Learners. The trend of the Hispanic sub group and English Learners growing at a rate faster than that of all students combined is a trend that needs to continue.

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

The principal and Leadership Team will meet monthly to evaluate student progress, discuss the staff needs and effectiveness of instruction, and make decisions on professional development opportunities that pertain to Math. All teachers will participate in the Cycle of Inquiry (COI) process, evaluating student work and planning for instructional adjustments based on the results of assessments and needs of students. Although students showed more gains in Math than ELA, it remains a target area to emphasize due to the fact that students performed better overall in ELA than Math. Thus, the COI process at Santa Teresa will emphasize Math, with a particular focus on evaluating students' effectiveness in writing and explaining rationale in real world mathematical situations.

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), Cognitively Guided Instruction, and integrated technology tools such as iReady Math and Dreambox. Professional development on rigorous math instruction will be implemented throughout the year. The principal will partner with another elementary school and the district math coaches to provide rigorous professional development focusing on Number Talks, writing in math, and math in the real world. The site Math PLC, consisting of teachers and other support staff will provide additional math professional development for the entire teaching 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. All teachers will utilize the Engage New York Modules to help with pacing the CCSS in Mathematics.
- 2. All teachers will provide a Daily Math Block to teach the CCSS.
- 3. All students will participate in Daily Number Talks to explain their mathematical reasoning.
- 4. All teachers will provide time each week for students to access the math lessons on iReady and/or Dreambox.
- 5. Students in 6th grade will utilize CPM to access the CCSS.

• Measures:

Staff use iReady end of lesson assessments, End of Module tests, Exit Tickets, iReady and Dreambox data, and Mathematics Assessment Resource Service (MARS) Tasks.

• People Assigned:

The entire staff is responsible for implementing CCSS strategies and materials.

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Support materials will be purchased to supplement Engage NY and CPM.
 - 2. Dreambox and iReady math will be available for each student.
 - 3. Math manipulatives will be provided to increase number sense and students' depth of knowledge.
- Measures:

Staff monitor increased performance as measured by ENY assessments and iReady/Dreambox math results.

• People Assigned:

The entire staff is responsible for implementing CCSS strategies and materials.

Start Date: 08/15/2016

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies and Materials	\$8,567.00

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Printed Materials	\$500.00

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Tutorials for students and parents to access iReady and Dreambox at home will be offered.
- 2. Students needing additional math support may receive small group instruction beyond the math block.
- 3. Students may have access to after school math support provided by certain teachers.
- Measures:

The number of lessons completed on iReady and Dreambox will be analyzed.

• People Assigned:

The principal is responsible for monitoring the participation rate in iReady and Dreambox lessons.

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

Teachers will utilize online adaptive mathematical curriculum utilizing chromebooks and desktop computers to prepare students for the inevitable demand for 21st century digital citizens.

• Measures:

Teachers will use an online adaptive mathematical curriculum (Dreambox and iReady) that will be used daily in the classroom and made available for use outside of the classroom.

• People Assigned:

The principal is responsible for monitoring the online resources that students are using.

Start Date: 08/15/2016

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance

• Task:

1. School Math Liaison will attend the District Math Team (DMT) meetings at the District level and report information back to colleagues 3 times annually.

2. Teachers will meet regularly at site grade level meetings to ensure CCSS concepts are being taught and student growth is evident.

3. Professional Development around Engage New York math, strategies to incorporate writing in math, CCSS math standards, and iReady will occur at least four times during the year after school (Tuesdays).

4. Teachers participate in CCSS Math training at the County Office of Education.

5. District math coaches model/demonstrate in classroom and assist with professional development.

• Measures:

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

• People Assigned:

The principal is responsible for providing staff professional development based on student results and staff input. The math site PLC, consisting of teachers and support staff, will provide the entire staff with professional development opportunities and share their learnings.

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community

Action Type: Form A: Planned Improvements in Student Performance

Task:

A team of teachers will develop and implement a Family Math Night, designed to assist parents with working with their children outside of the classroom. Parents and students will be invited to attend multiple sessions to improve their mathematical understanding.

• Measures:

Student and parent sign-in sheets will be collected.

• People Assigned:

The principal, Leadership Team, Family Math Night team, and Community Liaison will monitor the engagement and involvement of families.

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - 1. Translator will translate parent and community documents.
 - 2. Childcare will be provided at parent meetings.

3. Teachers will be readily available to meet with parents to discuss math progress and provide support in utilizing the curriculum.

• Measures:

We will increase parent involvement as measured by increased numbers at meetings (sign in sheet).

• People Assigned:

The principal is responsible for providing the services.

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION:MONITOR PROGRAM RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

Task:

1. Principal, coaches, and teachers meet monthly to discuss student achievement and evaluate instructional practices.

2. Staff will analyze student assessments including iReady math, Dreambox, MARS Tasks, student work samples, and teacher created assessments.

3. The emphasis of Santa Teresa's COI process will be on math, since it is the content area that needs the most growth.

• Measures:

Meetings and observations by administrator and Support Team (literacy coach, ELTP coach, RSP, Speech, Psychologist) will assist in determining if student results are increasing throughout the year.

• People Assigned:

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

GOAL: CONTINUE TO PROMOTE A POSITIVE SCHOOL CLIMATE

GOAL AREA: SCHOOL CLIMATE

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

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

LCAP Priorities:

• 6 - School Climate

LCAP Goal:

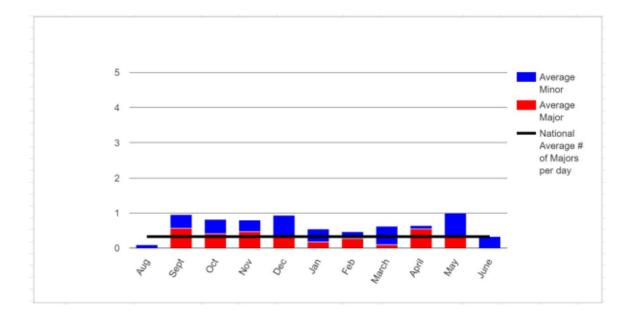
• School and classroom environments support learning, creativity, safety and engagement.

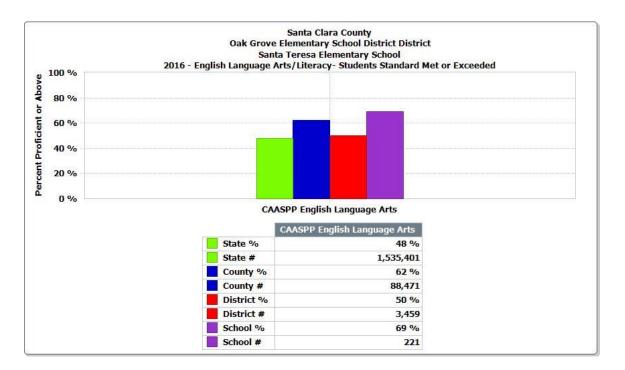
Goal Statement:

At least 85% of our students will respond to the Positive Behavior Interventions and Support (PBIS) Tiered I intervention supports by receiving one or fewer referrals during the school year. We will also have monthly major behavior events below the national average.

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

We reviewed the behavior event referrals and suspensions from 2015-16.





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

In 2015-16, we were above the national average for daily major behavior events for four months (September, October, November and April).

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

We will review the behavior events monthly by count, location, and time. We will also monitor the number of suspensions by month.

Strategy:

We will analyze the count, location, and time of the behavior events (major and minor) monthly. This data will determine the need to re-teach behavior expectations in multiple locations throughout Santa Teresa.

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

Santa Teresa provides students with a positive, predictable, consistent, and safe learning environment through the Positive Behavioral Interventions and Supports (PBIS) three tier system. Students are explicitly taught expected behaviors in ten locations throughout the school. Students are consistently rewarded for positive behavior with Panther Points that are used for whole class rewards and are selected through weekly drawings for a variety of prizes.

• Measures:

The front office staff and school principal monitor the number of acknowledgements given to students for following the behavioral expectations every Friday. Behavioral events are monitored and disseminated to the staff on a monthly basis through the school PBIS team, consisting of teachers and the district PBIS coach.

• People Assigned:

All certificated and classified staff implement PBIS.

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

PBIS is a three tiered system. As Santa Teresa Panthers, our students are expected to be Always Respectful, Always Responsible, and Always Safe. Behavioral expectations are taught in ten school locations within the first two weeks of the school year and reviewed in January. We provide students with incentives for following the expectations. A key component of PBIS is Bully Proofing. We teach students the strategy of saying "stop," walking away, and seeking help if needed. We refer to this strategy as "stop, walk, and talk."

• Measures:

We monitor that the behavioral expectations lessons are taught the first two weeks of school, and provide additional lessons when behavioral events increase in a specific location or a time of year. PBIS lessons are reviewed each January to remind students of expected behaviors throughout the school.

• People Assigned:

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

Start Date: 08/15/2016

|--|

Local Control Funding Formula State Compensatory Education

Incentives and other PBIS supplies

\$1.000.00

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

PBIS offers Tier II support for some students at the beginning and end of the day, designed to address specific behavioral concerns. Individual students are rewarded for achieving their goal. The process is called Check In and Check Out (CICO). Individual students involved in the CICO process typically participate in 6 week intervals.

• Measures:

CICO has an individual student data system. The data is monitored by the individual student, parents, CICO assigned staff, and the classroom teacher.

• People Assigned:

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

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

Support Staff monitors students needing Tier III supports.

Start Date: 08/15/2016

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

Task:

New teachers receive PBIS training at the 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. A site Professional Learning Community (PLC) dedicated to the continual improvement of student and staff morale will receive professional development time to analyze behavioral data and create new opportunities to recognize students for their outstanding academic and social development. This PLC consists of teachers and other staff members.

• 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 ensuring staff receive support as needed. The entire staff participates in professional development. The school morale PLC, in partnership with the principal, is responsible for ensuring the staff implements new PBIS initiatives.

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION: INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

The 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. Students demonstrating the Mega Skill of the month are recognized in the Paw Print, sent home every 2 weeks.

• Measures:

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

• People Assigned:

The entire staff is involved in PBIS implementation.

Start Date: 08/15/2016

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

The PBIS Coach attends most of the PBIS monthly 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: 08/15/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

Every year, a School-wide Evaluation Tool (SET) is conducted at Santa Teresa in order to evaluate the implementation of Tier 1 supports within the PBIS framework. The SET involves campus observations, classroom observations, student interviews, staff interviews, and a review of the documents needed for a successful PBIS program. The purpose of the SET is to provide data on PBIS visuals throughout the campus, the level of understanding of behavioral expectations by students and staff, and the overall effectiveness of the program.

• Measures:

The SET data is provided to the principal in the Fall of each year. That data is shared with the Leadership and PBIS teams, and an overview is provided for the entire staff.

• People Assigned:

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

Start Date: 08/15/2016

GOAL: CONTINUE TO USE TECHNOLOGY AS AN EFFECTIVE LEARNING TOOL

GOAL AREA: TECHNOLOGY

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

• Students will use critical thinking and problem-solving.

LCAP Priorities:

• 2 - Implementation of State Standards

LCAP Goal:

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

Goal Statement:

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

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

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

📲 Students are asked to collect and analyze data





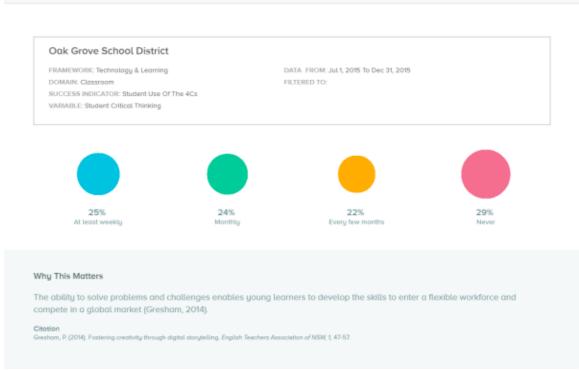
Why This Matters

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

Citation

Microsoft Education Team. (2010). Fram search to research: Developing critical thinking through web research skill. Retrieved from http://download.microsoft.com/download/M6/4/A645E848-4937-4564-0CF6-16A57EF8BF48/Criticol/Thinking.pdf

Students are asked to identify and solve authentic problems



AP Students are asked to conduct experiments or perform measurements

Oak Grove School District

FRAMEWORK: Technology & Learning DOMAIN: Classroom SUCCESS INDICATOR: Student Use Of The 4Cs VARIABLE: Student Critical Thinking

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

26% At least weekly

28% Monthly

23% Every few months

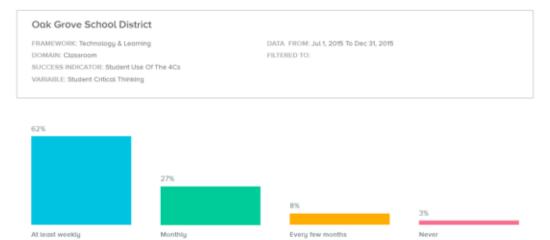
23% Never

Why This Matters

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

Citation Ebenezer, J., Kaya, O., & Ebenezer, D. (2011). Engoging students abilities. Journal of Research in Science Teaching, 48(1), 94-116. ive technologies and levels of scientific inquiry al research projects: Pero

Students are asked to conduct research



Why This Matters

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

Citation

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

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

The Oak Grove School District completed a student and staff technology survey in 2015-16. Sixty-two percent of the students in grades 4-8 were asked to use technology to conduct research. 35-51% of the students were asked to use technology to problem solve, collect and analyze data or do experiments at least monthly. That means over half of the students in grades 4-6 used technology as a critical thinking tool less than once a month.

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

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

Strategy:

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

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

The principal is responsible for monitoring the implementation.

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

The district has provided Chromebooks for students in grades TK-3 (two-to-one), and in grades 6-8 (one-to-one). All students have a Google account which provides them access to Google Apps for Education (e.g. GAfE: Google

Docs, Google Slides, Google Classroom). The Chromebooks and Google provide students valuable tools which support learning in all the content areas.

• Measures:

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

• People Assigned:

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

Start Date: 08/15/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Technology Devices	\$5,000.00

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

The district provides professional development, classroom modeling and coaching to enhance classroom technology integration throughout all our classes. The focus has been on learning and implementing Google Docs, Google, Slides, Google Classroom, and this year Google Spreadsheets and Forms. The EdTech Team also models lesson on coding, and works with site Tech Mentors on trouble shooting issues that may arise.

• Measures:

The principal, staff and EdTech Team meet to discuss specific site needs in professional development. Teachers can request individual help or classroom lesson modeling by emailing the EdTech Team.

• People Assigned:

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

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

The principal and teachers are responsible for keeping the parents informed of the instructional strategies including integrated technology.

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

People Assigned:

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

Start Date: 08/15/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

• Measures:

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

• People Assigned:

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

Start Date: 08/15/2016

Completion Date: 06/30/2017

FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget :	\$41,055.00
Total Annual Expenditures for Current School Plan:	(\$15,067.00)
Balance:	\$25.988.00

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$41,055.00
	Strategies and Materials	(\$8,567.00)
	Strategies and Materials	(\$500.00)
	Strategies and Materials	(\$1,000.00)
	Strategies and Materials	(\$5,000.00)
	Balance:	\$25,988.00

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
Mark Lepori	Principal	408 227-3303	12/06/2016
Chernell Paige	Classroom Teacher	408 227-3303	12/06/2016
Beth Charles	Classroom Teacher	408 227-3303	12/06/2016
Vera Fischer	Parent or Community Member		12/06/2016
Stephanie Norris	Parent or Community Member		12/06/2016
Alesio Pfeifer	Parent or Community Member		12/06/2016
Cheryl Snyder	Other School Staff	408 227-3303	12/06/2016
Trevor Scott	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:

English Language Advisory Committee (representative)

- 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

Signature

Attested:

Mark Lepori, Principal

Typed name of School Principal

Signature of School Principal

Date

Vera Fischer

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 Assessment of 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 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. Students also demonstrate their understanding of the Common Core Standards through the results of three iReady assessments in both ELA and math (Sept., Dec./Jan., May). The data from these assessments is used to modify instructional plans and pinpoint specific student needs. Teachers also monitor student achievement through other regular formative and summative assessments analyzed using the cycle of inquiry process. Some teachers may also use the 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 continue to meet as Professional Learning Communities using the Cycle of Inquiry process to monitor student progress monthly. Teachers monitor students' reading levels through Guided Reading, Running Records, and Rigby. During the Cycle of Inquiry process, teachers will modify their instruction to meet the needs of students. Through Number Talks, MARS Task, iReady and Dreambox lesson results, and informal classroom observations staff will gain insight on students' understanding of mathematical practices. The Engage NY ELA and Math Unit Tests and iReady triannual assessments will also 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.

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

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

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

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

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

The instruction of grade level CCSS in ELA and math are mapped out prior to the start of the year. There is a CCSS standards-based lesson pacing schedule within the Engage NY ELA and math programs. These pacing guides are modified to meet the needs of each individual grade level. 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 schedules established by grade level teams provide flexibility for interventions throughout the day such as Guided Reading and ELD instruction.

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.

Staff development centers around developing a deep understanding of the standards, curriculum tools, and successful teaching practices used to achieve superior assessment results. The needs of the school were identified based upon the district and school goals, and the performance data of students. Specific training has been and will be provided as follows: Common Core State Standards Implementation, Text Complexity and Text Dependent Questions, Number Talks, MARS Tasks, Cycle of Inquiry, Four types of reading and writing, Culturally Responsive Teaching and Culturally Relevant Materials, Engagement of students, specifically Hispanic ELs and students of color, Technology (SChool Plan, Infinite Campus, PowerPoint, Google accounts, use of technology in the classroom, Lady Bugs, chromebooks, digital projectors, iPad, laptops, Dreambox, iReady), Project Based Learning, Differentiated instruction and Response to Intervention, Constructing Meaning, and Positive Behavioral Interventions and Supports (PBIS). Teacher leaders meet regularly to review student work and assessments. Leadership Team meetings are scheduled once per month with an emphasis on analyzing assessments and student work, planning staff development activities, and modifying the instructional program. The principal and the Leadership Team determine how to support staff with implementation of instructional strategies.

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

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

Santa Teresa has a coach for Positive Behavior Intervention Support (PBIS) and an English Language Development Teaching Partner (ELTP) who assists teachers in the development of the Sobrato Early Academic Language (SEAL) program (TK - 3rd) and designated and integrated ELD (TK-6th). Additionally, through a grant from the Cotsen Foundation, a group of five teachers were mentored by a teacher that committed to two years out of the classroom focusing solely on moving these teachers from "good" to "great", challenging them to develop programs, and teaching strategies that build 21st century skills. Our Cotsen teachers are now alumni, and continue to receive opportunities to grow professionally through the foundation. Cotsen alumni teachers are continuing to implement and refine what they learned in readers and writers workshop, grand conversations, and cognitively guided instruction. District coaches also support teachers in integrating technology in all content areas, CCSS Mathematics strategies and materials, Project Based Learning, and CCSS ELA materials.

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. Leadership Team meetings are scheduled once per month with an emphasis on analyzing assessments, student work, planning staff development activities, and modifying

the instructional program. Grade level/department collaboration occurs weekly, as well as on the adjusted days. Teachers use the Cycle of Inquiry process to analyze data, reflect, and plan.

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

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

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

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 dis-aggregated. Three staff meetings are scheduled by the District each year to share ideas and brainstorm GATE program options. GATE students may participate in site-based programs developed by staff, site administration, and parents. Teachers, parents, or site administrators refer students for consideration for the GATE program. Referral packets are available in English, Spanish, and Vietnamese. The identification process consists of search, nomination, screening, selection, and review. The search for students with outstanding intellectual, academic, and creative potential begins at third grade. Typically, students begin to receive GATE services in fourth grade. In the spring every third grader is screened for GATE. Once group testing is completed, all data are sent to the District Office where the information is processed and reviewed. Students with test scores that are inconsistent with parent or teacher perceptions receive special consideration. Student Success Teams (SST) have the ability to make a provisional placement for one year in order to evaluate the student's ability to benefit from the program. When appropriate, students with special needs use System 44 or Read 180. READ 180, the most effective reading intervention program, is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling

readers. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

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

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

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

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

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

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

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 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 (ICLE) created the Rigor/Relevance Framework for teachers to use to examine curriculum and plan instruction and assessment. Teachers in TK-3rd grade are trained in and implement the SEAL program, a researched based program designed to increase the effective use of academic language in reading, writing, and speaking.

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.

The Santa Teresa Home and School Association is an active volunteer organization that supports the educational programs at school. Their financial assistance from fundraisers provides for field trips, a science night, computers and technology, online resources, library books, science camp, and classroom supplies. Parent/Family communication includes: The Paw Print (every other week), 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. Santa Teresa also provides a math night, an African American and Hispanic Kids Club, and multiple evening student performances demonstrating their learnings. 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.

SPSA 2016-17 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District



Stipe (Samuel) Elementary

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

CDS Code: 43696256048177 Principal: Virgilio Caruz, Principal Superintendent: José Manzo Address: 5000 Lyng Dr. San Jose, CA 95111-2720 Phone: (408) 227-7332 Email: vcaruz@ogsd.net Web Site:



Goals and Actions	Start Date	Completion Date	Amount
» Reading/Language Arts			
> (ELA) English Language Arts			
• (ELA) Alignment to Instruction	07/01/2016	06/30/2017	\$127,379.00
• (ELA) Strategies and Materials	07/01/2016	06/30/2017	\$16,273.00
• (ELA) Extended Learning Time	07/01/2016	06/30/2017	\$0.00
(ELA) Increased Opportunity	07/01/2016	06/30/2017	\$20,690.00
(ELA) Staff Development	07/01/2016	06/30/2017	\$2,000.00
• (ELA) Involvement of Staff and Parents	07/01/2016	06/30/2017	\$7,689.00
(ELA) Auxiliary Services	07/01/2016	06/30/2017	\$500.00
• (ELA) Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00
» Mathematics			
> (M) Mathematics			
• (M) Alignment of Instruction	07/01/2016	06/30/2017	\$0.00
• (M) Strategies and Materials	07/01/2016	06/30/2017	\$5,800.00
• (M)Extended Learning Time	07/01/2016	06/30/2017	\$0.00
• (M) Increased Opportunity	07/01/2016	06/30/2017	\$0.00
(M) Staff Development	07/01/2016	06/30/2017	\$0.00
• (M) Involvement of Staff and Parents	07/01/2016	06/30/2017	\$0.00
(M) Auxiliary Services	07/01/2016	06/30/2017	\$0.00
• (M) Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00
» English Language Development			
> (ELL)English Language Learners			
(EL) Alignment of Instruction	07/01/2016	06/30/2017	\$0.00
• (EL) Strategies and Materials	07/01/2016	06/30/2017	\$0.00
• (EL) Extended Learning Time	07/01/2016	06/30/2017	\$0.00
• (EL) Increased Opportunity	07/01/2016	06/30/2017	\$0.00
• (EL) Staff Development	07/01/2016	06/30/2017	\$5,000.00
• (EL)Involvement of Staff and Parents	07/01/2016	06/30/2017	\$0.00
(EL) Auxiliary Services	07/01/2016	06/30/2017	\$770.00
• (EL) Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00
» School Climate			

Goals and Actions	Start Date	Completion Date	Amount
> (SC) Positive School Climate			
 (SC)Alignment of Instruction 	07/01/2016	06/30/2017	\$1,000.00
(SC) Strategies and Materials	07/01/2016	06/30/2017	\$2,639.00
 (SC) Extended Learning Time 	07/01/2016	06/30/2017	\$0.00
 (SC) Increased educational opportunity 	07/01/2016	06/30/2017	\$34,000.00
 (SC) Staff Development and professional development 	07/01/2016	06/30/2017	\$0.00
 (SC) Involvement of staff, parents and community 	07/01/2016	06/30/2017	\$2,000.00
 (SC) Auxiliary services for students and parents 	07/01/2016	06/30/2017	\$300.00
 (SC) Monitoring program implementation and results 	07/01/2016	06/30/2017	\$0.00
Total Annual Even	aditures for Current Si	to Diam. \$220 040 00	

Total Annual Expenditures for Current Site Plan: \$226,040.00

GOALS

GOAL: (ELA) ENGLISH LANGUAGE ARTS

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

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

LEA Goal:

• Students will be proficient in core subjects.

LCAP Priorities:

• 4 - Pupil Achievement

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

Students at Stipe will improve by at least 10% in their academic performance as measured by the CAASPP ELA test. Students at Stipe will establish a base of knowledge across a wide range of subject matter, and will become proficient in curricular areas through research and study. Stipe students will be 21st Century learners, becoming strong communicators, collaborators, as well as critical and creative thinkers.

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

We utilized the 2016 CAASPP ELA data as 25% of our students met proficiency. In addition, we continue to evaluate our ELA goals by the following measures:

-End of unit projects, formative assessments and performance tasks found in the Seal Early Academic Language (SEAL) and Project Based Learning (PBL) models.

-California English Language Development Test (CELDT)

-California Assessment Student Performance and Progress (CAASPP)

-iReady Diagnostic (September, January, May)

-Running records

-STAR Accelerated Reader Assessment

-Raz Kids

-Formative Assessments

-Reading and writing notebooks/Academic process journals

Ethnic Subgroups		ELA		Math	
come subjectiv	# Tested 🖕	Overall	# Tested 🕴	Overall	
All	207	73.43%	210	70.00%	
Hispanic or Latino	154	81.17%	157	00.25%	
Asian	26	34.61%	26	11.54%	
Native Hawaiian or Pacific Islander	8	75.00%	8	87.50%	
Black or African American	7	85.71%	6	66.67%	
White	7	42.88%	8	50.00%	
Pilipino	4	75.00%	4	50.00%	
Two or more races	1	0.00%	1	100.00% 0.00%	
		ELA		Math	
Other Subaroune					
Other Subgroups	# Tested 🕌	Overall	# Tested 🕴	Overall	
	# Tested • 173		# Tested \$		
Sociaeconomic Disadvantage		Overall		Overall	
Socioeconomic Disadvantage Migrant Education	173	Overall 79,77%	175	Overall 78.00%	
Socioeconomic Disadvantage Migrant Education	173	Cverall 79.77% 80.72% 14.29%	175	Overall 78.00% 24.00% 85.71% 14.20%	
Socioeconomic Disadvantage Mgrant Education English Proficiency	173 7	Cverall 79.77% 20.23% 85.72% 14.29% ELA	175 7	Overall 76.00% 24.00% 85.71% 14.29% Nath	
Sociosconomic Disadvantage Mgrant Education English Proficiency English Only	173 7 # Tested \$	Cverall 79.77% 85.72% ELA Cverall	175 7 # Tested #	Overall 76.00% 24.00% 85.71% 14.29% Nath Overall	
Other Subgroups Sociosconomic Disadvantage Migrant Education English Proficiency English Crity L/EEP EL	173 7 # Tested \$ 45	Cverall 79.77% 0 20.23% 85.72% 0 14.29% Cverall 66.67% 0 23.33%	175 7 * Tested \$ 45	Overall 76.00% 24.00% 85.71% 14.29% Math Overall 28.80%	

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

All students performed on the (CAASPP) as follows: 136 students were tested and 26.47% were Proficient and 73.53% were Not Proficient.

46.32 % Standard Not Met 27.21 % Standard Nearly Met

12.50 % Standard Met

13.97 % Standard Exceeded

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

Student achievement improvement will be demonstrated and evaluated through:

- iReady benchmark testing periods
- Formative Assessments
- CAASPP Summative Test

Strategy:

1. Provide a variety of instructional materials to improve student achievement and align to the Common Core State Standards (CCSS).

2. All students will use a variety of multimedia materials such as computers, videos, DVDs, and iPads to increase skills.

3. Teachers are focusing on the 21st Century skills (Communication, Collaboration, Critical Thinking, Creative Thinking).

ACTION:(ELA) ALIGNMENT TO INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

Stipe Elementary School will provide the following actions to align instruction with the ELA content standards: 1. The Literacy Coach will support all grade levels through SEAL and PBL Strategies.

2. The coach will be utilized to co-teach, model and coach the teachers on an ongoing basis. Due to the time

investment of the SEAL Model, the English Language Teaching Partner's (ELTP) focus will be on primary teachers and developing the year long plan and the units of study.

3. Designated and Integrated English Language Development (ELD) will help the English Language Learners to develop stronger language skills.

4. Teachers will use Guided Reading during their teaching day to improve the student's instructional and independent reading levels.

5. Teachers K-3 will participate in the SEAL Model and practice the strategies with their students.

6. Teachers can utilize the District Website and the District Coaching Team as a resource for Common Core Standards and Alignment.

7. The upper grade teachers will utilize the Partners in Schools Innovation (PSI) coach to assist in planning and daily instruction.

• Measures:

We will measure action effectiveness by utilizing the following assessments:

- CAASPP
- iReady Assessments
- Rigby, Unit tests
- Smarter Balanced and Assessment Consortium (SBAC)
- Interim Assessment Blocks

• People Assigned:

The people responsible for the actions are all teachers, principal, Literacy Coach, ELTP Coach, PSI Coach, and district coaches.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Literacy Coach	\$127,379.00

ACTION:(ELA) STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

Stipe Elementary School will provide the following strategies and materials to improve ELA performance:

1. Provide a variety of instructional materials to improve student achievement and align to the CCSS.

2. All students will use a variety of multimedia materials such as computers, videos, DVDs, and iPads to increase skills.

3. All students will experience both integrated and designated ELD Strategies throughout the day, across subject areas.

- 4. Provide licenses and access to Reading A-Z, RAZ Kids and iReady.
- 5. Purchase software, document cameras, and iPads.

6. Utilize District Information Technology professionals, Educational Technology Specialist, and Technology Mentor to manage the technology issues that arise weekly.

• Measures:

We will determine progress by an increase in student performance as measured by CAASPP, iReady Assessments and Rigby, principal walk-throughs and observation, district instructional material inventory, teacher observations, and student work samples.

• People Assigned:

The people assigned to complete the tasks are teachers, principal, Literacy Coach, ELTP Coach, Computer Technician/Outside Consultant, and Tech Mentor.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Reading A-Z, AR, Raz-Kids	\$2,093.00
Local Control Funding Formula State Compensatory Education	Tech Mentor	\$2,000.00
Local Control Funding Formula State Compensatory Education	Classroom Materials, Instructional materials for all grade levels	\$12,180.00



Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

Stipe Elementary will provide the following actions to extend student learning time:

1. Provide a variety of before/after school interventions - i.e. Boys And Girls Club, Supplemental Educational Service (SES) programs for students below standard, GATE classes, and Super Saturday.

2. Individual Teacher afterschool intervention programs (Academies) focused on improving Literacy and Math Skills.

3. Peer Tutoring (upper grade students work with primary grade students).

4. Outside contractor and Tech Liaison will maintain the Computer Lab and classroom computers on the network.

• Measures:

Data from afterschool programs, Boys & Girls Club, and teacher and administrator observations will determine the effectiveness of the programs.

• People Assigned:

Teachers, principal, Technology Consultant, and Technology Liaison are responsible for the implementation of this action.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(ELA) INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

At Stipe Elementary School, we will provide the following actions to increase opportunity for the students to access ELA:

1. The Library will be open for extended access for students.

 Before or after school interventions for students reading below grade level as determined by teachers, through assessments and students performing at Standard Not Met and Standard Nearly Met on CAASPP and iReady tests.
 Provide Foster Grandparent(s) to classroom(s) who will support students in the classroom. The Foster Grandparents provide a nurturing experience for the students

5. READ 180 provided for 5th and 6th grade students reading well below grade level.

• Measures:

We will measure the effectiveness of the programs by the following:

- Student instructional levels will grow as measured by RIGBY, Running Records and iReady Levels.
- Increase in student engagement.
- iReady lessons accessible by students and parents.

• People Assigned:

The individuals responsible are the following:

- Intervention Specialist
- Library Clerk
- Principal
- Foster Grandparents
- Teachers

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Increased Library hours (clerk and benefits)	\$6,298.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Intervention Specialist	\$14,092.00
Local Control Funding Formula State Compensatory Education	Foster Grandparent program	\$300.00

ACTION:(ELA) STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

At Stipe Elementary School, we will implement the following actions to improve staff development and collaboration:

- 1. Release time for K-3 teachers participating in SEAL Module training.
- 2. Release time for 4-6 grade for PBL training with a consultant.
- 3. Professional materials for SEAL Model training and for PBL.
- 4. Release time for teachers to meet with grade level colleagues across school; coaches.
- 5. Teacher Leaders participate in District Literacy Team (DLT) and share information with colleagues.
- 6. Professional Development for all teachers in Writer's Workshop.

• Measures:

We will measure the actions by looking at the following:

- SEAL and PBL implementation through classroom observation.
- Cycle of Inquiry work with PSI.
- Teacher Implementation Learning Team (TILT) process to discuss specific strategies to help students.

• People Assigned:

The people responsible for these actions are the principal, teachers, Literacy Specialist, and District Level Administrators.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Sub-Release Teacher for Planning	\$2,000.00

ACTION:(ELA) INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

At Stipe Elementary School, we are tasked to do the following:

1. Family Literacy classes will provide opportunities for parents and students to interact in order to improve success toward mastering CCSS.

2. Parent Involvement Component (SEAL): SEAL Parent Workshops - parents are invited at the end of each unit to celebrate student success and learn about what students have been studying. Parents and students also have projects within each unit that they work on together at home.

4. Partnerships with community organization and Family Engagement team to provide workshops for parents to learn strategies to help their students improve in communication skills, literacy skills and questioning skills.

5. Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She 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 and teacher observations.

• People Assigned:

All teachers, principal, Community Liaison, and the District Family Engagement staff are responsible for these actions.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Community Liaison	\$6,446.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Materials for Family Nights and Parent Workshops	\$1,243.00

ACTION:(ELA) AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

We will provide the following services at Stipe Elementary School:

- 1. Translator will translate parent and community documents.
- 2. Child Care providers will provide child care during parent meetings.

• Measures:

We will increase parent involvement as measured by increased numbers at meetings (sign in sheets).

• People Assigned:

The people responsible for completing these services are the principal, staff, translators, Child Care Providers, and Community Liaison.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Babysitting/Parent Participation	\$250.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Translation	\$250.00

ACTION:(ELA) MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

Stipe Elementary School will perform the following tasks to monitor program implementation and results:

- 1. The principal, coaches and teachers will meet 3-5 times yearly to discuss student achievement.
- 2. The staff will analyze student assessments including iReady levels, CELDT scores, Rigby, running records, unit

tests, and teacher created assessments, as well as student work.

3. K-6 teachers administer the iReady / NWEA (Spanish for bilingual classes) Language Arts and Math assessments 3 times per year. The teachers and grade level teams review and analyze the data to guide their instruction through the cycle of inquiry.

4. K-6 teachers will also use the CELDT data to inform the needs of their ELs along with the iReady data, formative assessments and student work. This will be done in collaboration with Partners in School Innovation (PSI).

• Measures:

We will measure progress by meetings and observations with the principal. In addition, the Support Staff (Literacy Coach, ELTP Coach, Resource Specialist Program (RSP) teacher, Speech, and school psychologist) will assist in determining if student results are increasing throughout the year.

• People Assigned:

The people responsible are the classroom teachers, principal, Literacy Coach, ELTP Coach, PSI Coach, RSP teacher, Speech, Psychologist, and Community Liaison.

Start Date: 07/01/2016

Completion Date: 06/30/2017

GOAL: (M) MATHEMATICS

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

• Students will be proficient in core subjects.

LCAP Priorities:

• 4 - Pupil Achievement

GOAL AREA: MATHEMATICS

LCAP Goal:

• All students will be proficient in all subject areas.

Goal Statement:

Based on the Common Core State Standards, Stipe will improve Math proficiency scores by at least 10% on the CAASPP. Students will analyze, make conjectures, monitor and evaluate their progress, explain correspondences, justify their conclusions, communicate them to others and respond to arguments of others.

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

We used CAASPP, iReady Assessments, Engage New York (ENY) Exit tickets, Dreambox, and teacher observation to form this goal as 31% of our students were proficient in Math.

		ELA		Math	
Ethnic Subgroups	# Tested 🕌	Overall	# Tested 0	Overall	
NI CONTRACTOR OF CONTRACTOR	207	73.43%	210	70.00%	
lispanic or Latino	154	01.17%	157	80.25%	
ksian	26	34.61%	26	11.54%	
lative Hawaiian or Pacific Islander	8	75.00%	8	87.50%	
Back or African American	7	85.71%	6	66.67%	
Write	7	42.86%	8	50.00%	
lilpino	4	75.00%	4	50.00%	
Two or more races	1	0.00%	1	100.00%	
Other Subgroups		ELA		Math	
	# Tested 🖕	Overall	# Tested 🕴	Overall	
locioeconomic Disadvantage	173	79.77%	175	76.00%	
ligrant Education	7	85.72%	7	85.71%	
English Proficiency		ELA		Math	
	# Tested 🕴	Overall	# Tested 🕴	Overall	
inglish Only	45	66.67%	45	71.11%	
			12	25.00%	
FEP	11	18.18%	16	20.00%	
FEP L	11	18.18% 81.81%	122	78.69%	

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

138 students participated in the CAASPP Math test. The following are the results of the 2016 test that we used to develop our goal:

31.16% Standard Not Met 37.68% Standard Nearly Met 18.12% Standard Met 13.04% Standard Exceeded

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

We will monitor progress by Professional Learning Communities/Cycle of Inquiry discussions, marathon meetings, admin/teacher meetings, Leadership Team meetings, and Support Staff meetings.

Strategy:

Stipe Elementary will utilize the actions described in the following pages to improve Math proficiency by at least 10% as measured by the CAASPP.

ACTION:(M) ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

Stipe Elementary School will implement the following actions:

- 1. All teachers will utilize the Engage New York Modules to help with pacing the CCSS in Mathematics.
- 2. Teachers will provide time each week for students to access the math lessons on iReady.
- 3. All teachers will provide a daily math block to teach the CCSS.
- 4. All students will participate in daily Number Talks to explain their mathematical reasoning.

• Measures:

We will measure progress by utilizing the end of module tests, exit tickets, iReady levels, and Dreambox Data.

• People Assigned:

The entire staff is responsible for implementing CCSS strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017



ACTION:(M) STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

We will purchase support material to supplement the curriculum currently being utilized while teaching CCSS. We will continue implementation of Engage New York Math and provide iReady and Dreambox programs in classrooms K-6.

• Measures:

Staff will monitor increased performance as measured by the end of module tests and iReady Math results.

• People Assigned:

The entire staff is responsible for implementing CCSS strategies and materials.

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION:(M)EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

At Stipe Elementary School, we will provide the following programs:

1. After school Math academies will be provided for students not at standard in grades 3-6.

2. Boys and Girls Club after school program will provide homework assistance opportunities.

3. Students not meeting standards in 3rd grade have the opportunity to attend the SJ Learns Afterschool Tutoring Program.

4. All students in 2nd grade will have the opportunity as they transition into 3rd grade to attend the Summer Program for the SJ Learns Math Tutoring Program if it is offered again.

• Measures:

We will monitor data by attendance sheets at the academies, SES provider data, Boys and Girls Club, and teacher and principal observations.

• People Assigned:

The teachers, Boys and Girls Club Director, SJ Learns Site Coordinator, and Principal are responsible for monitoring after school programs.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(M) INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

At Stipe Elementary School, we will provide the following actions to increase opportunity in mathematics:

1. School Math Liaison will attend the District Math Team (DMT) meetings at the District level and report information back to colleagues monthly.

2. Teachers will meet regularly at site grade level meetings to ensure CCSS concepts are being taught.

3. Professional Development around Engage New York math, strategies, CCSS math standards, and iReady will occur at least four times during the year after school (Tuesdays); provided by District Math Coaches, iReady consultants.

- 4. Teachers participate in CCSS Math Training at the County Office of Education as needed.
- 5. District math coaches model/demonstrate in classroom.
- 6. Staff will provide targeted flexible group math instruction for students scoring below standard.
- 7. Afterschool Math Academies will be provided for students below grade level.

8. SJ Learns Math program for current 3rd graders November- January and incoming 3rd graders June - July (if available).

• Measures:

Student results will be monitored using iReady Math results during the school year, end of module tests, Dreambox data, and SJ Learns data reports.

• People Assigned:

The people responsible are classroom teachers, principal, and SJ Learns Site Coordinator.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(M) STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

At Stipe Elementary School, we will provide the following actions to provide staff development opportunities: 1. School Math Liaison will attend the DMT Meetings at the District Office and report information back to colleagues monthly.

- 2. Provide grade level release time for teachers .
- 3. Teachers will meet regularly at site grade level meetings to ensure CCSS concepts are being taught.

4. Professional Development around Engage New York math, strategies, CCSS math standards, and iReady will occur at least four times during the year after school (Tuesdays); provided by District Math Coaches, iReady consultants.

5. Teachers participate in CCSS Math Training at the County Office of Education as needed.

- 6. District math coaches model/demonstrate in classroom.
- Measures:

We will monitor math implementation through classroom observation and PLC/COI notes.

• People Assigned:

Classroom teachers, principal, and the Math Liaison will implement the actions. However, the principal is responsible for providing staff professional development based on student results and staff input.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(M) INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

At Stipe Elementary School, we will provide the following to involve staff and parents:

- 1. Parent/Teacher conferences will take place in the fall and as needed throughout the year.
- 2. Translation of all necessary documentation for home will be provided.
- 3. Parent Involvement Component (SEAL): SEAL Parent Workshops will be provided.

4. Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She will translate information in Spanish, and interpret at parent meetings. She 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 and teacher observation. In addition, the number of participants during school events will be noted.

People Assigned:

The principal, Leadership Team, and Community Liaison will monitor the engagement and involvement of families.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(M) AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

At Stipe Elementary, we will provide the following actions to support auxiliary services:

- 1. Translator will translate parent and community documents.
- 2. Child Care providers will provide child care during parent meetings.
- Measures:

We will increase parent involvement as measured by increased numbers at meetings (sign in sheets).

• People Assigned:

Translators, Child Care Providers, and Community Liaison will provide the services. However, the principal is responsible for overseeing the services.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(M) MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

At Stipe Elementary School, we will perform the following actions to monitor program and results: 1. Staff will analyze student assessments including iReady Math, Mathematics Assessment Resource Service (MARS) Tasks, student work samples, and teacher created assessments. 2. Student achievement will be discussed at grade level meetings and Staff Professional Development.

Measures:

We will measure progress during meetings and observations by the principal and Support Staff members. In addition, Support Staff (literacy coach, ELTP coach, Resource Specialist Program (RSP) teacher, Speech, and school psychologist) will assist in determining if student results are increasing throughout the year.

• People Assigned:

Classroom teachers, principal, and support staff are assigned to complete the tasks.

Start Date: 07/01/2016

Completion Date: 06/30/2017

GOAL: (ELL)ENGLISH LANGUAGE 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:

• 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:

All English Learners will increase a minimum of one or more proficiency levels on CELDT (California English Language Development Test (CELDT) annually in order to be proficient in grade level CCSS as well as CELDT.

Students will use the 21st Century Skills of communication and collaboration.

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

Staff reviewed results from CAASPP, CELDT, READ180, and iReady data to determine the goal.



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

Of the 177 students that were CELDT tested, the data revealed the following: 15.25% Beginning (27 students) 25.42% Early Intermediate (45 students) 33.9% Intermediate (60 Students) 20.34 % Early Advanced (36 students) 5.08% Advanced (9 students)

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

The staff will monitor district designated assessments, CELDT, iReady, READ 180 scores and classroom observation to determine if students are making progress during the school year. Students making progress during the school year will be flexibly grouped as they improve. There will also be ongoing assessments during designated and integrated instruction.

Strategy:

Staff will implement the SEAL model in grades TK-3, and READ 180/System 44 for EL levels 2,3 in 5th and 6th grade. Teachers will work with the English Language Teaching Partner (ELTP) coach to discuss progress and needs of EL students and generate appropriate plans to help students. All staff will implement the California ELA/ELD standards and strategies within all content areas.

ACTION:(EL) ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

Stipe Elementary will provide the following actions to align instruction for English Language Learners (ELLs):

- 1. Teachers and staff will implement Designated and Integrated ELD at all grade levels K-6.
- 2. ELTP Coach will work with K-6 teachers to implement Designated and Integrated ELD.
- 3. ELTP Coach will implement and monitor the CELDT testing process on site.
- 4. Teachers in TK 3 will implement strategies learned in SEAL (Sobrato Early Academic Language) Training.
- Measures:

We will monitor the results of CELDT scores to determine if students are making progress during the school year.

• People Assigned:

All classroom teachers, principal, ELTP Coach, district administrators, and the Literacy Coach are responsible for implementing the actions and assessing the progress of students.

Start Date: 07/01/2016

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Completion Date: 06/30/2017
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ACTION:(EL) STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

At Stipe Elementary school, we will provide the following strategies to improve English Learner (EL) instruction:

1. Designated ELD will include flexible small groups based on instructional need.

2. Materials will be available to supplement instruction (non-fiction texts, leveled readers, dictionaries, realia, manipulatives, and tradebooks).

- 3. EL research based strategies will be used by teachers and instructional assistants.
- 4. Teachers and students will create a print rich environment (TK-3 using the SEAL MODEL).

5. Teachers will use audio visual support in classrooms including listening centers, projection devices, document cameras, and iPads.

- 6. Teachers will utilize the leveled book room.
- 7. Materials will be purchased to support best practices (SEAL MODEL).

• Measures:

We will measure progress by using results from CELDT, CAASPP, iReady, Rigby Levels, and teacher/administrator observations.

• People Assigned:

Classroom teachers, Support Staff, principal, Instructional Assistants, and district administrators are responsible for implementing and assessing student progress.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(EL) EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

The Stipe School will provide the following actions to extend learning time for ELL students:

1. Staff will provide students who are below grade level with extended learning opportunities before, during and after school.

2. Stipe will provide English Learners after school Literacy Academies in grades K-6.

• Measures:

We will measure progress by monitoring the CELDT, Rigby, CAASPP, and iReady scores.

• People Assigned:

The staff, principal, ELTP, and Literacy Coach are assigned to perform the actions mentioned.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(EL) INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity Action Type: Form A: Planned Improvements in Student Performance

• Task:

At Stipe School, we will provide the following actions to increase opportunities for ELL students:

1. The staff will provide multiple opportunities for small group instruction for the students performing below grade level.

2. Extra guided reading groups will be provided as a safety net during the school year.

• Measures:

We will measure progress by teacher observations of student progress.

• People Assigned:

The people that will perform the actions are classroom teachers, the Literacy Coach, and volunteers such as retired teachers.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(EL) STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

The Stipe Elementary School will provide the following staff development to increase ELL achievement:

1. Perform Cycle of Inquiry, planning and student data analysis on professional development days.

2. Release time for cycle of inquiry, teacher evaluations, Teacher Intervention Learning Team (TILT) and Student Success Teams (SSTs).

3. Release time for SEAL Model professional development (Unit Planning Days).

- 4. Bilingual Team Meetings (3-4 times a year).
- 5. Implement ELA/ELD Framework Professional Development.

• Measures:

We will identify progress by an increase in achievement as measured by teacher observations and district assessments.

• People Assigned:

The people responsible are the following:

- Classroom Teachers
- Principal
- o Literacy Coach
- o ELTP Coach
- o District Office (D.O.) personnel
- o SEAL Facilitators/Trainers
- o Teacher Intervention Learning Team

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Substitutes for release time (ELA, MATH, ELD)	\$5,000.00

ACTION:(EL)INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

The Stipe School will provide the following to involve staff and parents to improve progress of our ELLs:

1. Parent workshops provided by staff, First 5, and other local agencies.

2. Partnership with the district's family engagement team to provide early literacy programs and workshops for parents on how to support students at home.

3. SEAL Parent Workshops and Classroom Gallery Walks at the end of thematic units.

• Measures:

We will identify effectiveness based on district assessments and teacher observations.

• People Assigned:

The people responsible are the teachers, principal, Literacy Coach, ELTP Coach, and partnered agencies.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(EL) AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

Task:

Stipe School will provide the following services:

1. Translators will translate parent and community documents (30 hours).

2. Child Care providers will provide child care during parent meetings (41 hours), Home & School Meetings and Hispanic Parent Meetings.

• Measures:

We will identify effectiveness of the program by an increase in parent involvement as measured by increased numbers at meetings (sign in sheets).

• People Assigned:

People that will facilitate these actions are translators, child care providers, and the Community Liaison.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Translation Services (service agreement on file)	\$500.00
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Child Care Service for Meetings (service agreement on file)	\$270.00

ACTION:(EL) MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

Stipe will monitor the program and results by the following actions:

1. ELTP Coach to coordinate CELDT in order to inform teachers of students' levels to provide appropriate instruction during Designated ELD Time.

2. Administrator and Support Team will meet with classroom teachers 2 times a year to discuss progress of students in all grade levels K-6.

3. Staff will analyze student assessments including CELDT, CAASPP, iReady, Rigby, Running Records, Module Tests, benchmarks and teacher created assessments, as well as student work.

4. K-6 teachers will also use the CELDT data to inform the needs of their ELs along with the iReady data, formative assessments and student work. This will be done in collaboration with Partners in School Innovation (PSI).

• Measures:

The effectiveness of the actions will be measured by meetings and observations by administrator and Support Team (Literacy Coach, ELTP Coach, RSP, Speech teacher, and school psychologist).

• People Assigned:

The people assigned to implement the actions are the classroom teachers, Principal, Literacy Coach, ELTP Coach, PSI Coach, Speech, RSP, Psychologist, and Community Liaison.

Start Date: 07/01/2016

Completion Date: 06/30/2017

BOAL: (SC) POSITIVE SCHOOL CLIMATE

GOAL AREA: SCHOOL CLIMATE FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

LEA Goal:

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

LCAP Priorities:

• 6 - School Climate

LCAP Goal:

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

Goal Statement:

The staff, students, parents and administration will focus on a positive and inclusive school climate at Stipe Elementary resulting in at least a 10% reduction of the number of referrals that are sent to the office. A positive school climate will serve to improve morale, emphasize school pride, involve the school community and offer students chances to excel in both academic and non-academic programs. Parent and community involvement in the school will increase. Ultimately this will have a positive effect on behavior and academic success.

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

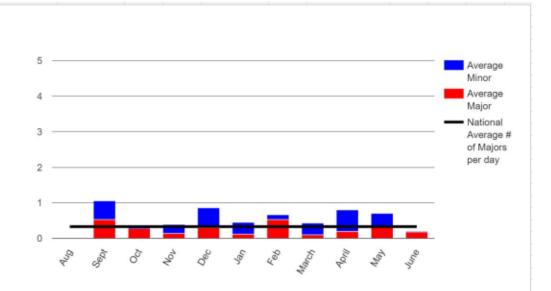
During the school year there were 17 behavioral event types, 121 behavioral events and 67 students. Of these behavioral events, the two that stood out the most were 15 events relating to Caused, Attempt to Cause or Threaten Physical Injury and 34 events from Disruption of School Activity or Defiance.

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

The data analysis revealed that the students are improving their behaviors through the continuous implementation of Positive Behavioral Intervention and Support (PBIS) and participation in the Playworks program.

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

The Leadership Team and staff will evaluate data quarterly from Infinite Campus. In addition, we will analyze the results from the Schoolwide Evaluation Tool (SET) data that the PBIS coach will generate upon her site observation of Stipe.



Strategy:

Strategies we will use include the Stipe Falcon Pledge (Responsible, Community Minded, Kind, Respectful, College Bound), PBIS System, and Playworks.

ACTION: (SC) 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 PBIS three tier system. Stipe Elementary School will provide the following actions:

1. Teachers will focus on the Stipe Falcon Pledge - I am a Stipe Falcon... I am Respectful, Community Minded, Kind, Responsible and College Bound.

2. Teachers will utilize their training and materials to reinforce PBIS in order to increase positive student behavior in the classroom and on campus.

3. Monday morning weekly Community Gatherings.

• Measures:

We will measure the effectiveness by looking at our site behavior data as well as an analysis of the PBIS SET data.

• People Assigned:

The people responsible are the following:

- o Classroom Teacher
- o Principal
- Support Staff
- o Classified Staff
- PBIS Coach

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost	
Local Control Funding Formula State Compensatory Education	Positive Behavior Assemblies and activities Schoolwide	\$1,000.00	

ACTION: (SC) STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

Stipe School will implement the following actions:

- 1. School will purchase equipment for Playworks Coach for before school, recess and lunch activities.
- 2. School will provide all staff with Fantastic Falcon slips.

3. School will utilize books, materials, videos, etc. to reinforce the 5 PBIS focal areas - Respectful, Community Minded, Kind, Responsible, and College Bound.

5. Weekly Fantastic Falcon from each class will be announced at Community Gatherings on Mondays.

• Measures:

We monitor to ensure that the behavioral expectations lessons are taught the first two weeks of school, and that additional lessons are provided when behavioral events increase in a specific location or during a specific time of year. In addition, all staff will give Fantastic Falcons to students who are doing the right things in each of the five areas and teachers will draw one name each week from their class to be announced as the Fantastic Falcon of the Week.

• People Assigned:

The implementation of PBIS is done by all staff including classified staff and the Playworks Coach.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Equipment for Playworks, materials and supplies for PBIS,	\$2,639.00

ACTION:(SC) EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

Stipe School will provide the following actions:

1. 4th, 5th and 6th grade students will have the opportunity to become Junior Playworks Coaches - learning problem solving and leadership strategies in the afterschool Jr. Coach program.

- 2. 6th grade students have the opportunity to join Student Council.
- 3. 6th grade students have the opportunity to help keep Stipe Green by recycling (Service Learning).
- 4. Approximately 100 students below standard participate in the After School Education and Safety (ASES) Boys and Girls Club.

• Measures:

Stipe will measure the program's effectiveness by monitoring the following:

- 1. Number of students participating in programs.
- 2. The number of disciplinary incidents and referrals will decrease as recorded in Infinite Campus.
- 3. A decrease in incidents of bullying on campus as reported to the administration and staff.

4. Student academic performance as measured by CAASSP and iReady will increase as a result of the positive climate on campus.

• People Assigned:

The people responsible are the principal, classroom teachers, Playworks Coach, and Student Council Leaders.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(SC) INCREASED EDUCATIONAL OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

The Stipe School will provide the following actions to increase educational opportunities to improve positive school climate:

1. Provide Playworks Coach and program components (recess/lunch games, leadership classes, group game time with classes, and afterschool intramural sports (basketball, football and volleyball).

2. As classes adopt a college, every Friday, we will provide opportunities for students to demonstrate their adopted college colors (College Bound).

- 3. K 2 receives Music for Minors for 26 weeks each year.
- 4. 3rd 6th receives Vocal and Performing Arts (VAPA) during the school year (Music, Tone Flutes, Chorus, Art).
- 5. 6th grade students are invited to participate in the Band/Orchestra Program at Davis Middle School.
- 6. Students from the upper grades will visit and work as Big Buddies with primary grade classes.
- 7. Readers are Leaders (2nd and 3rd grades).
- 8. Grandparent program.
- Measures:

We will measure effectiveness by monitoring the following:

- 1. Safe play, variety of games going on at the same time as observed by administration and staff.
- 2. Reduced referrals based on conflicts around playground play and recorded in Infinite Campus.
- 3. Students show positive behavior as measured by Falcon tickets earned by students.

• People Assigned:

The following people are responsible for implementing the above mentioned actions:

- o Principal
- o Playworks Coach
- District Music instructors
- o All classroom teachers
- Readers are Leaders volunteers
- o Grandparents

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost	
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	Playworks Coach and Program	\$34,000.00	

ACTION:(SC) STAFF DEVELOPMENT AND PROFESSIONAL DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

Stipe School will provide the following actions:

- 1. Teachers will participate in trainings from the Playworks Coach.
- 2. Teachers will participate in Positive Behavior Intervention Support (PBIS) trainings.

3. Staff will discuss Positive Behavior Intervention Support at staff meetings and Continuous Equity Improvement Team (CEIT) Meetings.

• Measures:

Data will be reviewed at staff meetings and CEIT/Leadership meetings at least quarterly.

• People Assigned:

The people responsible are the principal, all staff, CEIT team, the Playworks Coach, and the district's PBIS Coach.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:(SC) INVOLVEMENT OF STAFF, PARENTS AND COMMUNITY

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

Task:

Stipe School will provide the following actions to involve the staff, parents, and community to improve school climate:

1. All staff will work to create a climate where parents feel safe and welcome on campus, in classrooms, at events, and on field trips.

2. The principal will meet with parents regarding parent involvement to disseminate information as well as to acquire feedback.

3. Staff will help create Parent Workshops on topics such as behavior and safe play.

4. Staff will work with the Home and School Club and the Hispanic Parent Group to meet the needs of all students and families.

5. A Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She will translate information in Spanish, and interpret at parent/teacher meetings. She will conduct home visits and make phone calls home to increase communication with parents.

6. SEAL parent component - family projects, parent participation in workshops and gallery walks and celebrations at the end of the thematic units.

• Measures:

We will measure effectiveness of the program by the following measures:

1. Increase in attendance at school wide events (Back to School Night, Open House, Movie Nights, Harvest Festival, Las Posadas, Cinco de Mayo/Multicultural Day, Family Game Night, SEAL Gallery Walks and Celebrations). We will measure by monitoring sign in sheets.

2. Increase in attendance at parent/teacher conferences, parent meetings, and English Language Advisory Council (ELAC) and School Site Council Meetings as measured by sign in sheets.

3. Student attendance will increase. Completion of classroom assignments and class participation will increase due to communication between home and school.

4. Surveys will be administered to students, teachers and parents throughout the school year.

• People Assigned:

The people responsible are the following:

- \circ Principal
- Classroom Teachers
- o School Site Council
- Hispanic Parent Representatives
- o Community Liaison

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Materials to improve school safety	\$1,000.00

Funding Resources

Related Expenditures

Estimated Cost

NCLB: Title I, Part A, Basic Grants Low-Income and Neglected

Guest Speakers for Parent Workshops

\$1,000.00

ACTION:(SC) AUXILIARY SERVICES FOR STUDENTS AND PARENTS

Means of Achievement: Auxiliary services for students and parents

Action Type: Form A: Planned Improvements in Student Performance

• Task:

Stipe School will provide the following:

1. Noon duty supervisors to supervise K-6 (three lunches).

2. Students will be referred to Counseling Services through Alum Rock Counseling Center and the district's Social Work Intern on an as-needed basis.

3. Parent Education workshops will be held to increase parent knowledge of the school campus and strengthen the home/school partnership.

• Measures:

The actions will be measured by reduced referrals and behavioral incidents as noted in Infinite Campus and Support Staff notes from meetings regarding Counseling referrals.

• People Assigned:

The people responsible are the following:

- o Principal
- Noon Duty Supervisors
- Support Staff
- o Alum Rock Counseling Center
- o District's Social Work Intern

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	PBIS Support (Noon Duty extra time for assemblies)	\$300.00

ACTION:(SC) MONITORING PROGRAM IMPLEMENTATION AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

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

- Campus observation: looking for visuals, PBIS posters, etc.

- Classroom observations: 20-30 min observation in 3-4 classes: looking for the number of times behavior

expectation language is used, number of positives vs. correctives, reward/acknowledgement system (either schoolwide or classroom specific).

- Documentation of PBIS: Looking through school's teaching matrix, PBIS lesson plans, PBIS discipline flow chart, teaching schedule and reward system.

- Administrator Interview: 15 min Interview with Principal.

- Student Interviews: Asking students 3 questions during their recess and lunch: What are the behavior expectations? What do they mean? Have you been acknowledged/rewarded in the last 2 weeks for showing these expectations?

- Staff Interviews: 7 question survey with the staff (10 questions for staff on the PBIS team) about the implementation of PBIS as well as safety procedures.

• Measures:

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

• People Assigned:

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

Start Date: 07/01/2016

Completion Date: 06/30/2017

FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget :	\$226,040.00
Total Annual Expenditures for Current School Plan:	(\$226,040.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$195,821.00
	(ELA) Increased Opportunity	(\$14,092.00)
	(ELA) Staff Development	(\$2,000.00)
	(ELA) Involvement of Staff and Parents	(\$1,243.00)
	(ELA) Involvement of Staff and Parents	(\$6,446.00)
	(ELA) Auxiliary Services	(\$250.00)
	(ELA) Auxiliary Services	(\$250.00)
	(ELA) Alignment to Instruction	(\$127,379.00)
	(ELA) Increased Opportunity	(\$6,298.00)
	(ELA) Strategies and Materials	(\$2,093.00)
	(EL) Auxiliary Services	(\$270.00)
	(EL) Auxiliary Services	(\$500.00)
	(SC) Increased educational opportunity	(\$34,000.00)
	(SC) Involvement of staff, parents and community	(\$1,000.00)
	Balance:	\$0.00
790	Local Control Funding Formula State Compensatory Education	\$30,219.00
	(SC) Involvement of staff, parents and community	(\$1,000.00)
	(SC) Auxiliary services for students and parents	(\$300.00)
	(SC)Alignment of Instruction	(\$1,000.00)
	(SC) Strategies and Materials	(\$2,639.00)
	(M) Strategies and Materials	(\$5,800.00)
	(EL) Staff Development	(\$5,000.00)
	(ELA) Increased Opportunity	(\$300.00)

Funding Resource Code	Funding Source		Allocation / Expenditure	
	(ELA) Strategies and Materials		(\$12,180.00)	
	(ELA) Strategies and Materials		(\$2,000.00)	
		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
Vern Caruz	Principal	408 227-7332	12/05/2016
Catalina Hernandez	Classroom Teacher	408 227-7332	12/06/2016
Maricena Hernandez	Classroom Teacher	408 227-7332	12/05/2016
Ricardo Estrada	Parent or Community Member	408-431-3424	12/05/2016
Mira Scherr	Classroom Teacher	408-227-7332	12/05/2016
Luz Vera	Parent or Community Member	408-624-6597	12/05/2016
Norma Valencia	Parent or Community Member	408-841-0307	12/05/2016
Paula Sahagun	Other School Staff	408-768-6079	12/05/2016
Adriana Ruiz	Parent or Community Member	408-469-5073	12/05/2016
Luz Ochoa	Parent or Community Member	669-238-5158	12/05/2016

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

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

RECOMMENDATIONS AND ASSURANCES

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

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

Continuous Equity Improvement Team (CEIT)	 Signature
Staff Meeting	 Signature
Home and School Club	 Signature
Site English Learner Advisory Committee (SELAC)	 Signature
Cafecitos	 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:

12/05/2016

Attested:

 Virgilio Caruz, Principal

 Typed name of School Principal
 Signate

Signature of School Principal

Date

Ricardo Estrada

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are district coaches who support teachers in integrating technology in all content areas, implementing Positive Behavior Intervention Support (PBIS), CCSS Mathematics strategies and materials, and Project Based Learning and CCSS

ELA materials. The English-Language Development Teaching Partners (ELTPs) assist teachers throughout the District in the implementation of the ELA/ELD Framework and grades TK-3 with Sobrato Early Academic Language (SEAL) strategies.

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

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

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

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

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

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

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

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

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

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

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

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

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 (SSTs) have the ability to make a provisional placement for one year in order to evaluate the student's ability to benefit from the program. When appropriate, students with special needs use System 44 or Read 180. READ 180, the most effective reading intervention program, is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

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

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

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

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

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

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

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

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

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

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

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

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

Fiscal support (EPC):

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

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

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

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

We encourage parents/guardians to serve as volunteers in the schools and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles. School Site Council (SSC) is one of the advisory councils. The council is composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents. The council is constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. The purpose of the Single Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The SPSA must be based on an analysis of verifiable State-level data, including results of the CAASPP and the California English Language Development Test (CELDT), as well as district assessments. The SPSA template contains sample tables of state- and local-level data on student performance. Using such measures of student performance, the school site council must identify significant low performance among all student groups. The SSC should then decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the council. The SSC next considers the relationship between the current instructional program and conclusions reached from the analysis of student data. This analysis will help determine those program areas that need to be addressed to raise the performance of student groups not meeting academic standards. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified groups of students. The district and school administration is responsible for implementing the SPSA as approved by the Board of Trustees. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the council. Once the plan is approved, the responsibility of the SSC is to monitor the effectiveness of planned activities and modify those that prove to be ineffective. Monitoring will be made easier if the plan specifies actions, dates, and estimated costs.

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

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

SPSA 2016-17 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

Taylor (Bertha) Elementary

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

CDS Code:	43696256097430
Principal:	Betsy Fitch, Principal
Superintendent:	José Manzo
Address:	410 Sautner Dr.
	San Jose, CA 95123-5252
Phone:	(408) 226-0462
Email:	betsy_fitch@ogsd.net
Web Site:	



Goals and Actions	Start Date	Completion Date	Amount
» Reading/Language Arts			
> English Language Arts			
 Alignment of Instruction 	07/01/2016	06/30/2017	\$8,932.00
 Strategies and Materials 	07/01/2016	06/30/2017	\$0.00
 Extended Learning Time 	07/01/2016	06/30/2017	\$0.00
 Increased Opportunity 	07/01/2016	06/30/2017	\$0.00
Staff Development	07/01/2016	06/30/2017	\$10,500.00
 Involvement of Staff & Parents 	07/01/2016	06/30/2017	\$2,000.00
Monitoring Program & Results	07/01/2016	06/30/2017	\$0.00
Auxiliary Services	07/01/2016	06/30/2017	\$0.00
» English Language Development			
Accelerate Proficiency for ELLs			
 Alignment of Instruction 	07/01/2016	06/30/2017	\$8,750.00
 Strategies and Materials 	07/01/2016	06/30/2017	\$0.00
 Extended Learning Time 	07/01/2016	06/30/2017	\$0.00
 Increased Opportunity 	07/01/2016	06/30/2017	\$0.00
Staff Development	07/01/2016	06/30/2017	\$0.00
 Involvement of Staff & Parents 	07/01/2016	06/30/2017	\$0.00
Auxiliary Services	07/01/2016	06/30/2017	\$0.00
 Monitoring Program and Results 	07/01/2016	06/30/2017	\$0.00
» Mathematics			
> Math			
 Alignment of Instruction 	07/01/2016	06/30/2017	\$8,750.00
 Strategies and Materials 	07/01/2016	06/30/2017	\$2,500.00
Extended Learning Time	07/01/2016	06/30/2017	\$0.00
 Increased Opportunity 	07/01/2016	06/30/2017	\$0.00
Staff Development	07/01/2016	06/30/2017	\$900.00
 Involvement of Staff & Parents 	07/01/2016	06/30/2017	\$0.00
Auxiliary Services	07/01/2016	06/30/2017	\$0.00
Monitoring Program & Results	07/01/2016	06/30/2017	\$0.00
» School Climate			

Goals and Actions	Start Date	Completion Date	Amount	
> 21st Century Skills				
 Alignment of Instruction 	07/01/2016	06/30/2017	\$0.00	
 Strategies and Materials 	07/01/2016	06/30/2017	\$0.00	
Extended Learning Time	07/01/2016	06/30/2017	\$1,000.00	
 Increased Opportunity 	07/01/2016	06/30/2017	\$0.00	
Staff Development	07/01/2016	06/30/2017	\$0.00	
 Involvement of Staff & Parents 	07/01/2016	06/30/2017	\$0.00	
Auxiliary Services	07/01/2016	06/30/2017	\$0.00	
 Monitoring Program and Results 	07/01/2016	06/30/2017	\$0.00	
Total Annual Expenditures for Current Site Plan: \$43,332.00				

GOALS

GOAL: ENGLISH LANGUAGE ARTS

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

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

LEA Goal:

• Students will be proficient in core subjects.

LCAP Priorities:

• 2 - Implementation of State Standards

LCAP Goal:

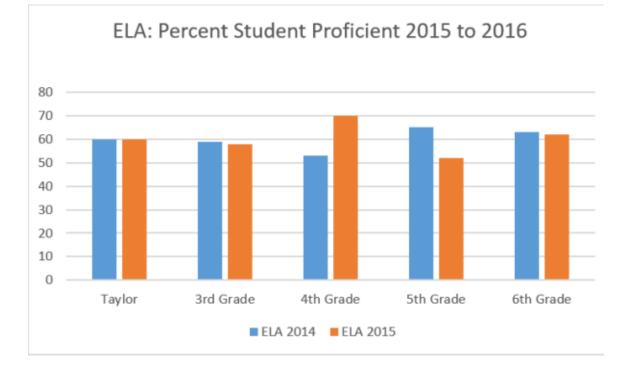
• All students will be proficient in all subject areas.

Goal Statement:

All students will demonstrate proficiency in writing - one of the subgroups within English-Language Arts (ELA).

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

The data we used to form this goal included primarily CAASPP data. However, historic CST data and teacher input suggested the need for a greater focus on writing. In addition, CCSS includes writing across the content areas, so this focus will impact all areas of learning for students.



Demographics Profile Groups Filter S	Sub-Group	Students		Proficient		Not Proficient					
	THE P	sus-aroup		*			%			%	
All Students			234	100%		178	76.07%	-	56	23.93%	
Ethnicity	Asian, E 💌	Filipino	15	6.41%	1	15	100%		0	0%	
		Hispanic or Latino	64	27.35%		33	51.58%		31	48.44%	
		Black or African American	2	0.85%		1	50%		1	50%	
		White	71	30.34%		55	77.40%	-	16	22.54%	
		Asian	66	28.21%	•	62	93.94%	-	4	6.06%	

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

The chart above shows that writing is one of the lowest ELA domain scores for Taylor. In addition, one of our largest subgroups, Hispanic/Latino students, score lower in this domain.

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

In order to monitor and evaluate the data, we will use CAASPP, the iReady diagnostic, three 'on-demand' writing prompts throughout the year, as well as formative and on-going classroom assessments including conferring, presentations, and writing journals.

Strategy:

The strategies we will use include Writing Workshop, the use of iReady, and Project-Based Learning (PBL).

ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

The teachers and principal will participate in Writing Workshop training and implement this in grades K-6 for all students. One teacher will serve as an instructional coach dedicated to writing. Teachers will have opportunities for collaboration (sub-release, paid non-work day, after school meeting time, monthly instructional rounds). Teachers will integrate language arts into other content areas including Project-Based Learning.

• Measures:

We will utilize the following measures:

- o Daily work
- o In-class formative assessments
- \circ CAASPP
- o District (iReady) assessments

• People Assigned:

The following people are assigned:

- Outside consultants (Momentum)
- o Classroom teachers
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Purchase supplies and technology	\$8,932.00

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

Teachers will provide a variety of instructional materials to improve student achievement and align to CCSS. All students will use a variety of technology materials such as Chromebooks, iPads, and videos to make curriculum more relevant and accessible. In addition, students will have access to Raz-Kids, Reading A-Z, and iReady. Teachers will also use the ELD/ELA framework as outlined in CCSS.

• Measures:

The following measures will be used:

- o End of unit tests
- o In-class formative assessments
- CAASPP
- o District (iReady) assessments

• People Assigned:

The following people will be assigned:

- $\circ~$ Classroom Teachers
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks are assigned:

- $\circ~$ Before school tutoring center
- o Before and after school academies
- o iReady lessons

• Measures:

The following measures will be used:

- $\circ~$ End of unit tests
- o In-class formative assessments
- \circ CAASPP
- o District (iReady) assessments
- \circ Attendance sheets
- $\circ~$ On-line tracking of usage hours for iReady

• People Assigned:

The following people are assigned:

- Classroom teachers
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017



Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks are assigned:

- Weekly Support Staff Meetings
- \circ Before school tutoring center
- $\circ~$ Before and after school academies
- $\circ~$ Small group, in-class instruction

• Measures:

The following measures are assigned:

- \circ End of unit tests
- $\circ~$ Daily work
- o In-class formative assessments
- \circ CAASPP
- District (iReady) assessments
- Sign-in sheets
- $\circ~$ On-line tracking of iReady usage

• People Assigned:

The following people are assigned:

- Classroom teachers
- o Instructional assistant
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

Task:

The following tasks are assigned:

- Staff development with outside consulting group
- $\circ~$ Instructional Coaching
- o Instructional Walk-Throughs
- $\circ~$ Planning Days
- o After school planning time

o Conferences, webinars and workshops

• Measures:

The following measures are assigned:

- Participation in coaching and walk-throughs
- $\circ~$ Attendance sheets for professional development
- o End of unit tests
- o In-class formative assessments
- \circ CAASPP
- o District (iReady) assessments

• People Assigned:

The following people are assigned:

- o Outside consultants (Momentum)
- $\circ~$ Classroom teachers
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Professional Development and Planning	\$10,500.00

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks are assigned:

- $\circ~$ Parent Involvement and Engagement (PIE) Nights
- o Community Walk-Throughs (First Fridays)
- District / Site Parent and Community Meetings (Hispanic Advisory Board for Language and Assessment-HABLA, Koffee Klatch, District Advisory Committee-DAC, Parent Teacher Association-PTA)
- $_{\odot}\,$ Instructional Rounds/Walk-Throughs with staff, teacher/coach and teachers

• Measures:

The following measures will be used:

- Attendance Sheets
- o Community and Staff Informal Feedback

- \circ CAASPP
- o District (iReady) assessments

• People Assigned:

The following people are assigned:

- Classroom teachers
- o District Leaders
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Instructional Coaching/Sub Release Time	\$2,000.00

ACTION:MONITORING PROGRAM & RESULTS

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks will be used:

- $\circ~$ Monthly Data Meetings
- o Weekly Support Staff Meetings
- o On-line tracking of student iReady usage
- o On-line tracking of student growth and progress

• Measures:

The following measures will be used:

- $\circ~$ End of unit tests
- o In-class formative assessments
- \circ CAASPP
- o District (iReady) assessments

• People Assigned:

The following people are assigned:

- Classroom teachers
- o Support Staff
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

Task:

The following tasks will be used:

- $\circ\,$ Translation for materials and meetings
- o Childcare for meetings and community events

• Measures:

The following measures will be used:

- \circ CAASPP
- o District (iReady) assessments

• People Assigned:

The following people are assigned:

- Classroom teachers
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

GOAL: ACCELERATE PROFICIENCY FOR ELLS

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:

• Students will be proficient in core subjects.

LCAP Priorities:

• 2 - Implementation of State Standards

LCAP Goal:

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

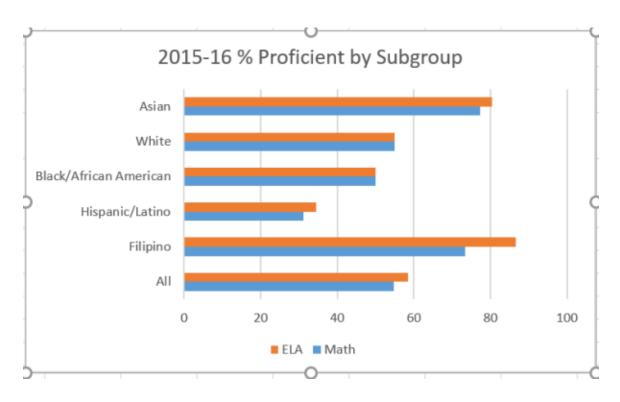
Goal Statement:

All English learners will increase a minimum of one or more proficiency levels on California English Language Development Test (CELDT) annually in order to be proficient in grade level Common Core State Standards (CCSS) as well as CELDT.

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

Results from CAASPP, CELDT, iReady and other on-going formative assessments were used in creating this goal.





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

The data revealed that creation of structured activities within the classroom involving collaboration and communication will be beneficial to English Language Learners as well as strengthening skills in oral and written communication in English.

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

We will use CELDT, District designated (iReady) diagnostic assessments, CAASPP, on-going formative assessments, and monthly staff data meetings to monitor and evaluate the data.

Strategy:

The following strategies will be implemented:

- Foundational literacy embedded into Project-Based Learning units
- Writing workshop with targeted conferring with students both 1:1 and in small groups settings
- Technology integration and supports (Google translate, videos, Dreambox, iReady and more)
- Consultation with English Language Teacher Partner (ELTP) Coach and IA
- On-going ELD/ELA Framework Professional Development with Staff

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

Staff collaboration and professional development will be used to create Project Based Learning (PBL) units aligned to standards while integrating foundational skills and technology.

• Measures:

The following measures will be used:

- CELDT
- CAASPP
- o On-going formative assessments (running records, writing samples, etc.)
- o District iReady assessments

• People Assigned:

The following people are assigned:

- Classroom teachers
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Sub-Release Teacher Planning	\$8,750.00

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

- o Staff will participate in ELD/ELA framework training to be provided by district ELD coach.
- $_{\odot}\,$ Teachers will create differentiated small groups to address ELD needs.
- o Teachers will use technology to support classroom learning.
- o Teachers will integrate 21st century skills to explicitly teach students process and social skills.

• Measures:

The following measures will be used:

- CELDT
- \circ CAASPP
- District (iReady assessments)
- Formative Assessments

• People Assigned:

The following people will be assigned:

- \circ Classroom teachers
- o Principal
- o District Coach

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following will be offered:

- $\circ~$ Provide a before school mentoring academy
- o Provide before and after school literacy academies
- Measures:

The following measures will be used:

- o District (iReady) Assessment
- On-going Formative Assessments
- o Monthly Data Meetings
- \circ CELDT
- \circ CAASPP

• People Assigned:

The following people are assigned:

- o Staff
- o Principal
- o Instructional Assistant

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks will be used:

- o Adopt school wide writing program (Writing Workshop)
- o Use small group differentiated instruction
- o Focus on on-going, formative feedback
- o Incorporate foundational skills into Project-Based Learning
- o Integrate technology into instruction

• Measures:

The following measures will be used:

- o District (iReady) Assessment
- On-going formative assessments
- o Monthly Data Meetings
- \circ CELDT
- \circ CAASPP

• People Assigned:

The following people are assigned:

- o Classroom teachers
- Principal

○ Support Staff

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following practices will be used:

- $\circ~$ Writing Workshop Training
- o PLC planning time
- o Monthly instructional rounds and coaching
- $_{\odot}\,$ District provided ELA/ELD framework professional development

• Measures:

The following measures will be used:

- District (iReady) Assessments
- o On-going formative assessments
- o Monthly Data Meetings
- \circ CELDT
- \circ CAASPP

• People Assigned:

The following people are assigned:

- Classroom teachers
- \circ Principal
- Momentum Consulting Group
- o District ELD/ELA Coach

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following practices will be used:

- o Monthly 'First Friday' events (Community Walk-Throughs to see students at work)
- Four PIE (Parent Information and Engagement) nights for parent communication and professional development
- o Community Celebration of Learning (Open House) to hear/see student exhibitions
- English Learner Advisory Committee (ELAC) and Hispanic Advisory Board for Language & Assessment (HABLA) Meetings
- o Monthly Principal Coffees
- o Regular community socials
- o Facebook, Twitter, Newsletter communication in addition to weekly connect-eds (in Spanish and English)
- o Inviting families to PBL exhibitions throughout the year

• Measures:

The following measures will be used:

- \circ Survey feedback
- Meeting discussion feedback
- CAASPP

People Assigned:

The following people are assigned:

- Principal
- o Classroom teachers
- o Community Liaison
- \circ Students
- o Parent group leaders

Start Date: 07/01/2016

Completion Date: 06/30/2017



Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks will be used:

- Childcare provided at meetings
- o Translation provided

• Treats provided (coffee, pastries)

• Measures:

The following measure will be used:

o Increased parent attendance and involvement (tracked through sign-in sheets)

• People Assigned:

The following people are assigned:

- \circ Principal
- \circ Translators

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks will be used:

- $\circ~$ ELTP coach coordinates CELDT testing in order to group students for ELD instruction
- o Principal and support staff meet weekly to monitor student progress
- o Staff monitors progress through a shared Google sheet and monthly data meetings
- Measures:

The following measures will be used:

o Meetings and observations by administrator, classroom teachers and support staff

• People Assigned:

The following people are assigned:

- Classroom teachers
- o Principal
- Support Staff
- o Instructional Assistant
- o Community Liaison

Start Date: 07/01/2016

Completion Date: 06/30/2017

GOAL: MATH

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:

- 1 Basic Services
- 2 Implementation of State Standards
- 4 Pupil Achievement
- 5 Pupil Engagement

LCAP Goal:

- All students will be proficient in all subject areas.
- Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.
- School and classroom environments support learning, creativity, safety and engagement.
- We will accelerate student success for EL, low socio-economic students, Foster Youth and students with special needs.

Goal Statement:

Based on the Common Core State Standards (CCSS), Taylor students will become mathematically fluent and proficient, and able to apply their knowledge in real-world situations. Their knowledge will be based on conceptual understanding of mathematics and from this they will be able to address the eight claims outlined in the CCSS:

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

Our primary focus this year is on practice number three due to the lower percent of students demonstrating proficiency in the math claim of 'communication and reasoning' as compared to the overall math score and the scores in the other claim areas.

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

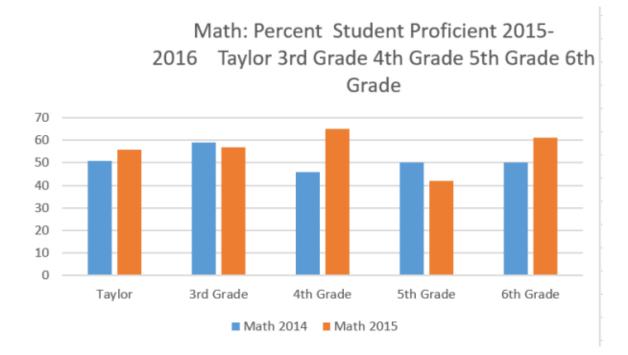
We used CAASPP data, our schoolwide summative assessment, to select this goal. To track this goal, we will use the iReady diagnostic and other formative assessment measures such as teacher observations, in-class assignments,

discussions, exit tickets and quizzes.

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

Upon analyzing the data, we did see a slight overall improvement in CAASPP scores from 2014-15 to 2015-16, however this growth was not consistent across grade levels. Specific focus areas delineated with mathematical practice number three are:

"Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments." http://www.corestandards.org/Math/Practice/



Performance Level Summary		%	
Number of Students Tested:	234	• N	
1 - Standard Not Met	54	23.08%	
2 - Standard Nearly Met	52	22.22%	
3 - Standard Met	67	28.63%	
4 - Standard Exceeded	61	26.07%	

Performance Level Summary			•
Number of Students Tested:	234		
- Below Standard	56	23.93%	
? - At/Near Standard	108	46.15%	
- Above Standard	70	29.91%	



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

The staff will meet monthly to review student data including work samples as well as the iReady diagnostic. Data will be input into a shared google sheet so that progress can be tracked not only for the year, but as the student progresses through the grade levels. Staff can also use weekly support meetings, SST process, and grade level planning days to further monitor student work and plan appropriate next steps.

Strategy:

The following strategies will be used:

- DreamBox (online math program)
- iReady (online math program)
- Engage New York (district adopted curriculum)/
- Counting Collections (Stanford cohort of TK-3rd teachers)
- Cognitively Guided Instruction (CGI) (teaching strategy)
- Small group instruction (target students who are struggling)
- Academies and homework clubs (additional intervention)
- Project Based Learning (PBL) (to teach students how to apply the learning and connect it to real-world problems and situations)
- On-going professional development for staff

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

- Task:
 - o Teachers will use EngageNY math, the district adopted curriculum.
 - o Teachers in TK-3 will use Counting Collections to help build number sense and concepts.
 - $\circ\,$ Teachers will integrate math into PBL where applicable.
 - Teachers will use number talks and/or cognitively guided instruction to support the integration of language into math as well as concept development and application of math in real-world settings.
 - Teachers will integrate technology into math including but not limited to: Dreambox, iReady, Khan Academy, Google Classroom (docs, sheets, sites, etc.).

• Measures:

The following measures will be used:

- $\circ~$ End of unit tests
- o In-class formative assessments
- \circ CAASPP
- o District (iReady) assessments
- o Tracking of online programs where possible (usage of hours & lessons)

• People Assigned:

The following people are assigned to this task:

- $\circ~$ Classroom teachers
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Sub-Release for Teaching Planning Time	\$8,750.00

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

Purchase support materials and technologies to supplement the curriculum currently being utilized while teaching CCSS.

• Measures:

The following measures will be used:

- $\circ~$ End of unit tests
- o In-class formative assessments
- \circ CAASPP
- o District (iReady) assessments
- People Assigned:

The following are assigned to this task:

- $\circ~$ Classroom teachers
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Copying, Printing, Scanning of materials	\$2,500.00

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks will be used:

- $\circ~$ Before school tutoring support
- $\circ~$ Before and after school academies
- Dreambox and iReady online learning

• Measures:

The following measures will be used:

- End of unit tests
- o In-class formative assessments
- \circ CAASPP
- o District (iReady) assessments

• People Assigned:

The following people are assigned:

- Classroom teachers
- Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017



Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks will be used:

- Before school tutoring center
- Before and after school academies
- o In-class opportunities for additional iReady lessons
- Small group instruction

• Measures:

The following measures will be used:

- o Attendance sheets
- o On-line data tracking for iReady usage
- o End of unit tests
- o Daily work
- o In-class formative assessments
- CAASPP
- o District (iReady) assessments

• People Assigned:

The following people are assigned:

- $\circ~$ Classroom teachers
- o Instructional Assistants
- Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks are assigned:

- $\circ\,$ Teachers to attend district trainings for common core math and iReady implementation
- o Teachers to participate in collaborative planning
- On-going professional development around CGI (cognitively guided instruction) through monthly meetings and instructional rounds
- Measures:

The following measures are assigned:

- o Staff Meeting Agendas
- Professional Development Sign-In Sheets

- o Lesson Plans
- o Principal Walk-Throughs
- o Instructional Round Walk-Throughs

• People Assigned:

The following people are assigned:

- Classroom teachers
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Travel and conferences	\$900.00

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks are being used:

- Parent Involvement and Engagement Nights (PIE Nights)
- Monthly community walk-throughs (First Friday events)
- \circ District and site parent group meetings: HABLA, ELAC, Koffee Klatch and PTA
- Regular communication through: Weekly connect eds, monthly newsletters, Facebook and Twitter Posts, Website
- o Principal Coffees

• Measures:

The following measures are being used:

- Sign-In Sheets
- \circ Agendas
- $\circ~$ Discussion and Feedback

• People Assigned:

The following people are assigned:

- Principal
- o Classroom teachers

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following tasks will be used:

- $\circ~\mbox{Translation}$ services to be provided as needed
- o Childcare for parent meetings/community events

• Measures:

The following measures will be used:

o Increased parent involvement through sign-in sheets

• People Assigned:

The following people are assigned:

- \circ Principal
- o Parent leaders
- o Classroom teachers
- \circ Translators

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAM & RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

The following assessments are being used:

- o End of unit tests
- o Daily work
- o In-class formative assessments
- \circ CAASPP
- o District (iReady) assessments

o Monthly data meetings with staff and principal

• Measures:

The following measures are being used:

- $\circ~$ End of unit tests
- $\circ~$ Daily work
- o In-class formative assessments
- CAASPP
- o District (iReady) assessments

• People Assigned:

The following people are assigned:

- Classroom teachers
- Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

GOAL: 21ST CENTURY SKILLS

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 acquire 21st century skills.

LCAP Priorities:

- 2 Implementation of State Standards
- 3 Parent Involvement
- 4 Pupil Achievement
- 5 Pupil Engagement
- 6 School Climate

LCAP Goal:

• All students will be proficient in all subject areas.

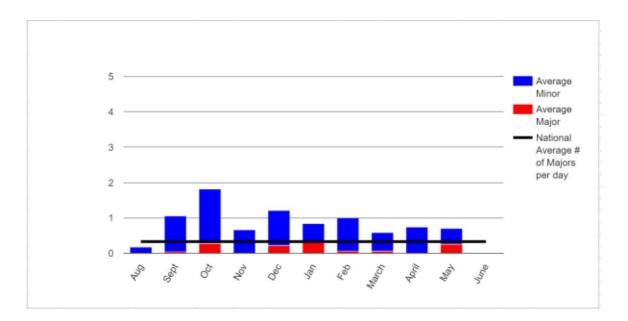
- We will accelerate student success for EL, low socio-economic students, Foster Youth and students with special needs.
- Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.
- School and classroom environments support learning, creativity, safety and engagement.
- We will actively engage parents and community members in supporting the implementation of CCSS instruction.

Goal Statement:

The school will work to accelerate student learning through creating real-word problems to engage and challenge students. These lessons will integrate core subjects (e.g. math, reading, writing, science, social studies and art) along with 21st century skills (e.g. critical thinking, creativity, problem solving, adaptability, etc.).

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

Data from Infinite campus, office referral data, and CAASPP data were evaluated to form this goal.



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

Common core standards call for students to be able to synthesize information and integrate skills and content in more real world applications. State tests currently indicate that Taylor students score 60% proficient in ELA and 55% in math indicating there is continued room for improvement. Further, office referral data, while consistently below the national average, can continue to improve.

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

The Positive Behavioral Interventions and Supports (PBIS) team will meet monthly to review behavior data and share this data with the staff. The team will also meet three times per year with the district PBIS coach to review data and adjust strategies.

Strategy:

The strategies we will utilize include:

- Project-based learning
- Balanced Literacy
- Technology Integration
- Cognitively Guided Instruction (math)
- Tiger of the Month Awards for 21st century skills
- Monthly principal class meetings to teach 21st century skills
- Sharing 21st century skill information and resources with families through the website, newsletter, monthly principal coffees, Facebook and more.
- Develop student leadership opportunities to support practice and application of 21st century skills.

ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards Action Type: Form A: Planned Improvements in Student Performance

Task:

Principal will visit classes monthly to teach 21st century skills. Teachers will reteach as needed and integrate into content area and projects. In addition, teachers, staff and principal will teach and monitor school wide behavior expectations. Principal will offer four assemblies per year to review behavior expectations

• Measures:

The following measures will be used:

- o Office referrals (for major and minors to stay below national average)
- $\,\circ\,$ All classes have a Tiger of the Week and Tiger of the Month

• People Assigned:

The following people are assigned:

- $\circ~$ Classroom teachers
- \circ Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials Action Type: Form A: Planned Improvements in Student Performance

• Task:

Student behavior will be acknowledged with Taylor Tiger Tickets. We will offer incentives at the student store (to be 'purchased' weekly with Taylor Tiger Tickets).

• Measures:

The following measures will be used:

- $\circ~$ Office behavior referrals
- $\,\circ\,$ Taylor Tiger Tickets collected at the student store
- $_{\odot}\,$ Improved academic performance and attendance due to positive school climate

• People Assigned:

The following people are assigned:

- Classroom teachers
- o Student council
- \circ Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type: Form A: Planned Improvements in Student Performance

• Task:

We will utilize Before-school tutoring center, as well as provide access to additional iReady lessons. Additionally, we will offer Before and after school academies.

• Measures:

The following measures will be used:

- o Sign-in sheets
- In-class formative assessments
- \circ CAASPP
- o District (iReady) assessments

• People Assigned:

The following people are assigned:

- Classroom teachers
- Instructional assistant
- Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

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

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

Task:

We will utilize Before school tutoring center, as well as provide access to additional iReady lessons. We will also offer before and after school academies.

• Measures:

The following measures will be used:

- $\circ~$ Sign-in sheets
- o In-class formative assessments
- CAASPP
- o District (iReady) assessments

• People Assigned:

The following people are assigned:

- $\circ~$ Classroom teachers
- o Instructional Assistants
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration Action Type: Form A: Planned Improvements in Student Performance

• Task:

Teachers will participate in PBIS trainings and PBIS behavior data will be shared monthly with staff.

• Measures:

The following measures will be used: o Sign-in sheets

- o Reduced office referrals
- People Assigned:
 - The following people are assigned:
 - Classroom teachers
 - o Principal
 - o District PBIS coach

Start Date: 07/01/2016

Completion Date: 06/30/2017

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 include the staff and parents in the following:

- $\circ~$ PBIS training at a PIE Night offered by the District PBIS Coach
- o Tiger of the Month community assemblies
- Volunteer trainings for PBIS procedures

• Measures:

The following measures will be used:

- $\,\circ\,$ All classes to have a Tiger of the Month and invite parents (via flier)
- \circ Office referrals
- o Parent attendance/sign-in sheets

• People Assigned:

The following people are assigned:

- $\circ~$ Classroom teachers
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type: Form A: Planned Improvements in Student Performance

• Task:

We will offer translation for meetings and materials, as well as childcare for meetings and events.

• Measures:

We will measure this by looking at office referrals.

• People Assigned:

The following people are assigned:

- $\circ~$ Classroom teachers
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results Action Type: Form A: Planned Improvements in Student Performance

• Task:

In order to monitor program implementation and results, we will monitor office referrals monthly.

• Measures:

The following measures will be used:

- $\circ~$ Collect data in Infinite Campus
- $\circ~$ Provide this data in ~ hard copy to staff and/or in staff meetings

• People Assigned:

The following people are assigned:

- Classroom teachers
- Support Staff
- o Principal

Start Date: 07/01/2016

Completion Date: 06/30/2017

FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget :	\$43,332.00
Total Annual Expenditures for Current School Plan:	(\$43,332.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$43,332.00
	Extended Learning Time	(\$1,000.00)
	Alignment of Instruction	(\$8,750.00)
	Strategies and Materials	(\$2,500.00)
	Staff Development	(\$900.00)
	Alignment of Instruction	(\$8,750.00)
	Alignment of Instruction	(\$8,932.00)
	Staff Development	(\$10,500.00)
	Involvement of Staff & Parents	(\$2,000.00)
	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
Mike Murphy	Parent or Community Member	mauimurph@yahoo.com	10/27/2016
Christina Conner	Classroom Teacher	cconner@ogsd.net	10/27/2016
Jennifer Downs	Parent or Community Member	jeendowns@yahoo.com	10/27/2016
Betsy Fitch	Principal	bfitch@ogsd.net	10/27/2016
Trudi Konzem	Parent or Community Member	tkonzem@yahoo.com	10/27/2016
Pat Mathiasen	Other School Staff	pmathiasen@ogsd.net	10/27/2016
Kathy Neri	Classroom Teacher	kneri@ogsd.net	10/27/2016
Claire Docherty	Parent or Community Member	clairedocherty1@gmail.com	10/27/2016
Julie Stenton	Classroom Teacher	jstenton@ogsd.net	10/27/2016
Aditya Vyas	Parent or Community Member	aditya.vyas@gmail.com	10/27/2016

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

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

RECOMMENDATIONS AND ASSURANCES

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

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

Hispanic Parent Group	 Signature
Gifted and Talented Education Parent Meeting	 Signature
Staff Meeting	 Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on:

10/27/2016

Attested:

Betsy Fitch, Principal

Typed name of School Principal

Signature of School Principal

Date

Michael Murphy

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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 standards.

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, college and citizen 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. Standards based materials are provided to each student and the standards are addressed on an ongoing basis through the curriculum mapping process. State adopted instructional materials have been purchased and implemented for the four content areas. Each adoption addresses the needs of students below standards as well as those above standards. Materials were developed around effective methods and instructional strategies that are scientifically researched-based.

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

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

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

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

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

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

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 access. Students who experience difficulty mastering standards are given timely additional assistance, and increased learning time is offered.

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, 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.

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

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

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

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

Positive Behavior Intervention Support (PBIS) is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and

classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

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.

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.

The Parent Teacher Association is an active volunteer organization that supports the educational programs at school. Their financial assistance from fundraisers provides for field trips, science assemblies, computers, computer programs, library books, science camp, and classroom supplies. Home/school communication: The Parent Newsletter goes home along with other District flyers. Teachers contact parents on a regular basis through newsletters, the weekly envelope, 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 support programs.

Parent conferences to review student report cards are held in the Fall and in the Spring. Students and their families come from many different schools within the District, from other public schools, from home schooling, and from private schools. The need to create a cohesive unit from so many diverse parts has been an important focus each school year. Staff, parents, and students are aware of establishing precedents and creating a program which will serve to create a unified and safe school environment.

Research findings tell us that students do better academically when parents take an active role in their children's learning, and students are more successful in school when schools have strong linkages with, and respond to, the needs of the communities they serve. We inform parents/guardians that they can directly affect the success of their children's learning and provide those techniques and strategies that they may use to improve their children's academic success. We initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.

Strategies to increase parent involvement include:

• Sending materials home translated in Spanish and Vietnamese

- Book faire/multi-media night
- Parent Involvement Day Activities
- · Parent involvement in multicultural activities around the campus
- Parent involvement in District and Site committees such as School Site Council and District Advisory Council
- Home and School Club, Faculty Association, District Advisory Committee, Hispanic Parent Meetings, and African-American Koffee Klatches

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.

Taylor (Bertha) Elementary 2016-2017

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.

RECOMMENDATIONS AND ASSURANCES

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

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

Gifted and Talented Education Parent Meeting Site English Learner Advisory Committee (SELAC) Hispanic Parent Group Staff Meeting Anya Mon Jamid Ahara Son Luciu Domat Sallach

Signature Signature Signature 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:

Attested:

Bill Abraham, Principal

Typed name of School Principal

Katie Moore

Typed name of SSC Chairperson

Signature of SSC Chairperson

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.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this 3. plan:

Hispanic Parent Group African American Koffee Klatch Staff Meeting Gifted and Talented Education Parent Meeting English Learner Advisory Committee

Signature Signature Signature Signature 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:

12/08/16

Attested:

Mr. Ryan Haven, Principal Typed name of School Principal

Mrs. Karisa Gonzales

Typed name of SSC Chairperson

chool Principal

12/8/16. Date 12/8/10

fature of SSC Chairperson

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:

Hispanic Parent Group Staff Meeting Site English Learner Advisory Committee (SELAC)

Signature Signature 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:

11/07/2016

Attested:

Lisa Barlesi, Principal Typed name of School Principal

Signature of School Principal

11.7-16

Madeline Chandler

Typed name of SSC Chairperson

nature of SSC Chairperson

p.

11-7-16

Date

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)

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:

Attested:

Jenay Enna, Principal Typed name of School Principal

eanna O'Mara yped name of SSC Chairperson

Signature of School Principal

ionature of SSC Chairperson

12/01/2016

Signature

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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:

English Language Advisory Committee (representative)

- 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:

Attested:

Mark Lepori, Principal Typed name of School Principal

Vera Fischer Typed name of SSC Chairperson

Principal

12/06/2016

Signature

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:

Continuous Equity improvement Team (CEIT)

Staff Meeting Home and School Club Site English Learner Advisory Committee (SELAC) Cafecitos

Signature Signature Signature Signature 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:

Attested:

Mr. Vern Caruz, Principal

Typed name of School Principal

ncipal Signature Schoo

2

Date

Date

Ricardo Estrada

Typed name of SSC Chairperson

Signature of SSC Chairperson



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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 charges in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan;

Hispanic Perent Group/English Language Advisory Committee (ELAC) Matrices Signature Gifted and Talented Education Parent Meeting Signature Staff Meeting K. Auc 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:

Attested:

Betsy Fitch, Principal Typed name of School Principal

Michael Murphy Typed name of SSC Chairperson

Signature of SSC Chairperson

11-11-16 Date

01/04/2017

Date

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) School Site Council

Signature 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

depkian

Signature of School Principal

Caralay Phillips

Typed name of SSC Chairperson

SSC Chairper

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:

Leadership Team CIET/Equity Team Site English Learner Advisory Committee (SELAC) School Site Council

Signature Signature Signature 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:

Attested:

Laura Meusel, Principal Typed name of School Principal

Maria McDuff Alka Podder Typed name of SSC Chairperson

Signature of School Principal

11/17/2016

117/2016

Title I School-Level Parent Involvement Policy

Christopher Elementary

The school developed a written Title I parental involvement policy with input from Title I parents at a public meeting held on October 11, 2016. The School Site Council and English Learner Advisory Committee also provided input and approved the Title I Parent Involvement Policy on December 15, 2016. The policy is provided to parents and is available online at the school's website.

The policy describes the means for carrying out the following Title I parental involvement requirements [*Title I Parental Involvement, 20 USC 6318(a)-(f)*]:

Involvement of Parents in the Title I Program

The school will conduct the following activities to involve parents in the Title I Program:

- a) **Convene an annual meeting to inform parents of Title I requirements and their right to be involved in the Title I program**. The school holds a general Title I meeting for all parents in the beginning of the school year. At the meeting, parents are informed about the school's participation in the Title I program, the requirements of Title I, and the right of parents to be involved.
- b) Offer a flexible number of meetings for parents of Title I students. The school holds meetings with all parents at least three times per year: Back to School Night, Open House and English Learner/Title I Orientation. Title I-Parent Involvement funds are used to provide translation, child care, snacks, home visits, and other services to support parent involvement. The school holds open meetings with the School Site Council, English Learner Advisory Committee, and other parent committees four times per year.
- c) Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. Each year, the school holds meetings with parents of Title I students, parents of English Learners, migrant parents and parents of students with disabilities to plan, review, and evaluate the Title I program, including the school parental involvement policy and the Single Plan for Student Achievement. Parents can submit comments on the schoolwide program to the district if they do not find the plan to be satisfactory.
- d) **Provide parents of Title I students with timely information about Title I programs**. The school uses various means to provide parents with timely information about Title I programs, such as letters, flyers, written handouts, phone calls, and informational meetings. All documents addressed to parents are written in English and Spanish. The Blackboard ConnectEd Automated Phone Call System is used to ensure all parents receive information about parent meetings, parent education programs, Title I programs, parent-teacher conferences, and school and district events. The school provides adequate number of professional translators/interpreters who provide translations to facilitate the communication between school staff (administrators, teachers, office staff) and families at all events. Translation devices are also utilized at meetings such as the *Coffee with the Principal*.

- e) **Provide parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet**. All parents receive an explanation during parent-teacher conferences and family literacy/math nights, at least three times per year, about the curriculum used at the school, content standards, academic assessments used to measure student progress, and the proficiency levels students are expected to reach.
- f) Provide parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. All parents are invited and encouraged to participate in school decision making by attending parent meetings, making suggestions, volunteering at school, participating in their child's class, observing classroom activities, and serving on district and school committees such as School Site Council, English Learner Advisory Committee, Parent Advisory for Gifted and Talented Education, Christopher Parent Leadership Team, Coffee with the Principal, Christopher Parent Engagement Team, District Advisory Committee, District English Learner Advisory Committee, HABLA, and other leadership groups. The school and district provide regular meetings, training and parent education programs to help parents develop their leadership skills and enhance their knowledge to successfully support their child's education. Training is provided for parents to prepare them for the SSC/ELAC elections.

School-Parent Compact

The school has jointly developed with and distributed to all parents of Title I students a schoolparent compact (A Pledge for Student Success) that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- a) The school's responsibility to provide high-quality curriculum and instruction.
- b) The parents' responsibility to support their child's learning.
- c) The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

The compact is provided for each family at the beginning of the school year. The compact is signed by the student and parent, and is kept on file at the school. The compact is discussed in relation to the individual child's achievement during the parent-teacher conferences.

Building Capacity for Involvement

The school engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school will:

- a) Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their child. The school provides opportunities for parent-teacher interactions and establishes parent-school-community partnerships to improve student achievement such as family literacy and math nights, parent-teacher conferences, parent meetings, back to school night, open house, etc.
- b) Provide materials and training to help Title I parents work with their children to improve their child's achievement. The school and district provides education programs, trainings and materials for all parents such as the Parent Institute for Quality Education (PIQE), Jump into

English, Strengthening Families Partnership with Alum Rock Counselling and English as a Second Language.

- c) Educate staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. Each year, the school staff receives training on the importance of involving parents at school and how to partner with parents to improve student achievement. We are a member of the National Network of Partnership Schools, which involves training and support materials for our families.
- d) Coordinate and integrate the Title I parental involvement program with other programs and conducts other activities that encourage and support parents in more fully participating in the education of their child. The school coordinates and integrates the Title I parent involvement program with other parent involvement programs available at the school and community, such as the Migrant Education Program, State Preschool Program, Kindergarten Readiness Program, Gifted and Talented Education (GATE) Program, SELPA, and After School Education and Safety (ASES) Program. The school establishes collaborative partnerships with community agencies to provide additional resources for parents to support their child's education, such as Boys and Girls Club, the Santa Clara Parks and Recreation, City of San Jose, and our local Councilman's office.
- e) Distribute to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. The school distributes all information to parents in a written, visual, and oral form in English and Spanish and other languages, whenever possible.
- f) Provide support for parental involvement activities requested by Title I parents. The school provides all parents with free access to school facilities, day care, translation, materials and resources to parents to facilitate their parent involvement activities. The school hires a bilingual community liaison to connect families with community organizations and facilitate resources in the community to support parent participation in their child's education.

Accessibility

The school provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. The school uses various means of communication to reach out to their diverse parents, such as the ConnectEd Call System, audiovisuals, personal phone calls, home visits, informational meetings, flyers, letters, handouts, and others. Special accommodations and materials are provided for persons with disabilities, parents who speak a language other than English, migratory farm workers, and others. The school report cards, parent letters, brochures, and all communications for parents are provided in English and Spanish and other language, whenever possible.

Title I School-Level Parental Involvement Policy

Edenvale Elementary

The school has developed a written Title I parental involvement policy with input from Title I parents at a public meeting held on November 3rd, 2016. The School Site Council and English Learner Advisory Committee also provided input and approved the Title I Parent Involvement Policy on December 8th, 2016. The policy is mailed to all parents of Title I students and is also available online at the school's website:

The policy describes the means for carrying out the following Title I parental involvement requirements [*Title I Parental Involvement, 20 USC 6318(a)-(f)*]:

Involvement of Parents in the Title I Program

The school conducts the following activities to involve parents in the Title I Program:

- a) Convene an annual meeting to inform parents of Title I requirements and their rights to be involved in the Title I program. The school holds a general Title I meeting for all parents in the beginning of the school year. At the meeting, parents are informed about the school's participation in the Title I program, the requirements of Title I, and the right of parents to be involved.
- b) Offer a flexible number of meetings for parents of Title I students. The school holds meetings with all parents at least three times per year: Back to School Night, Open House and English Learner/Title I Orientation. Title I-Parent Involvement funds are used to provide translation, child care, snacks, home visits, and other services to support parent involvement. The school holds open meetings with School Site Council, English Learner Advisory Committee and other parent committees six times per year.
- c) Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. Each year, the school holds meetings with parents of Title I students, parents of English Learners, migrant parents and parents of students with disabilities to plan, review, and evaluate the school Title I program, including the school parental involvement policy and the Single Plan for Student Achievement. Parents can submit comments on the school-wide program to the district if they do not find the plan to be satisfactory.
- d) Provide parents of Title I students with timely information about Title I programs. The school uses various means to provide parents with timely information about Title I Programs, such as letters, flyers, written handouts, phone calls, home visits, and informational meetings. All documents addressed to parents are written in English and Spanish. The ConnectEd Automated Phone Call System is used to ensure all parents receive information about parent meetings, parent education programs, Title I programs, parent-teacher conferences, and school and district events. The school provides adequate number of professional translators/interpreters who can perform two way translations to facilitate the communication between school staff (administrators, teachers, office staff) and families at all events.
- e) Provide parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. All parents

receive an explanation during parent-teacher conferences and family literacy/math nights, at least three times per year, about the curriculum used at the school, content standards, academic assessments used to measure student progress, and the proficiency levels students are expected to reach.

f) Provide parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. All parents are invited and encouraged to participate in decision making at school by attending parent meetings, making suggestions, volunteering at school, participating in their children's class, observing classroom activities, and serving on district and school committees such as School Site Council, English Learner Advisory Committee, Migrant Parent Advisory Committee, Parent Advisory for Gifted and Talented Education, Parent-Teacher Association, School Leadership Team, District Advisory Committee, District English Learner Advisory Committee, District Assistance and Intervention Team, Community Action Committee for Special Education, and other leadership groups. The school and district provide regular meetings, training and parent education programs to help parents develop their leadership skills and enhance their knowledge to successfully support their children's education. A district-wide training is provided for all parents every other year to prepare them for the SSC/ELAC elections.

School-Parent Compact

The school has jointly developed with and distributed to all parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- a) The school's responsibility to provide high-quality curriculum and instruction.
- b) The parents' responsibility to support their children's learning.
- c) The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program. Each year, the school holds a meeting with all parents and the School Site Council/ELAC to review and approve the School-Parent Compact. The compact is mailed to the parents' home in the beginning of the school year. The compact is signed by the student, the parent and the classroom teacher, and is kept on file at the school. The compact is discussed in relation to the individual child's achievement during the parent-teacher conferences.

Building Capacity for Involvement

The school engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

a) Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school provides opportunities for parent-teacher interactions and establishes parent-schoolcommunity partnerships to improve student achievement such as family literacy and math nights, parent-teacher conferences, parent meetings, back to school night, open house, etc.

- b) Partners in School innovation (PSI) will assist in providing professional development for coaches, the Instructional Leadership Team, (ILT), staff meetings, and grade level collaboration on how to communicate student goals, strengths, weaknesses, and next steps with parents. PSI will help train and assist teachers with using student data in results oriented cycles of inquiry. Specifically PSi will assist grade level will during three planning days, staff meetings, and grade level-collaboration in cycles of inquiry around SEAL (Sobrato Early Academic Language), PBL (Project Based Learning), ELD (English Language Development) or math) in order to guide instruction and intervention. This information will be shared with parents at goalsetting conferences and parent conferences.
- c) Provide materials and training to help Title I parents work with their children to improve their children's achievement. The school provides education programs, trainings and materials for all parents such as the Alum Rock Strong Start Program and the Raising a Readers program
- d) Educate staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. Each year, the school staff receives training on the importance of involving parents at school and how to partner with parents to improve student achievement.
- e) Coordinate and integrate the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The school coordinates and integrates the Title I parent involvement program with other parent involvement programs available at the school and community, such as the Migrant Education Program, Head Start program, Kindergarten Readiness Program, Home Instruction Program, Gifted and Talented Education (GATE) Program, SELPA, and After School Education and Safety (ASES) Program. The school establishes collaborative partnerships with community agencies to provide additional resources for parents to support their children's education, such as Boys and Girls Club, Rebeccas Children Services, Catholic Charities, Alum Rock Counseling, Edenvale Community Center, YMCA, Santa Clara Recreation & Parks, Santa Clara Police Department, Santa Clara County Education Office, City of San Jose.
- f) Distribute to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. The school distributes all information to parents in a written, visual, and oral form in English and the parents' primary language.
- g) Provide support for parental involvement activities requested by Title I parents. The school provides all parents with free access to school facilities, day care, translation, materials and resources to parents to facilitate their parent involvement activities. The school hires a bilingual community liaison to connect families with community organizations and facilitate resources in the community to support parent participation in their children's education.

Accessibility

The school provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. The school uses various means of communication to reach out their diverse parents, such as the ConnectEd, Oak Grove Mobile App, Facebook/Twitter, Peachjar Flyer System, Call System, audiovisuals, personal phone calls, home visits, informational meetings, flyers, letters, handouts, and others. Special accommodations and materials are provided for persons with disabilities, parents who speak a language other than English, migratory farm workers, and others. The school report cards, parent letters, brochures, and all communications for parents are provided in English and the parents' primary language.

Title I School-Level Parent Involvement Policy 2016-2017

Miner Elementary

The school presented a written Title I parental involvement policy with input from Title I parents at a public meeting held on September 15, 2016. The School Site Council and English Learner Advisory Committee also provided input and approved the Title I Parent Involvement Policy on December 12, 2016. The policy is provided to all parents and is also available online at the school's website.

The policy describes the means for carrying out the following Title I parental involvement requirements [Title I Parental Involvement, 20 USC 6318(a)-(f)]:

Involvement of Parents in the Title I Program

The school will conducts the following activities to involve parents in the Title I Program:

- a) Convene an annual meeting to inform parents of Title I requirements and their right to be involved in the Title I program. The school holds a general Title I meeting for all parents in the beginning of the school year. At the meeting, parents are informed about the school's participation in the Title I program, the requirements of Title I, and the right of parents to be involved.
- b) Offer a flexible number of meetings for parents of Title I students. The school holds meetings with all parents at least three times per year: Back to School Night, Open House and English Learner/Title I Orientation. Title I-Parent Involvement funds are used to provide translation, child care, snacks, home visits, and other services to support parent involvement. The school holds open meetings with the School Site Council, English Learner Advisory Committee, and other parent committees four times per year.
- c) Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. Each year, the school holds meetings with parents of Title I students, parents of English Learners, migrant parents and parents of students with disabilities to plan, review, and evaluate the Title I program, including the school parental involvement policy and the Single Plan for Student Achievement. Parents can submit comments on the schoolwide program to the district if they do not find the plan to be satisfactory.
- d) Provide parents of Title I students with timely information about Title I programs. The school uses various means to provide parents with timely information about Title I Programs, such as letters, flyers, written handouts, phone calls, home visits, and informational meetings. All documents addressed to parents are written in English and Spanish. The Blackboard Connect Automated Phone Call System is used to ensure that all parents receive information about parent meetings, parent education programs, Title I programs, parent-teacher conferences, and school and district events. The school provides an adequate number of professional translators/interpreters who provide translations to facilitate the communication between school staff (administrators, teachers, office staff) and families at all events.
- e) Provide parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. All parents receive an explanation during parent-teacher conferences and family literacy/math nights, at least three times per year, about the curriculum used at the school, content standards, academic assessments used to measure student progress, and the proficiency levels students are expected to reach.

Miner School - Title I School-Level Parent Involvement Policy

f) Provide parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. All parents are invited and encouraged to participate school in decision making by attending parent meetings, making suggestions, volunteering at school, participating in their child's class, observing classroom activities, and serving on district and school committees such as School Site Council, English Learner Advisory Committee, Parent Advisory for Gifted and Talented Education, Home and School Club, Action Team for Partnerships, District Advisory Committee, District English Learner Advisory Committee, and other leadership groups. The school and district provide regular meetings, training and parent education programs to help parents develop their leadership skills and enhance their knowledge to successfully support their child's education. Training is provided to prepare parents for the SSC/ELAC elections.

School-Parent Compact

The school has jointly developed with and distributed to all parents of Title I students a schoolparent compact (A Pledge for Student Success) that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- a) The school's responsibility to provide high-quality curriculum and instruction.
- b) The parents' responsibility to support their child's learning.
- c) The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

The compact is given to each family in the beginning of the school year. The compact is signed by the student and the parent/guardian and is kept on file at the school. The compact is discussed in relation to the individual child's achievement during the parent-teacher conferences.

Building Capacity for Involvement

The school engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school will:

- a) Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their child. The school provides opportunities for parent-teacher interactions and establishes parent-school-community partnerships to improve student achievement such as family literacy and math nights, parent-teacher conferences, parent meetings, back to school night, open house, etc.
- b) Provide materials and training to help Title I parents work with their children to improve their child's achievement. The school and District provide education programs, trainings and materials for all parents such as the Parent Institute for Quality Education (PIQE), parent trainings, and English as a Second Language classes.
- c) Educate staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. Each year, the school staff receives training on the importance of involving parents at school and how to partner with parents to improve student achievement.

- d) Coordinate and integrate the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their child. The school coordinates and integrates the Title I parent involvement program with other parent involvement programs available at the school and community, such as the Migrant Education Program, State Preschool Program, Head Start program, Kindergarten Readiness Program, Gifted and Talented Education (GATE) Program, SELPA, and After School Education and Safety (ASES) Program. The school and District establish collaborative partnerships with community agencies to provide additional resources for parents to support their child's education, such as Boys and Girls Club, YMCA, Santa Clara Recreation & Parks, San Jose Police Department, Santa Clara County Education Office, City of San Jose, United Way, and Community Action Commission.
- e) Distribute to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. The school distributes all information to parents in a written, visual, and oral form in English and Spanish and other languages, whenever possible.
- f) Provide support for parental involvement activities requested by Title I parents. The school provides all parents with free access to school facilities, day care, translation, materials and resources to parents to facilitate their parent involvement activities. The school hires a bilingual community liaison to connect families with community organizations and facilitate resources in the community to support parent participation in their child's education.

Accessibility

The school provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. The school uses various means of communication to reach out their diverse parents, such as the Blackboard Connect Call System, audiovisuals, personal phone calls, home visits, informational meetings, flyers, letters, handouts, the District and School website, and others. Special accommodations and materials are provided for persons with disabilities, parents who speak a language other than English, migratory farm workers, and others. The school report cards, parent letters, brochures, and all communications for parents are provided in English and Spanish and other languages, whenever possible.

Title I School-Level Parent Involvement Policy

Stipe Elementary

Stipe developed a written Title I parental involvement policy with input from Title I parents at a public meeting held last year on Wednesday, December 2, 2015. The School Site Council and English Learner Advisory Committee also provided input and approved the Title I Parent Involvement Policy on December 7, 2015. This policy was updated on December 5, 2016. The policy is provided to all parents of Title I students and is also available online at the school's website.

The policy describes the means for carrying out the following Title I parental involvement requirements [*Title I Parental Involvement, 20 USC 6318(a)-(f)*]:

Involvement of Parents in the Title I Program

The school will conduct the following activities to involve parents in the Title I Program:

- a) Convene an annual meeting to inform parents of Title I requirements and their right to be involved in the Title I program. Stipe holds a general Title I meeting for all parents in the beginning of the school year. At the meeting, parents are informed about the school's participation in the Title I program, the requirements of Title I, and the right of parents to be involved.
- b) Offer a flexible number of meetings for parents of Title I students. Stipe holds meetings with all parents at least three times per year: Back to School Night, Open House and English Learner/Title I Orientation. Title I-Parent Involvement funds are used to provide translation, child care, snacks, home visits, and other services to support parent involvement. The school holds open meetings with the School Site Council, English Learner Advisory Committee, and other parent committees six times per year.
- c) Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. Each year, Stipe holds meetings with parents of Title I students, parents of English Learners, migrant parents and parents of students with disabilities to plan, review, and evaluate the Title I program, including the school parental involvement policy and the Single Plan for Student Achievement. Parents can submit comments on the schoolwide program to the district if they do not find the plan to be satisfactory.
- d) Provide parents of Title I students with timely information about Title I programs. The school uses various means to provide parents with timely information about Title I Programs, such as letters, flyers, written handouts, phone calls, home visits, and informational meetings. All documents addressed to parents are written in English and Spanish. The ConnectEd Automated Phone Call System is used to ensure that all parents receive information about parent meetings, parent education programs, Title I programs, parent-teacher conferences, and school and district events. Stipe provides an adequate number of professional translators/interpreters who can perform two way translations to facilitate the communication between school staff (administrators, teachers, office staff) and families at all events.
- e) Provide parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. All parents receive an explanation during parent-teacher conferences and family literacy/math nights, at least three times per

year, about the curriculum used at the school, content standards, academic assessments used to measure student progress, and the proficiency levels students are expected to reach.

f) Provide parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. All parents are invited and encouraged to participate in school decision making by attending parent meetings, making suggestions, volunteering at school, participating in their child's class, observing classroom activities, and serving on district and school committees such as School Site Council, English Learner Advisory Committee, Parent Advisory for Gifted and Talented Education, Home and School Club (PTA), District Advisory Committee, District English Learner Advisory Committee, Action Team for Partnerships, and other leadership groups. Stipe and Oak Grove School District provide regular meetings, training and parent education programs to help parents develop their leadership skills and enhance their knowledge to successfully support their child's education.

School-Parent Compact -

The school has jointly developed and distributed to all parents of Title I students a Pledge for Student Success (Compact) that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- a) The school's responsibility to provide high-quality curriculum and instruction.
- b) The parents' responsibility to support their child's learning.
- c) The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Each year, Stipe holds a meeting with all parents and the School Site Council/ELAC to review and approve the School-Parent Compact. The compact is mailed to the parents' home in the beginning of the school year. The compact is signed by the student, and the parent and is kept on file at Stipe. The compact is discussed in relation to the individual child's achievement during the parent-teacher conferences.

Building Capacity for Involvement

Stipe engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school will:

- a) Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their child. Stipe provides opportunities for parent-teacher interactions and establishes parent-school-community partnerships to improve student achievement such as family literacy and math nights, parent-teacher conferences, parent meetings, back to school night, open house, etc.
- b) Provide materials and training to help Title I parents work with their children to improve their child's achievement. Stipe provides education in programs, trainings and materials for all parents such as the Parenting Workshop Series through Foothill College and the PPP Parenting programs through Alum Rock Counseling. Gallery Walks in the SEAL classrooms allow parents to get a better understanding of what their children are learning daily.

- c) Educate staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. Each year, the school staff receives training on the importance of involving parents at school and how to partner with parents to improve student achievement.
- d) Coordinate and integrate the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their child. Stipe coordinates and integrates the Title I parent involvement program with other parent involvement programs available at the school and community, such as the After School Education and Safety (ASES) Program. The school establishes collaborative partnerships with community agencies to provide additional resources for parents to support their child's education, such as Boys and Girls Club,
- e) Distribute to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. The school distributes all information to parents in a written, visual, and oral form in English and Spanish, and other languages, whenever possible.
- f) Provide support for parental involvement activities requested by Title I parents. The school provides all parents with free access to school facilities, translation, materials and resources to parents to facilitate their parent involvement activities. The school hires a bilingual community liaison to connect families with community organizations and facilitate resources in the community to support parent participation in their child's education.

Accessibility

The school provides opportunities for all Title I parents to participate, including parents with limited English proficiency, and parents with disabilities. This includes providing information and school reports in a form and language parents understand. The school uses various means of communication to reach out to our diverse parents, such as the ConnectEd Call System, audiovisuals, personal phone calls, home visits, informational meetings, flyers, letters, handouts, and others. Special accommodations and materials are provided for persons with disabilities, and parents who speak a language other than English. The school report cards, parent letters, brochures, and all communications for parents are provided in English and Spanish and other languages, whenever possible.