

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oak Grove Middle School	07617546004196	CSI 10-15-21	TBD

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
The purpose of this plan is to provide transparency to all stakeholders including parents, staff, and community on budget allocation and expenditures beyond base funding of LCFF, Title I and CSI, as they relate to improving academic performance for all students.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Oak Grove goals mirror those of the Mt. Diablo Unified School District. High quality, engaging instruction with equitable access to academic standards, culturally proficient and responsive staff and parents as partners are key to providing a program for our students that will prepare them for post-graduation success.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In the fall of 2021, 510 students took the MDUSD's Secondary Social Emotional Learning Survey. This survey assessed students in 5 categories: self-awareness, relationship skills, responsible decision-making, self management and social awareness. As a school community we analyzed the results during a district in-service day and during our Fall School Site Council meetings.

All staff, parents, and students acknowledged the importance of social emotional support. They confirmed that the Wildcat Wellness Center was a valued support for our students reentering in-person education. In addition, it was confirmed that the Family Purpose program, a year-round, enrichment program which provides access to social emotional tools (group and one on one as needed), training and a support network of peers and faculty, is a vital support for our students' social emotional learning. Surveyed students scored the lowest with the following questions/responses:

I stay calm even when I get angry or frustrated.

I can say how I feel.

I know what my strengths are.

Staff, students and parents shared that the Mindful Life Project, a Bay Area nonprofit that supports the mental and emotional wellbeing of underserved students, teachers, school leaders, and families through our highly regarded mindfulness based social emotional learning programming, may be an additional support needed for students.

In the spring of 2020, focus groups of parents, students, and staff were asked to complete a survey to determine how closely our school community's vision and current practices aligned with International Baccalaureate Middle Years Programme (IB MYP) philosophies. All respondents in the survey acknowledged the importance of preparing students to:

- become inquiring, knowledgeable, and caring young people,
- create a better and more peaceful world through intercultural understanding and respect,
- become active, compassionate, and lifelong learners,
- develop an understanding that other people, with their differences, can also be right,
- participate in the end of MYP 8th grade community project,
- have ways to measure their skill development.

While the importance of the above mentioned traits and activities were acknowledged by all respondents, there was a gap between the ratings assigned to the importance of all items and the ratings assigned to the actually current practice. Overall students and parents rated the items higher indicating that the school is doing well in preparing students. By contrast the staff assigned higher ratings to the importance of all, but one item than the students did, and gave significantly lower ratings on all items referring to current practice than the students. In particular, the staff placed high importance on students participating in a challenging global program and having ways to measure their skill development, but rated our current practice much lower. Also, student commentary on the survey indicated that students desire more engaging and meaningful learning/curriculum.

Also in Spring 2019-2020, the California Healthy Kids Survey results showed the "School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement"

Scales with Caring adults in school was a low 58% and School connectedness was 42%. And perceived Safety at School Safe 36%. Which confirms the extra support needed to connect with students by way of the Wildcat Wellness Center and Family Purpose.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Evaluative and non-evaluative observations will take place during the 2021/2022 school year with the focus to improve instructional strategies and student access to engaging lessons and learning.

After seeing our 1st semester classroom visit data from our "Classroom Visits (Distance Learning) 2020-21," as an administrative team, we discussed and planned to focus on student engagement in distance learning. In addition, the grade level teams organically addressed that student engagement needs to be a focus for the school year. Practices all teachers were to work on were the following:

Student Engagement: (focus on instructional practices)

Basic lesson plan expectations for distance learning

Do Now

Learning Targets

Agenda

IB Unit Plans

Focus: to create a generic PowerPoint with these items as an example for teachers to use or have as an example. OGMS staff want to discourage distance learning lecture style of teaching. Also we are using staff meetings to model with engaging learning online learning tools, practice effective breakout rooms, and to model risk-taking with learning new online learning tools for engagement.

The OGMS team (equaled all teachers, who do not have 1st period advisory DLI on Wednesday, counselors, community liaison, and admin team) also analyzed the following data areas as they looked into evaluations:

Student engagement as it pertained to climate and culture per PBIS inventory and survey results

PBIS continued school wide lesson plan #1: Wildcats in a Virtual Classroom

PBIS Rewards Point System--chart and implementation directions

Administrative team morning announcement videos <https://youtu.be/tKAkr766EGY>--amount of views

Challenge Day Dec. 16th @9-10:30am held virtually to build community and engagement--amount of student attendees

Picture Day 6th grade completed--amount of student photos taken; 7th & 8th grade postponed because of stay at home orders

Focus: to use positive incentives with PBIS rewards point system and implement PBIS online store to motivate students to turn on cameras and engage in class. Also focusing on training relationship building during distance learning--tally system

Student Engagement/Student Engagement Team SET team-- READY SET GO...CALL--amount of calls logged

SET form created 1st Semester SET sheet--quantity of sheets used

The SET form has all students names at OGMS and teachers mark the students' engagement in their classes. This is done during the virtual office hours if they do not have students during that time.

The 1st semester SET form focused on calling families and students about attendance.

There has been an increase of students coming to classes, however staff noticed a lack of engagement with cameras on and/or turning in work.

The 2nd Semester SET Sheet was created to focus on encouraging students to turn on cameras

and sharing resources for students/families with turning in work.

SET team met every Wednesday @ 9-10am

The OGMS team discussed new concerns with student engagement and then made phone calls to connect with the families and encourage their student(s) to engage and see if they need any support. Collaboratively, the team also pick days to focus on calling families and students to compliment their effective student engagement.

From these findings we saw the need to focus on student engagement through the lens of instructional practices, curriculum and school community. In collaboration with the school site council we voted to have the Wildcat Wellness Center to support in building the school community for students along with the support of the Family Purpose program. In addition, we planned a school-wide smart goal to building collaboration and a common goal to engage students. Our smart goal is "All grade levels and subject area teachers will complete a data driven inquiry protocol for their students' writing progress with the school-wide paragraph expository writing framework with rubric. The goal is to see our students improve in one indicator each Semester in their expository writing skills in each specific subject area by using subject specific expository articles in Newsela. Every student should improve their subject grade specific expository writing in two areas by the end of the school year."

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Over the course of the school year students are assessed three times using the iReady Diagnostic Assessment in grades 6-8 for Math and for English Language

Arts. Data from last school year indicates that efforts in reading and math instruction and intervention did result in significant improvement in the numbers of students scoring on or above grade level, but there is a continuing need in this area. Likewise, current iReady data indicates that overall, 11% of students are on or above grade level in ELA, and 6% of students are on or above grade level in math. All students met with a teacher to review their iReady fall diagnostic scores and to create year-long growth goals in both areas.

The data gathered from the iReady diagnostics is used to create Tier 2 and Tier 3 intervention groups and to create flexible reading groups in 6th and 7th grade. The data is also used to identify students who may need additional math support through our after school program academies.

In the spring, students take the state CAASPP test. These test results are used in tandem with iReady and grades to identify students who are performing at or above grade level and would benefit from additional challenge in classes, such as Algebra I or Accelerated English. Students who score just below proficiency on iReady and/or CAASPP are identified for reading and/or math academies designed to support them to reach proficiency.

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

All students are assessed in reading and math three times during the school year using the iReady diagnostic tool. Professional Learning Communities (PLC), teacher teams for each subject and grade-level, collaborate to create curriculum-embedded assessments and to monitor student progress. This year, these PLCs are collaborating to create common summative assessments for their IB units. Teachers review CAASPP, iReady, and ELPAC data for their own classes and for their grade levels at

grade level and department collaboration meetings. This data, combined with classroom performance and grade level common assessments, provides further information for the formation of RTI groups. Students in reading and math intervention classes are monitored frequently using iReady results, as well as assessments, such as the Slossen for reading and the Math 180 assessments. As students progress, they may be moved to a different level intervention class (ex: from Tier 3 to Tier 2) and/or have instructional units modified. Through the English Learner Review Team process, ELPAC data is reviewed to help adjust instruction in ELD/Academic Language Development classes, and to discuss student movement to a new level of ELD. Student data is reviewed each quarter to determine criteria met for reclassification.

CAASPP and ELPAC data are shared with the SSC annually. iReady data are shared three times a year. Reports are reviewed to help monitor the effectiveness of SPSA actions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers at Oak Grove Middle School meet the requirements for highly qualified staff. They are appropriately credentialed and approved by the MDUSD Board of Trustees.

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

Teachers at Oak Grove Middle School meet the requirements for highly qualified staff with the appropriate credential. Teachers participate in a variety of professional development opportunities, including three district-wide professional development site in-service days, seven site-based minimum days with afternoon training sessions, voluntary staff development in June and August, and during the school year sessions. This year's professional development has included learning in the following areas: reading; Positive Behavior Interventions and Supports (PBIS); Advancement Via Individual Determination (AVID); Constructing Meaning (EL Achieve); student goal-setting; English Learner reclassification; and instructional design specifically the International Baccalaureate unit planning model.

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

Staff development has focused on continued implementation of the Common Core standards and the development of common instructional assessments and units based on the new standards. Likewise, professional development at the site level has focused on the implementation of PBIS strategies to develop a welcoming, positive, and safe school climate virtually and in-person. Professional development has included learning in the following areas: Positive Behavior Interventions and Supports (PBIS); Constructing Meaning (EL Achieve); Next Generation Science Standards through Science Release Days; Common Core instruction; Prioritized & High Leverage standard interdisciplinary (math problem-solving strategies; student goal-setting; English Learner reclassification.

This year, as an IB Candidate school, we are focused on supporting staff in creating collaborative common units, incorporating the essentials of the IB unit planning methodology via OGMS department "Release Days". Likewise, we are continuing our redesigning work with PBIS, looking at the essential research-based components needed to turnaround high trauma, high poverty schools, and designing each grade level's curricular and school/classroom cultural expectations to support the Wildcat Wellness Center with counselors and the Family Purpose Program. As result of Wildcat Wellness Center interventions students suspension rates have decreased by 15%. Continued efforts to provide social emotional learning supports and interventions including accelerated learning will be our priority.

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

The district provides coaching support through a middle school TOSAs(Teacher on Special Assignments) who focus on literacy, ELD supports, and new teacher support. We are continuing to send teachers to the Constructing Meaning training. This year, as an International Baccalaureate candidate school, we have also been assigned an IB Authorization Manager who coordinates with our Program Specialist to support IB implementation for the last step with a verification visit to become a authorized IB World School. We turned in our IB application for authorization on October 2020 and will be given a verification date to complete the final steps of the IB authorization process.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet twice monthly during staff meetings for IB Instructional Design sessions to collaborate on their common unit planning and for the school wide writing goal. Grade-level teams meet monthly to collaborate on community building systems and implementation of school-wide PBIS systems which includes analyzing student data to recommend support CARE referrals. In addition, department teams meet monthly to analyze department data either assessment and/or school student writing samples to support students further academic growth. Likewise, teachers collaborate during paid after school or during school release time.

Teaching and Learning

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

Curriculum and instruction in all classes are aligned to Common Core standards. All textbooks are state and district approved, and supplemental materials have been selected to support reading, math, and English Learners. In addition, the Williams Textbook visit was completed with success.

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

Students in 6th and 7th grades have access to a period of English and a period of reading, or for long-term English learners, English and academic language development. 8th grade long-term English learners also have an English period and an academic language development period. 8th graders who are far below grade level and/or still need instruction in phonics/phonemic awareness/sight words also have a reading period. In addition, all students have access to an extended first period; for 8th graders, this time is focused on reading and math instruction and intervention via the iReady systems' online lessons.

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

Multiple intervention courses for reading, ELD, are in the master schedule. Reading classes are aligned to allow for flexible reading groups. An extended 1st period is embedded in the regular school day. After school intervention programs are also up and running for example Wildcat Learning Academy.

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

All textbooks are state and district approved. Oak Grove has been found sufficient in all core textbooks per this year's Williams visit and report to school board.

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

All textbooks are state and district approved, including reading intervention and ELD materials.

Opportunity and Equal Educational Access

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

Instruction in the regular program is scaffolded to provide support to under-performing students. All students have access to a Chromebook for online reading with iReady, Khan Academy and Newsela as part of their regular program one to one technology check out. Students have access to additional instruction and targeted interventions with the ELD teacher.

Evidence-based educational practices to raise student achievement

Teachers participate in collaborative instructional unit design to create common summative assessments, incorporate conceptual teaching and learning and inquiry throughout the unit, align curriculum, and examine assessment data in order to adjust instruction accordingly (Marzano, Wiggins and McTighe). A morning advisory period has been implemented during the school day to provide targeted social emotional learning (SEL) for students to build community and confidence to help build a bridge to instructional achievement in reading and math, according to the needs from the Fall Social Emotional Learning Survey Assessment (<https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice>) & (<https://eric.ed.gov/?q=&id=EJ1176120>). Professional development has focused on developing supportive relationships with students and creating intentionally inviting classroom environments and increasing student engagement (Marzano, Art and Science of Teaching; Purkey). Starting in the 2015-16 school year, and continuing in 2016-17 and 2017-18 school years, grade-level groups of staff have met to redesign the middles school experience. The essential elements of the redesign program are closely tied to research-based educational practices: student learning goals and progress-tracking (Hattie, Marzano); creating relevant and engaging learning opportunities for students of poverty (Jensen). Starting 2019-20 school year and continuing 2020-21 the implementation of Wildcat Wellness Center started to provide additional support and resources to address student social and emotional needs. CSI funds were used to contract with Family Purpose, a program that provides students' social, emotional, and cultural needs through peaceful dialogue and other social emotional strategies. By providing students with the tools needed to address their social emotional needs through the lens of emotional intelligence, intervention will be established early on to de-escalate conflict and ensure that students are on a path to success. Our joint collaboration will ensure a more comprehensive effort to our school's Multi-Tiered System of Support (MTSS). Interventions at all tiers of our MTSS system (classroom, group, individual) will be put in place to ensure a comprehensive approach that leads to greater student self-regulation and academic success (Averill & Rinaldi, 2011; CDE, 2020). In addition, CSI funds were used to contract with a garden program to support with tactic support with student social and emotional needs (<https://research.childrenandnature.org/research/outdoor-learning-may-be-an-effective-way-to-promote-the-social-and-emotional-skills-of-students-with-social-emotional-and-behavioral-disorders/>) & (<http://stemteachingtools.org/brief/57>). Also the garden program assist our sites implementation and monitoring of students' progress in meeting grade level standards and benchmarks in science (<https://research.childrenandnature.org/research/school-gardens-could-serve-as-gateways-to-reducing-the-academic-achievement-gap/>). Completion of the revised courtyard to a function live outdoor garden classroom occurred in the fall of 2020 and is utilized daily since.

Parental Engagement

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

Qualifying students are invited to participate in free tutoring opportunities through our site's Wildcat Learning Academy. Oak Grove offers free academic intervention academies after school. A free after school program (ASP) is available to all Oak Grove students five days a week, and includes homework assistance, activities, and nutrition.

Oak Grove currently has two full-time school counselors to assist students with academic and social-emotional support. In addition, the Family Purpose Program that supports with social, emotional, and cultural needs through peaceful dialogue and other social emotional strategies. District and site resources have been used to hire bilingual personnel by way of a Community School Coordinator to reach out to parents of under-achieving students. The district offers support to homeless families and foster youth through its HOPE/FYS department. Oak Grove has partnered with Fred Finch Center to provide social-emotional counseling to students who qualify for Medi-Cal. Parents participate in student success team meetings with the school team to address the needs of underachieving students and create a plan. The Oak Grove PTSA provides incentives for students who are showing significant improvement in academics and partners with the school to host academic honors assemblies to recognize students who are meeting proficiency goals and students who have been redesignated as Fluent English Proficient. The Oak Grove PTSA also partners with the school to support family engagement and learning activities, such as family Tech Educational, and Art Night. The Oak Grove ELAC partners with the school to sponsor the annual Parent Visitation Day, which incorporates learning opportunities with actual classroom visits and teacher conference time. Due to COVID-19 restrictions, Oak Grove was unable to have the Parent Visitation Day during the 2020-21 school year.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers, students, and school personnel participate in regularly scheduled School Site Council, English Learner Advisory Committee (ELAC), and Parent Teacher Student Association (PTSA) meetings and help to plan, implement, and evaluate school programs. A Title I parent meeting was held in the fall. Title I requirements and current CAASPP ELA and math data were reviewed at that parent meeting. Parents were invited to provide feedback on our parent engagement efforts and to comment on other areas of improvement for our instructional program. Parents also reviewed the Parent Engagement Policy and Home School Compact and offered feedback.

All parents are invited to a Back-to-School Night, Parent Educational Nights, and Open House and parents have the opportunity to visit classrooms virtually in session, as well as provide feedback on the instructional program and parent engagement opportunities.

This year, the requirements of English Learner reclassification and a review of current CAASPP ELA and math data were offered as parent learning during the first ELAC general meeting. ELAC parents provided feedback regarding the academic and programmatic needs of English Learners at Oak Grove. Annual review of site Parent Engagement Policy and Home School Compact occurred during Fall 2021 SSC meeting.

Funding

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

Title I funds support after-school academies, which focus on reading, math, and academic support for English Learners. Oak Grove Middle School used Title I monies to fund Community Service Assistant and Community School Coordinator positions. These staff provide bilingual support in the office, which includes, but is not limited to greeting and welcoming families to the school, communicating with families about upcoming parent meetings and student academic performance, coordinating with community agencies, welcoming newcomer families to the school, and other engagement opportunities. Title I funds also provide support from all our students with 21st century one-to-one Chromebook technology access, which in turn provides access for in-school and after school intervention programs through the contracted services with Newsela, iReady, IXL, which reading, science, and math is scaffolded to the student zone of proximal development (ZPD). Title I funds are used to purchase materials, such as classroom library books at a wide variety of reading levels and addition intervention program and student licenses. Title I funds are also used to provide extensive on-site and off-campus professional development opportunities for teachers and staff.

Fiscal support (EPC)

Mt Diablo Unified distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in each school's Single Plan for Student Achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At Oak Grove we annually review the SPSA in September and October. And we continually plan and update monthly with a 12 member stakeholder board. Stakeholders involved in the review and planning process of the SPSA include staff, parents, students, Title I meeting, and SSC members.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Although we strive to provide an equitable learning experience for our students, there are some issues that arise beyond our control. During the 2018-2019 school year, two teachers were on leave and we had 2 vacancies that were filled mid-year. We did not have consistent substitutes and they were not familiar with our developmental bilingual program. This created a huge inconsistency with instruction for the majority of the school year and affected student behaviors throughout the day, and teacher morale and exhaustion as they were constantly asked to cover classrooms. During the 2019-2020 school year, Oak Grove was fully staffed, but unfortunately two new teachers went on leave in the middle of the year, creating inconsistencies in some subjects. The most glaring event of 2019-20 school year was the shelter in place mandate in March 2020, which presented unprecedented challenges for staff, students, and families to acclimate to online learning. In the 2020-2021 school year, the whole district started in full distance learning. Oak Grove started as fully staffed with teachers. We had a minor disruption with two teachers on family bereavement, however we had strong long-term subs to cover for the two classes. Also in the beginning of the school year we did not have permanent office staff, so we needed extra support with subs during

registration. Later in the year, we had a permanent secretary and looked to hire an office manager and attendance secretary.

During distance learning, we provided all students with Chromebooks and hotspots upon request. We provided 459 Chromebooks to students and around 20 hotspots to families upon request. In addition, we trained our campus supervisors and office staff to provide technology support for students during phone calls and social distancing in-person technology support, which includes resetting student passwords and helping students/families to log into Homelink and/or classes. In addition, we supported teachers with purchasing distance learning apps that helped engage students and we had a technology instructional leadership team to support teachers with technology issues. Lastly, Oak Grove created a YouTube station with videos to support students and families with access to technology.

The adjustment to full distance learning varied from different students. Some students excelled with less distractions and thrilled in their safe home environments. However, there were students that struggled with distance learning and some lost motivation with attendance. Also there were students who experienced trauma with unsafe home environments, which led to the SEL enriched focus for the 2021-22 school year to be focused on Learning Acceleration.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0.13%	0.1%	1	1	1
African American	2.15%	2.28%	2.1%	17	18	16
Asian	2.66%	3.42%	3.3%	21	27	25
Filipino	2.41%	2.03%	1.5%	19	16	11
Hispanic/Latino	83.14%	84.56%	83.0%	656	668	621
Pacific Islander	0.76%	1.01%	1.5%	6	8	11
White	3.3%	2.66%	3.7%	26	27	28
Multiple/No Response	%	2.66%	1.3%		10	10
Total Enrollment				789	790	748

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	271	249	256
Grade 7	281	259	251
Grade 8	237	282	241
Total Enrollment	789	790	748

Conclusions based on this data:

1. The 2020-2021 data indicates that the majority of the students that attend OGMS are Hispanic/Latino which is 83% of our student population.
2. The 2020-2021 data indicates an increase of enrollment in our White and Pacific Islander student groups from 2.66% to 3.7% and 1.01% to 1.5%
3. The 2020-2021 data indicates a decline in our overall enrollment by 5.3%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	321	349	374	39.8%	44.5%	49.3%
Fluent English Proficient (FEP)	376	335	260	46.7%	42.7%	34.3%
Reclassified Fluent English Proficient (RFEP)	19	16	18	2.4%	2.0%	2.4%

Conclusions based on this data:

1. Based on 2020-2021 data the overall population of English Learner's (EL's) has increased by nearly 10%.
2. Based on 2020-2021 Re-designated Fluent English proficiency (R-FEP) data the number of students re-designated has increased by two students from 2019-2020 school year.
3. Based on 2020-2021 Fluent English Proficient (FEP) data the number of FEP has significantly decreased from a 4% decline to a 8.4% drop.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	238	284	275	227	275	261	227	273	261	95.4	96.8	94.9
Grade 7	244	236	287	238	225	275	238	224	274	97.5	95.3	95.8
Grade 8	204	248	238	194	237	230	194	236	230	95.1	95.6	96.6
All	686	768	800	659	737	766	659	733	765	96.1	96	95.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2453.	2444.	2452.	2.20	1.10	2.30	18.94	15.38	18.01	24.67	28.94	29.50	54.19	54.58	50.19
Grade 7	2475.	2478.	2477.	6.30	4.02	2.19	16.81	17.41	20.07	22.69	28.57	28.10	54.20	50.00	49.64
Grade 8	2502.	2487.	2487.	3.09	2.54	3.04	20.10	16.95	18.26	32.99	27.12	29.13	43.81	53.39	49.57
All Grades	N/A	N/A	N/A	3.95	2.46	2.48	18.51	16.51	18.82	26.40	28.24	28.89	51.14	52.80	49.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.73	5.15	6.90	38.33	36.03	36.78	55.95	58.82	56.32
Grade 7	8.40	9.87	6.93	35.71	33.18	37.59	55.88	56.95	55.47
Grade 8	6.70	8.47	8.70	39.69	30.51	36.52	53.61	61.02	54.78
All Grades	6.98	7.66	7.45	37.78	33.38	36.99	55.24	58.96	55.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.44	2.95	3.83	34.22	34.69	49.04	61.33	62.36	47.13
Grade 7	8.82	9.42	6.20	41.18	41.26	45.62	50.00	49.33	48.18
Grade 8	5.67	4.24	2.61	45.36	39.83	46.96	48.97	55.93	50.43
All Grades	6.39	5.34	4.31	40.03	38.36	47.19	53.58	56.30	48.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.17	1.85	3.83	55.95	56.46	58.24	37.89	41.70	37.93
Grade 7	4.20	3.59	2.92	45.80	53.36	56.57	50.00	43.05	40.51
Grade 8	6.19	4.24	3.04	60.31	53.39	56.52	33.51	42.37	40.43
All Grades	5.46	3.15	3.27	53.57	54.52	57.12	40.97	42.33	39.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.37	9.96	8.05	45.37	53.87	42.53	46.26	36.16	49.43
Grade 7	16.39	12.56	10.95	39.92	50.22	46.35	43.70	37.22	42.70
Grade 8	11.86	13.14	10.00	45.36	46.19	43.48	42.78	40.68	46.52
All Grades	12.29	11.78	9.67	43.40	50.27	44.18	44.31	37.95	46.14

Conclusions based on this data:

1. Based on the 2018-19 data, the overall achievement of standard met and exceeded increased by 2.68%. (No data for 2019-2020 due to COVID-19 school closures).
2. Based on the 2018-19 data, Oak Grove's student enrollment has been increasing every year. However during distance learning 2019-2020 year, the enrollment has decreased.
3. Based on the 2018-19 data, Oak Grove's Producing clear and purposeful writing at above standard is decreasing each year starting from 2016.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	238	284	276	233	280	261	233	280	261	97.9	98.6	94.6
Grade 7	244	236	287	243	233	274	243	233	273	99.6	98.7	95.5
Grade 8	203	248	238	201	242	230	201	240	230	99	97.6	96.6
All	685	768	801	677	755	765	677	753	764	98.8	98.3	95.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2426.	2418.	2417.	1.72	0.36	1.92	6.01	3.21	7.28	23.18	28.57	21.46	69.10	67.86	69.35
Grade 7	2441.	2439.	2426.	1.23	1.29	1.10	9.88	6.44	5.86	24.69	27.47	19.41	64.20	64.81	73.63
Grade 8	2453.	2435.	2437.	1.99	2.08	0.87	5.97	4.17	5.65	20.90	14.58	17.83	71.14	79.17	75.65
All Grades	N/A	N/A	N/A	1.62	1.20	1.31	7.39	4.52	6.28	23.04	23.77	19.63	67.95	70.52	72.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.43	1.43	3.07	17.60	18.93	14.94	78.97	79.64	81.99
Grade 7	3.70	3.86	2.93	23.46	17.17	16.12	72.84	78.97	80.95
Grade 8	2.49	2.09	2.17	18.41	15.90	18.70	79.10	82.01	79.13
All Grades	3.25	2.39	2.75	19.94	17.42	16.49	76.81	80.19	80.76

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.00	1.07	2.68	30.04	28.21	26.82	66.95	70.71	70.50
Grade 7	2.88	2.58	1.83	38.27	33.48	29.67	58.85	63.95	68.50
Grade 8	2.99	4.17	3.48	28.86	34.17	24.78	68.16	61.67	71.74
All Grades	2.95	2.52	2.62	32.64	31.74	27.23	64.40	65.74	70.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.58	0.71	3.83	33.48	32.14	28.74	63.95	67.14	67.43
Grade 7	3.70	2.15	3.30	48.15	47.64	41.03	48.15	50.21	55.68
Grade 8	2.99	1.67	1.30	42.29	35.42	31.74	54.73	62.92	66.96
All Grades	3.10	1.46	2.88	41.36	37.98	34.03	55.54	60.56	63.09

Conclusions based on this data:

1. Based on 2018-2019 data, student enrollment has increased over the last three years. However, during distance learning 2019-2020 student enrollment has decreased. (No data for 2019-2020 due to COVID-19 school closures).
2. Based on 2018-2019 data, our math scores have increased by 1.87%. (No data for 2019-2020 due to COVID-19 school closures).
3. Based on 2018-2019 data, our math scores at or near standards have decreased over the three years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1508.9	1492.8	1505.4	1483.5	1512.0	1501.6	113	122
Grade 7	1486.2	1501.9	1476.2	1490.8	1495.8	1512.4	101	121
Grade 8	1507.2	1511.4	1499.3	1500.7	1514.5	1521.5	83	90
All Grades							297	333

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	15.93	4.92	28.32	31.97	39.82	38.52	15.93	24.59	113	122
7	*	10.74	38.61	25.62	26.73	42.98	24.75	20.66	101	121
8	20.48	6.67	39.76	30.00	24.10	40.00	15.66	23.33	83	90
All Grades	15.15	7.51	35.02	29.13	30.98	40.54	18.86	22.82	297	333

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	33.63	24.59	31.86	31.97	26.55	18.85	*	24.59	113	122
7	30.69	19.83	33.66	35.54	15.84	23.14	19.80	21.49	101	121
8	40.96	17.78	36.14	33.33	*	31.11	13.25	17.78	83	90
All Grades	34.68	21.02	33.67	33.63	18.18	23.72	13.47	21.62	297	333

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	17.70	9.84	52.21	53.28	30.09	36.89	113	122	
7	12.87	9.09	57.43	44.63	29.70	46.28	101	121	
8	22.89	7.78	57.83	54.44	19.28	37.78	83	90	
All Grades	17.51	9.01	55.56	50.45	26.94	40.54	297	333	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	62.83	31.15	30.09	47.54	*	21.31	113	122
7	60.40	49.59	21.78	33.88	17.82	16.53	101	121
8	67.47	34.44	19.28	45.56	13.25	20.00	83	90
All Grades	63.30	38.74	24.24	42.04	12.46	19.22	297	333

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	0.82	23.01	27.05	72.57	72.13	113	122
7	*	4.13	27.72	31.40	68.32	64.46	101	121
8	*	3.33	22.89	31.11	65.06	65.56	83	90
All Grades	6.40	2.70	24.58	29.73	69.02	67.57	297	333

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	15.57	83.19	68.85	11.50	15.57	113	122
7	13.86	6.61	73.27	74.38	12.87	19.01	101	121
8	*	0.00	77.11	85.56	13.25	14.44	83	90
All Grades	9.43	8.11	78.11	75.38	12.46	16.52	297	333

Conclusions based on this data:

1. Based on 2018-2019 data the overall number of students tested increased from 297 students to 333 students. (No data for 2019-2020 due to COVID-19 school closures).
2. Based on 2018-2019 data the number of ELs students decrease in 8th grade with the support from an EL coach.
3. Based on 2018-2019 data the overall number for level 4 students decreased from 15.15 to 7.51.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
790	89.5	44.4	1.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	351	44.4
Foster Youth	8	1.0
Homeless	8	1.0
Socioeconomically Disadvantaged	707	89.5
Students with Disabilities	130	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	2.3
American Indian	1	0.1
Asian	27	3.4
Filipino	16	2.0
Hispanic	668	84.6
Two or More Races	10	1.3
Pacific Islander	8	1.0
White	21	2.7

Conclusions based on this data:





1. Based on the data, most of the students (89.5%) at Oak Grove are economically disadvantaged.
2. Based on the data, about half (44.4%) of our students are English Learners.
3. Based on the data, most of the students (84.6%) at Oak Grove are Hispanic.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Red
Mathematics  Red		

Conclusions based on this data:

1. Based on the school and student performance for the 2019 data, Oak Grove has increased its performance from red to orange for ELA.
2. Based on the school and student performance for the 2019 data, Oak Grove falls in the red category for suspension rates and chronic absenteeism.
3. Based on the school and student performance for the 2019 data, Oak Grove mathematics remained in the red category.

School and Student Performance Data

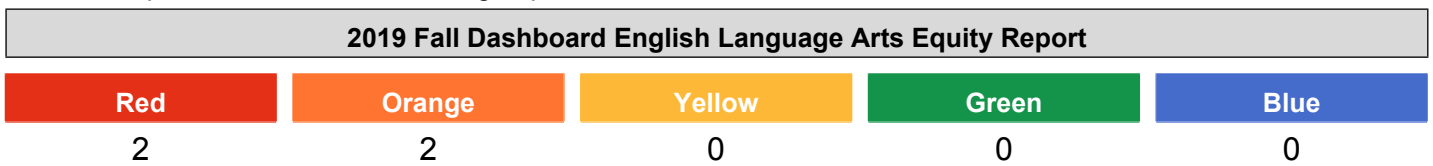
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>75.6 points below standard</p> <p>Increased ++4.2 points</p> <p>736</p>	<p>English Learners</p> <p>Red</p> <p>97 points below standard</p> <p>Maintained ++2.6 points</p> <p>539</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>78.3 points below standard</p> <p>Increased ++5.2 points</p> <p>691</p>	<p>Students with Disabilities</p> <p>Red</p> <p>142.7 points below standard</p> <p>Declined -5.5 points</p> <p>129</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 64.2 points below standard Increased Significantly ++27.3 points 14	 No Performance Color 0 Students	 No Performance Color 52.2 points below standard Increased Significantly ++38 points 18	 No Performance Color 3.4 points above standard Increased ++6.9 points 16
Hispanic	Two or More Races	Pacific Islander	White
 Orange 79.2 points below standard Increased ++3.9 points 628	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 44.2 points below standard Declined -4.9 points 23

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
147.9 points below standard Maintained ++1.6 points 268	46.7 points below standard Increased ++9.4 points 271	39.7 points below standard Increased ++11.4 points 81

Conclusions based on this data:

1. Based on Fall 2019 data, Oak Grove has 2 categories in the red.
2. Based on Fall 2019 data, Oak Grove had 2 categories in orange.
3. Based on Fall 2019 data, Oak Gove categories in red decreased from 4 categories to 2.

School and Student Performance Data

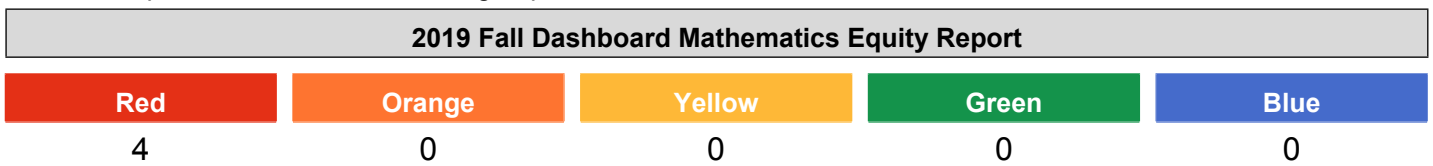
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>139.8 points below standard</p> <p>Declined -5.5 points</p> <p>735</p>	<p>English Learners</p> <p>Red</p> <p>158.3 points below standard</p> <p>Declined -6.9 points</p> <p>538</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>142.3 points below standard</p> <p>Declined -4.8 points</p> <p>690</p>	<p>Students with Disabilities</p> <p>Red</p> <p>194.3 points below standard</p> <p>Declined -6.6 points</p> <p>128</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 126.2 points below standard Increased Significantly ++25.1 points 14		 No Performance Color 133.2 points below standard Increased Significantly ++20.5 points 18	 No Performance Color 46.1 points below standard Increased Significantly ++17.2 points 16
Hispanic	Two or More Races	Pacific Islander	White
 Red 144.1 points below standard Declined -6 points 627	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 107.3 points below standard Declined Significantly -46.1 points 23

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
207.4 points below standard Declined -14.2 points 267	111 points below standard Increased ++4.4 points 271	99.7 points below standard Maintained -0.6 points 81

Conclusions based on this data:

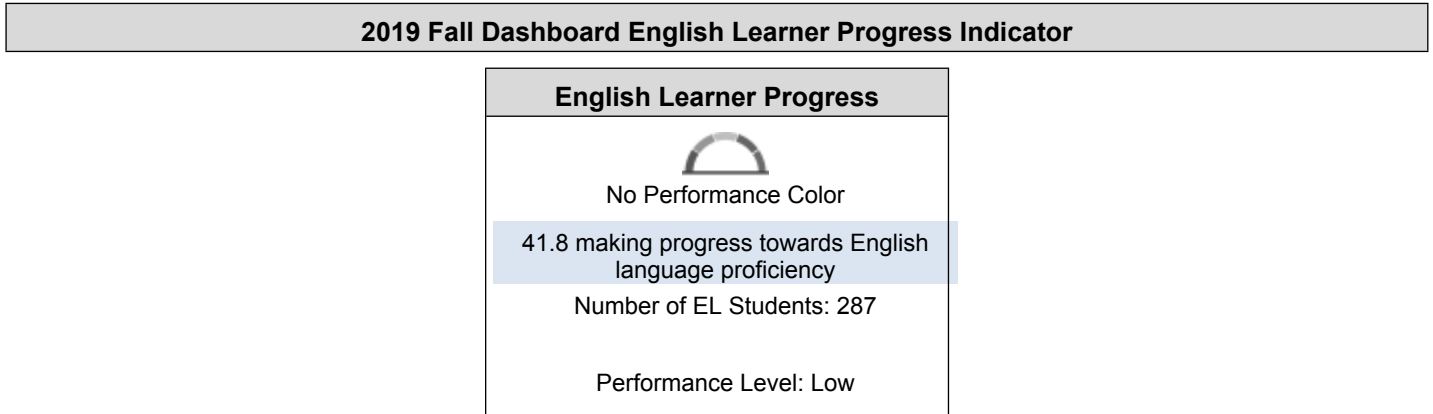
1. Based on Fall 2019 data, Oak Grove has 4 categories in red. (Note March 2019 was the first shelter in place and students had a modified distance learning schedule).
2. Based on Fall 2019 data, Oak Grove increased the red categories from 3 to 4 in red.
3. Oak Grove's one category in the orange for mathematics (students with disabilities) moved to the red category in fall 2019.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.9	36.2	2.7	39.0

Conclusions based on this data:

1. Based on 2019 data, Oak Grove has 27% students at the "Well-Developed Level," close to a 3rd of our EL students.
2. Based on the 2019 ELPAC data, Oak Grove has 70% English Learner students at the "Moderately Developed" level.
3. Oak Grove is working to create awareness with the community and students about the importance of the ELPAC assessment and the reclassification process.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

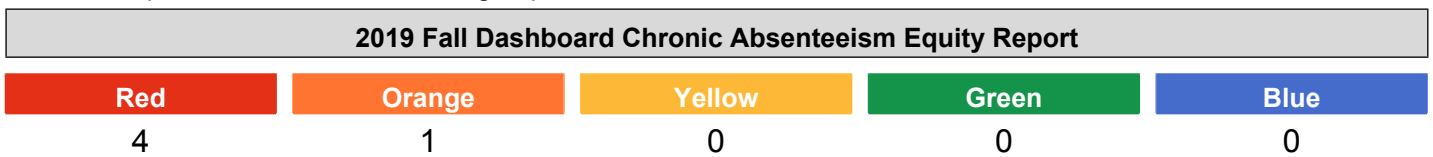
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>19.7</p> <p>Increased Significantly +5.1</p> <p>839</p>	<p>English Learners</p> <p>Red</p> <p>23.2</p> <p>Increased Significantly +6.2</p> <p>366</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>73.7</p> <p>Increased +39.2</p> <p>19</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>19.7</p> <p>Increased Significantly +5.2</p> <p>776</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>25.7</p> <p>Declined -1.4</p> <p>140</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 36.8 Increased +5.6 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 14.3 Increased +9 28	 No Performance Color 14.3 Increased +14.3 21
Hispanic	Two or More Races	Pacific Islander	White
 Red 18.8 Increased Significantly +4.7 688	 Red 27.1 Increased +7.1 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 22.2 Declined -3.6 27

Conclusions based on this data:

1. Based on the data, chronic absenteeism increased in the 2018-19 school year.
2. Based on the data, the number of students with 2 or more races with chronic absenteeism, declined by 5%.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

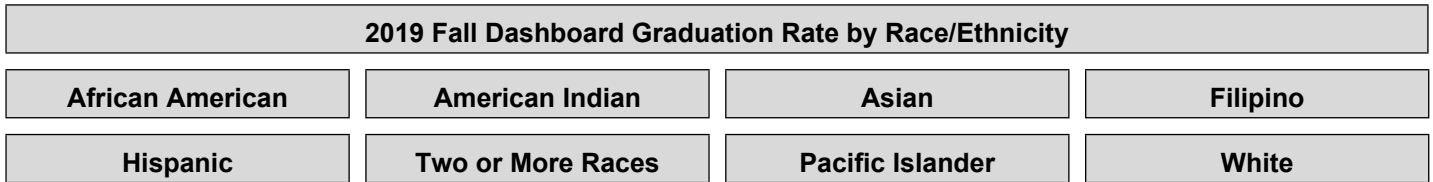
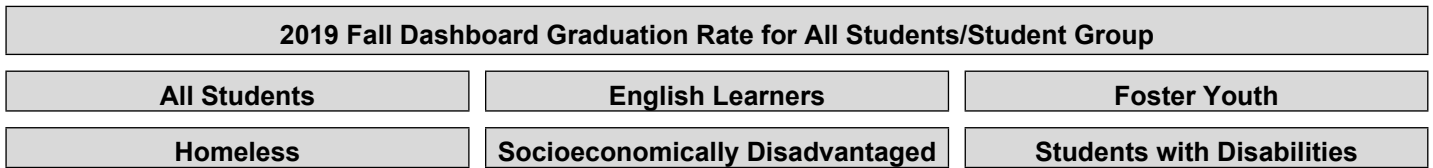
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

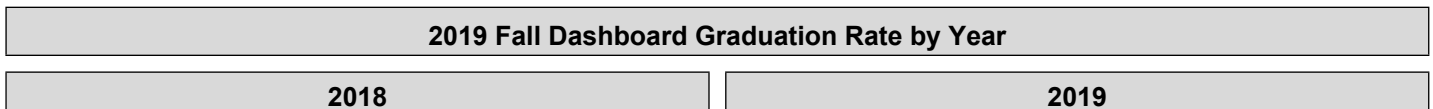
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

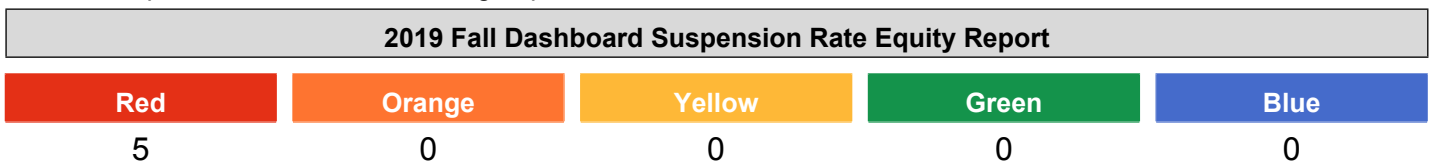
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>14.2</p> <p>Increased Significantly +5.7</p> <p>855</p>	<p>English Learners</p> <p>Red</p> <p>14.3</p> <p>Increased Significantly +5.1</p> <p>371</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>13.6</p> <p>Maintained -0.2</p> <p>22</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>14.9</p> <p>Increased Significantly +6</p> <p>785</p>	<p>Students with Disabilities</p> <p>Red</p> <p>23.6</p> <p>Increased +15.4</p> <p>144</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 36.4 Increased +25.3 22	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 3.6 Increased +3.6 28	 No Performance Color 0 Declined -8.3 21
Hispanic	Two or More Races	Pacific Islander	White
 Red 13.8 Increased Significantly +4.5 697	 Red 22 Increased +16.9 50	 No Performance Color Less than 11 Students - Data 6	 No Performance Color 10.3 Increased +10.3 29

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.4	14.2

Conclusions based on this data:

1. Based on the suspension data, the number of students suspended increased.
2. Based on the data, the number of EL students getting suspended is slightly higher than non-EL students.
3. Based on the data, the number of Black or African American students suspension rate increased by 5.9 from the 2018-2019 school year to the 2019-2020 school year. As a result, and with equity training other means of correction have been instituted to reduce a "no tolerance" previous disciplinary model.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 1: Student Achievement

LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Goal 1

All students will have access to rigorous and relevant standards-based, grade-level instruction and technology tools.

Identified Need

*There is no assessment data for 2019-20, as the state did not assess students because of shelter in place orders due to COVID-19.

The 2020-21 CAASPP data indicates that only 17% of students are performing at grade level in ELA. In mathematics, only 8% of students are performing at grade level. Compared to 2018-19 CAASPP data indicates that only 20.8% of students are performing at grade level in ELA. In mathematics, only 7.6% of students are performing at grade level. On the Fall iReady diagnostic, only 11% of students scored at grade level for reading and 6% for math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
To address the learning needs caused by the COVID-19 pandemic school closures, teachers will be trained in Learning Acceleration strategies intended to increase student achievement. At Oak Grove Middle School teachers will participate in professional development that will improve learning outcomes for students. The overall CAASPP ELA scores were assessed.	2020-2021 CAASPP ELA decrease the students that met achievement standard during distance learning year from 19% (2018-2019) to 17% (2020-2021). 2020-2021 CAASPP ELA increase the students not met achievement standard during distance learning from 81% (2018-2019) to 83% (2020-2021).	By 2023, Oak Grove students will increase their overall ELA score by 3%.
To address the learning needs caused by the COVID-19 pandemic school closures, teachers will be trained in Learning Acceleration	2020-2021 CAASPP Math decrease the students that met achievement standard during distance learning year	By 2023, Oak Grove students will increase their overall math score by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
strategies intended to increase student achievement. At Oak Grove Middle School teachers will participate in professional development that will improve learning outcomes for students. The overall CAASPP Math scores were assessed.	from 15% (2018-2019) to 8% (2020-2021). 2020-2021 CAASPP Math increase the students not met achievement standard during distance learning from 85% (2018-2019) to 92% (2020-2021).	
CAASPP 6th-8th grades	Points above/below level 3: Overall 2020-2021 ELA 74 points below level 3 Math 134 points below level 3 Overall 2018-2019 ELA 75 points below level 3 Math 107 points below level 3	Increase/decrease 2021-2022 CAASPP distance from a level 3: Overall ELA 70 points below level 3 Math 105 points below level 3
EL student enrollment	2020-2021 school year--EL enrollment of 171 2019-2020 school year--EL enrollment of 211 2018-2019 school year--EL enrollment of 217 2017-2018 school year--EL enrollment of 225 2016-2017 school year--EL enrollment of 231 2015-2016 school year--EL enrollment of 230 2014-2015 school year--EL enrollment of 216	By 2023, Oak Grove EL students will reclassify (R-FEP) by approximately 25% that which will reduce the EL enrollment to less than 150 students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Support Common Core/NGSS implementation across content areas/grade levels.

Strategy/Activity

All staff will be supported by having additional materials, supplies, and equipment that will assist them in supporting students with Common Core State Standards. Teachers and students will also be supported by academic interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,477.54	Title I (3070) 4000 - 4999 Books and Supplies Materials, supplies and software licenses to include supports for 21st century and/or learning Distance Learning . Also for different learning modes up to including but not limited to.
10,000.00	Title I (3070) 4000 - 4999 Books and Supplies Additional materials/curriculum to support CCSS implementation including acceraltered reader resources but not limited to.
29,381.00	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Intervention class .33 FTE to support learning loss in science with extra teaching support with paid internship but not limited to.
32,408.00	2020/2021 Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Science garden education to support NGSS implementation. Additional materials and curriculum but not limited to books/booklets but also online curriculum (software licenses) for 21st century learning to support CCSS implementation.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income Pupils
Support with technology integration and 21st century classrooms

Strategy/Activity

All staff will have access to updated technology, including cameras, computers, projectors, and headphones, and will implement Common Core State Standards technology threads into their curriculum and classroom via new materials, equipment and technology support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I (3070) 4000 - 4999 Books and Supplies Technology materials and equipment/ Chromebooks
7,592.00	CSI (3282) 4000 - 4999 Books and Supplies Technology materials and equipment/ Chromebooks including classroom technology integration and 21st century classrooms
15,000.00	LCFF Supplemental 4000 - 4999 Books and Supplies Technology materials and equipment including office, classroom technology integrations for 21st century classrooms including but not limited to.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Staff will be designing SMART goals to focus on EL student improvement in the area of ELA by using "Constructing Meaning" curriculum and sentence frames. Additional support to increase student engagement will include accelerated classes, challenge opportunities, field trips, and enrichment offerings, such as Wildcat Learning Academy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Hourly pay or release time for staff to provide enrichment/challenge opportunities including Wildcat Learning Academy but not limited to.
1,000.00	Title I (3070)

5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)
Field Trip costs

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 1; Strategy/Activity 1--Somewhat Effective; Ongoing/need more time to assess. Materials and supplies for teachers to support implementation of Common Core State Standards, SEL, IB MYP, PBIS and AVID strategies, such as: IB planners to help students with WICOR strategies (organization) and to focus on IB Learner Traits (open-mindedness, risk-taking, inquirers) and Approaches to Learning (critical thinking, communication, and reflective skills).

Goal 1; Strategy/Activity 2--Very Effective. All students were equipped with Chromebooks (1:1 Chromebook intervention plan). Teachers used updated 21st century technology tools (TV monitors, laptops, and ELMOs (document camera) and assess to online software curriculum tool (Zoom, Google Classroom, iReady, EdPuzzle, and CAMI) in their classrooms.

Goal 1; Strategy/Activity 3--Ongoing/need more time to assess. School-wide writing frame strategies of topic sentence, restate, answer, cite, explain, and sum up (TRACES) has been implemented into all curricular areas that which will support EL instruction to reduce EL student enrollment due to students qualifying for reclassification (R-FEP) to meet prior school average EL redesignation rates of 25%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference between the intended implementation and the actual implementation. Other factors that hindered implication at Oak Grove Middle School's ability to meet this goal was distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continuation of implementation of SEL, IB MYP, PBIS, and AVID programs--focusing on these initiatives school-wide.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 2: Professional Development (including SEL, IB MYP, PBIS and AVID)

LEA/LCAP Goal

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Goal 2

All staff will participate in meaningful and collaborative staff development that supports student achievement.

Identified Need

*There is no assessment data for 2019-20. As the state did not assess because of shelter in place orders for COVID-19.

The 2018-19 CAASPP data indicates that only 20.8% of students are performing at grade level in ELA. In mathematics, only 7.6% of students are performing at grade level. On the Fall iReady diagnostic, only 11% of students scored at grade level for Reading and 6% for math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
This year students throughout Mt. Diablo Unified School District will participate in an SEL assessment three times over the course of the year.	At Oak Grove Middle School the number of students self reporting high and middle levels of social emotional competency is 81%.	By 2023, Oak Grove Middle School we will increase the number of students self reporting high and middle levels of competency from 81% to 85%. Based on the outcomes we will continue the implementation of the Wildcat Wellness Center, PBIS, and the garden education SEL support.
Oak Grove staff attend IB training to implement and complete the authorization process.	At OGMS, 70% of staff attended IB category 1 and 2 trainings.	By 2023, 80% staff members will attend category 1 and/or category 2 IB trainings.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Training and release time for Social Emotional Learning (SEL), International Baccalaureate Middle Years Programme (IB MYP), Positive Behavior Interventions and Support (PBIS) and Advancement Via Individualized Determination (AVID) implementation and certification for program strategies school-wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures AVID staff development/ Training
13,000.00	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Release time for Department collaboration/PLCs - sub coverage or time-sheet
7,500.00	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Avid Field trips a
19,008.00	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures IB training and professional development
20,000.00	CSI (3282) 5800 Professional/Consulting Services and Operating Expenditures Other Staff and administrator training, professional development (retreat) and Community Service Coordinator consulting and supply teachers with paid time to support implementation of initiatives: IB, AVID, PBIS and other school initiatives.
26,408.00	CSI (3282)

5800 Professional/Consulting Services and Operating Expenditures
Project-based gardening consulting services, strategies, and materials to support IB unit building, community building, and equity for students and communities not limited to materials and tools for the program.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Roving and extra substitutes to provide support to teachers when absent, on field trips, and counselors with academic counseling and data chats with students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

29,695.26

Source(s)

Title I (3070)
1000 - 1999 Certificated Personnel Salaries
(Includes 3000-3999 Benefits)
Roving substitutes for emergency coverage and extra support

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supply teachers with paid time to support implementation of SEL, IB MYP, PBIS and AVID, and other school initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2; Strategy/Activity 1--Somewhat Effective; Ongoing/need more time to assess. Monthly release time given to all grade level and department members to create and align curriculum and unit lesson plans.

Goal 2; Strategy/Activity 2--Very Effective. Teacher absenteeism is high. Having a roving substitute available daily provided for continuity for students and release time for teachers.

Goal 2; Strategy/Activity 3--Very Effective. Providing extra duty pay for teachers to create and align curriculum has motivated staff to continue the good works.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference between the intended implementation and the actual implementation. Other factors that hindered implication at Oak Grove Middle School's ability to meet this goal was distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continuation of implementation of SEL, IB MYP, PBIS, and AVID programs--focusing on these initiatives school-wide.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 3: Parent Engagement

LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Goal 3

Staff, students, parents, and community members will work together to create a safe and engaging school, including a clean and welcoming campus and 21st century classroom learning environments.

Identified Need

Parent engagement and participation needs to be increased in order to improve parents awareness of school systems, student life, and how they can help support their children.
Students social emotional needs are high: reflected on Secondary Social Emotional Learning Survey and identified high suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	2021-2022 overall chronic absenteeism 20.16% 2020-2021 overall chronic absenteeism 16.00% 2019-2020 overall chronic absenteeism 10.00% 2018-2019 overall chronic absenteeism 20.70%	Decrease chronic absenteeism to 15% or less.
ELAC meeting attendance	Average of 20 parents attend	Increase attendance of parents, guardians, family and community members by 5%.
EL reclassified students	2020-2021 school year--5.4% students redesignated (R-FEP) out of an EL enrollment of 171 2019-2020 school year--5.3% students redesignated (R-FEP) out of an EL enrollment of 211 2018-2019 school year--26.3% students redesignated	Reestablish higher student EL reclassification rates to be in 20%-30% range.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(R-FEP)out of an EL enrollment of 217 2017-2018 school year--22.2% students redesignated (R-FEP) out of an EL enrollment of 225 2016-2017 school year--26.5% students redesignated (R-FEP)out of an EL enrollment of 231 2015-2016 school year--32.1% students redesignated (R-FEP) out of an EL enrollment of 230 2014-2015 school year--21.2% students redesignated (R-FEP)out of an EL enrollment of 216	
Suspensions (AERIES Dashboard)	2021-2022 school year--78 students suspended. 2019-2020 school year--428 students suspended. 2018-2019 school year--316 students suspended.	Decrease of suspension rate significantly--an 81.78% change.
Parent participation in virtual events	40% involvement	Increase to 5% parent involvement/attendance.
PTSA membership	20 members	Increase PTSA membership by 10 annually.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase parent meetings, activities, reach out, social media outlets and learning opportunities for parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,000.00	2020/2021 Title I Carryover 4000 - 4999 Books and Supplies Materials and supplies for community engagement events and any associated cost: such technology needs for parent educational meetings and/or tech nights.
12,000.00	2020/2021 Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Presentation fees and any associated cost.
10,000.00	2020/2021 Title I Carryover 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Overtime pay for classified staff to assist with parent events
4,330.00	Title I Parent Engagement (3068) 5800 Professional/Consulting Services and Operating Expenditures New community liaison training/coaching support and any associated cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Support bilingual personnel to assist with parent communication regarding academics, attendance, and behavior, and coordination of parent outreach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,228.40	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 1.0 Community School coordinator
4,160.00	Title I (3070)

	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community Service Assistant
45,000	CSI (3282) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 1.0 Community School Coordinator (continued)
2,000	Site Discretionary 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Overtime for classified staff
70,637.06	2020/2021 Title I Carryover 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community Service assistant (continued)
2,158.43	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community Service assistant (continued)
14,007.78	2020/2021 Title I Carryover 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community Service assistant (continued)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increased campus supervision and social-emotional supports for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,000	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Extend campus supervisor hours to a total of 9.5 hours between two employees.
50,000.00	2020/2021 Title I Carryover 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)

Additional Campus supervisor to help monitor students upon returning to in-person education and any associated cost such as not included additional sub campus supervision support.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement school-wide social emotional programs, including development and maintenance of school-wide and classroom routines and relationship-building systems (PBIS) and the implementation of the IB Learner Profile in all classrooms and campus-wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Title I (3070) 4000 - 4999 Books and Supplies Materials and Supplies and any associated cost: such as not included staff development books
5,000.00	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Professional Development--paid release time; after school; outsourced trainings
4,000.00	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) PBIS online rewards program
10,326.62	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Assemblies and/or programs for social emotional supports: Soul Shoppe, MindfulLife project, Challenge Day, and Yearbook to build positive community
10,001.75	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)

	Continued assemblies and/or programs
76,000.00	CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Social emotional support with Wildcat Wellness Center and any associated cost: such as not excluding Family Purpose to support our PBIS system to building a positive community for our students and school community.
50,004.00	2020/2021 Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Two School psychologists 1 day 0.20 FTE increasing our school psychologist 4 days to 5 days

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income Pupils

Strategy/Activity

.5 Program Specialist to help with the implementation of IB program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
77,524.00	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) .5 Program Specialist, School Based

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 3; Strategy/Activity 1--Effective. Focusing on increasing family participation on campus through attendance at family events and through student intervention meetings has assisted with improving students attendance. During school years not affected by the COVID-19 pandemic, chronic absenteeism rates were 50% less than current numbers. During the 2019-2020 school year, prior to the shelter-in-place orders were instituted, chronic absenteeism was at 10% as compared to current data of 20%. More than 10% of OGMS' families attended student events, such as the 8th Grade Community Day, an increase of 40% parent involvement from previous years. Virtual meetings and IEP offered another way for parents, guardians, and family members to attend student support meetings--they could not make in-person meetings in the past.

Goal 3; Strategy/Activity 3--Effective. Bilingual support with communicating with EL students and families. Funding a community service liaison full-time to assist with translation services and community outreach for parents and families has been the catalyst EL student achievement. Five years prior to COVID-19, reclassification rates for EL students were averaging 25.66% between the 2018-2019 and 2014-2015 school years. Since COVID-19 shelter-in-place orders and its subsequent school years, reclassification rates have plummeted to only an average of 5.35% reclassification rates.

Through the assistance of OGMS' community service liaison, ELAC meeting attendance by parents and families increased by 5%. The average parent, guardian, and family members who attended ELAC meetings were 20 people.

The key to supporting EL students and families, and improving attendance at ELAC meetings was to have direct lines of communication and support available in various home languages--parents, guardians, and families feel comfortable to ask questions and be involved more when they know they will be supported through language assistance.

Goal 3; Strategy/Activity 4--Very Effective. Having an additional campus supervisor on campus with a school bell schedule that services three lunches has significantly changed suspension rates on campus. Suspensions have significantly decreased by 81.78% from the 2018-2019 and 2019-2020 school years to the current number of 78 cases as opposed to a high of 428. Implementing SEL curriculum and support, such as the Wildcat Wellness Center with the Family Purpose program/support in place has also significantly addressed poor decision making and suspend-able behaviors. Since its establishment, the Wildcat Wellness Center works with 300 students along in the month of October.

Goal 3; Strategy/Activity 5--Effective. The IB MYP program has provided a schoolwide curricular structure for students to express themselves, reflect, inquire, and voice their academic choices. Students are more engaged in their own academic achievements and positive behaviors, as they participate in universal presentation project days and participate in positive behaviors rewards, such as earning rewards from the student store that has been opened bi-weekly. Over 40% of the student body has participated in earning PBIS rewards.

Goal 3; Strategy/Activity 6--Effective. Through the help of an IB program specialist, the IB MYP Application for Authorization has been submitted for review to the International Baccalaureate Organization. Once a verification visit is calendared, Oak Grove Middle School will be able to declare itself an IB World School--a global honor. The IB program specialist has worked continually will all teachers to develop a uniform approach to instruction and student achievement, whereby students have taken ownership of their own educational journeys through the common practices

and language of their transdisciplinary curriculum designed by all OGMS staff. The IB program specialist is instrumental to the success of IB, PBIS, and AVID professional development for all teachers.

Oak Grove Middle School held successful parent meetings, activities, and events for students and families, such as virtual student award night, 8th grade parent meeting, 8th grade community projects, and 8th grade drive-thru promotion celebration. During these events, translation services were provided for our families via bilingual campus supervisors, vice principal, community service liaison and assistant. These reach out events and parent workshops empower parents, guardians, family, and the entire community.

New ways to communicate were incorporated to build community such as with the SMORE newsletters, which offers embedded translation for our parents and ParentSquare, a student information system (SIS) connected communications system that the school uses to communicate with all members of the Oak Grove Middle School community--staff, students, parents, guardians, and neighborhood members. Also all office staff were trained in 21st century skills so that we all can offer technology training in kind to OGMS' parents and students. Turned out that the school's best assets were the campus supervisors who were trained in the new technology tools and they in turn supported students and their families with Google.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major difference between the intended implementation and the actual implementation. There are other factors that impact Oak Grove's ability to meet the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continuation of implementation of SEL, IB MYP, PBIS, and AVID programs--focusing on these initiatives school-wide.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$175,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$752,847.84

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
2020/2021 Title I Carryover	\$248,056.84
CSI (3282)	\$175,000.00
LCFF Supplemental	\$124,032.00
Site Discretionary	\$2,000.00
Title I (3070)	\$199,429.00
Title I Parent Engagement (3068)	\$4,330.00

Subtotal of state or local funds included for this school: \$752,847.84

Total of federal, state, and/or local funds for this school: \$752,847.84

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	35,904	33,904.00
LCFF Supplemental	124,032	0.00
Title I Parent Engagement (3068)	4,330	0.00
Title I (3070)	199,429	0.00
2020/2021 Title I Carryover	248,056.84	0.00
CSI (3282)	175,000	0.00

Expenditures by Funding Source

Funding Source	Amount
2020/2021 Title I Carryover	248,056.84
CSI (3282)	175,000.00
LCFF Supplemental	124,032.00
Site Discretionary	2,000.00
Title I (3070)	199,429.00
Title I Parent Engagement (3068)	4,330.00

Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	229,012.26
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	260,191.67
4000 - 4999 Books and Supplies	64,069.54
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	120,828.37
5800 Professional/Consulting Services and Operating Expenditures	78,746.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	2020/2021 Title I Carryover	82,412.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	2020/2021 Title I Carryover	144,644.84
4000 - 4999 Books and Supplies	2020/2021 Title I Carryover	9,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	2020/2021 Title I Carryover	12,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	45,000.00
4000 - 4999 Books and Supplies	CSI (3282)	7,592.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	CSI (3282)	76,000.00
5800 Professional/Consulting Services and Operating Expenditures	CSI (3282)	46,408.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	77,524.00
4000 - 4999 Books and Supplies	LCFF Supplemental	15,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	7,500.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	24,008.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	2,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	69,076.26
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	68,546.83
4000 - 4999 Books and Supplies	Title I (3070)	32,477.54
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	25,328.37
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	4,000.00

5800 Professional/Consulting
Services and Operating Expenditures

Title I Parent Engagement (3068)

4,330.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,858.54
Goal 2	119,611.26
Goal 3	510,378.04

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: 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; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jasmine Montgomery	Principal
Cathleen Foster	Classroom Teacher
Diane Logan	Classroom Teacher
Jeffrey Juico	Classroom Teacher
Martha Potts	Other School Staff
Han Phan	Other School Staff
Alejandro Hernandez	Parent or Community Member
Rosa Elena Meza	Parent or Community Member
Soraya Martinez	Parent or Community Member
Leslye A.	Secondary Student
Alan H.	Secondary Student
Jessy B.	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School 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:

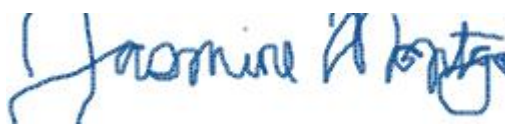

Signature	Committee or Advisory Group Name
 	English Learner Advisory Committee District/School Liaison Team for schools in Program Improvement

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.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/13/2020.

Attested:

 	Principal, Jasmine Montgomery on 11/13/2020 SSC Chairperson, Martha Potts on 11/13/2020
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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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