

Single Plan for Student Achievement

LEA: Mt. Diablo Unified School District
School: Oak Grove Middle School
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SPSA Year: 2016-2017

X **The school certifies completion of this plan.**

School Site Council Approval: 11/18/2016

Approved by MDUSD Board of Education: TBD

Introduction

The MDUSD Single Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

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State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2016-2017 SPSA

The School Site Council meets monthly. At each meeting, input is given by SSC members--parents, school staff, and students--regarding school progress towards goals and priorities.

ELAC meets every other month to discuss parent concerns and progress towards goals and priorities. In particular, ELAC members review schoolwide data and data on English Learner reclassification.

PTSA meets monthly to discuss the current status of school-based initiatives and progress towards goals and priorities. Before each general PTSA meeting, a Parent Engagement social is hosted and ideas for increasing parent engagement are discussed.

Staff meets monthly in faculty, department, and grade-level meetings and agendas are created to promote staff discussions and give feedback on school issues regarding school climate and academic performance. Monthly Data Analysis and Instructional Design meetings are designed to give teacher Professional Learning Communities time to analyze current data and adjust instructional design accordingly.

The school-wide Leadership Team, consisting of the administrative team and department chairpersons, meets monthly to discuss progress on the school's priority initiatives and to review SPSA goals and expenditures. The Leadership Team members provide feedback to the administrative team based on feedback from their department members.

The Leadership class teacher and students facilitate ongoing discussions on school issues with the administration. The Leadership class is working closely with teachers and administration to develop ongoing activities to improve student engagement.

The 6th grade Redesign team meets monthly and provides input based on their progress tracking document. They provide feedback to the administrative team regarding additional training and/or resources needed to implement the full plan. The

Annual Evaluation Impact on SPSA 2016-2017

School Site Council conversations have focused on the scale-down from the SIG grant and ways to prioritize remaining funding sources. SPSA goals and priority actions reflect these conversations with the representative stakeholders.

ELAC committee meetings and general sessions have focused on the issue of reclassification of English Learners. These priorities are reflected in Goals 1 and 2 of the SPSA. Based on input from the ELAC, PTSA, Leadership Team, and grade-level and department meetings, a mid-year survey based on the four SPSA goals was developed to gather additional input for programmatic planning and professional development needs.

Title I survey results and PTSA parent engagement socials have provided input on parent priorities of a safe school where parents feel welcome and have access to bilingual staff. These priorities are reflected in the actions to support Goal 3. Based on input from the ELAC, PTSA, Leadership Team, and grade-level and department meetings, a mid-year survey based on the four SPSA goals was developed to gather additional input for programmatic planning and professional development needs.

All stakeholder groups are engaged in conversations focused on the four goals of the SPSA, including opportunities to identify current "bright spots" where positive actions and outcomes are being noted. Staff has had multiple opportunities to analyze school-wide and content specific assessment data, and based on this analysis has requested additional support for students who are not meeting grade-level standards. This is reflected in Goals 2 and 4 of the SPSA.

The Leadership Team has engaged in conversations focused on the four goals of the SPSA, including opportunities to identify current "bright spots" where positive actions and outcomes are being noted. Based on input from the ELAC, PTSA, Leadership Team, and grade-level and department meetings, a mid-year survey based on the four SPSA goals was developed to gather additional input for programmatic planning and professional development needs. The Leadership team has also provided input regarding the need for additional materials and supplies to support the implementation of Common Core and NGSS instruction for students, which is reflected in Goal 1.

Based on conversations with the Leadership class teacher and students, as well as other student focus groups and staff grade-level discussions, Goal 3 of the SPSA focuses on supporting student and family engagement and continuing our PBIS work.

The SPSA was developed to support the current 6th grade Redesign launch and the planning for the 7th grade Redesign launch next year. The 6th and 7th grade teams helped to identify curricular and school culture priorities which are reflected in the

<p>Annual Evaluation Involvement Process 2016-2017 SPSA</p> <p>7th grade team meets weekly to Redesign the 7th grade in its own image of excellence in the context of 6th grade redesign and total school reform.</p>	<p>Annual Evaluation Impact on SPSA 2016-2017</p> <p>SPSA goals. SPSA Goal 4 helps to support the professional development needed for the development of and implementation of the Redesign process and work.</p>
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<p>Involvement Process 2015-2016 SPSA</p> <p>The School Site Council meets monthly. At each meeting, input is given by SSC members--parents, school staff, and students--regarding school progress towards goals and priorities.</p> <p>ELAC meets every other month to discuss parent concerns and progress towards goals and priorities.</p> <p>PTSA meets monthly to discuss current status of school-based initiatives and progress towards goals and priorities.</p> <p>Staff meets monthly in faculty, department, and grade-level meetings and agendas are created to promote staff discussions and give feedback on school issues regarding school climate, academic performance and school safety.</p> <p>The Leadership teacher and students facilitate ongoing discussions on school issues with the administration. The Leadership class is working closely with teachers and administration to develop ongoing activities to improve student engagement.</p>	<p>Impact on 2015-2016 SPSA</p> <p>The SSC has helped to identify priority actions at Oak Grove, such as intervention for students in reading and math, a safe school climate, and increased levels of parent engagement. The SSC has approved intervention specialists in math and reading to promote student achievement.</p> <p>ELAC continuously expresses the need to provide needed interventions for the English Language Learners. ELAC has partnered with PTSA to sponsor an annual Parent Visitation Day at Oak Grove to promote parent involvement and to educate parents on issues specific to English Learners, such as the importance of reclassification before students reach high school.</p> <p>PTSA is very concerned about school climate and safety and looks for ways to increase parent engagement. PTSA partners with ELAC to sponsor the annual Parent Visitation Day, and sponsors quarterly Academic Honors family evening events to promote academic achievement. PTSA has donated gift cards and other incentives to promote academic achievement and improvement in behavior and grades for students.</p> <p>All teachers participated in conversations regarding the scale-down from QEIA and SIG funding. Through these conversations, staff priorities of increased technology, meaningful professional development, parent engagement, academic interventions, and school climate were identified. Staff is continuing to implement PBIS strategies. Leadership class expresses the desire to provide more opportunities for student recognition and activities to increase student engagement.</p>
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Comprehensive Needs Assessment Components (Title I)

This section is required by all Title I sites and recommended for all other sites.

Data Analysis

This section provides a brief summary of the data used to inform the Single Plan and the information that analysis provided.

The Oak Grove Middle School faculty and staff, School Site Council, PTSA, and English Learner Advisory Committee have reviewed data from prior year's state rankings, as well as current benchmark assessment data to inform our academic plan.

Student attendance data: Oak Grove Middle School has maintained an adequate rate of attendance:

- 2014 – 2015—95.01% (Regular education); 92.51% (SDC)
- 2015 – 2016—96.23% (Regular education); 93.04% (SDC)

CAASPP – In 2015-16, in English Language Arts, overall, students at Oak Grove performed as follows: 3% exceeded the standard; 17% met the standard; 29% nearly met the standard; and 51% did not meet the standard. In 2015-16, in Math, overall, students at Oak Grove performed as follows: 3% exceeded the standard; 4% met the standard; 22% nearly met the standard; and 71% did not meet the standard. We will use this data in Grades 6-8 in ELA and Math to compare to last year's baseline data. We also administer the science test (STAR). The data from these assessments will be used by teachers to create groups for diversified instruction and to guide/modify instruction.

iReady Diagnostic Assessments: 2016 Baseline student performance on the iReady Diagnostic assessment indicate that the overall percentages of students on or above grade level are:

- Math—8% of students in Grade 6, 4% of students in grade 7, and 4% of students in Grade 8 scored on or above grade level
- English Language Arts—11% of students in Grade 6, 11% of students in Grade 7, and 15% of students in Grade 8 scored % of students on or above grade level.

This year, Oak Grove is also participating in the pilot of ISMs through the iReady interface in order to provide teachers with standard-specific common formative assessment data to be used to guide/modify instruction in reading and math.

CELDT: In 2015-16, we had 49.3 % of our students identified as English Learners. We continue to need to sharpen our focus to increase our redesignation rate of English Learner students to Redesignated Fluent English Proficient (RFEP) status.

Local Formative Assessments: The transition to the Common Core State Standards and to curriculum to support those standards has been intense. This data has really highlighted the difficulty of this transition for students, teachers, and parents. Throughout the transition our teachers and students are improving in their understanding of the standards and their performance of standards based assessments.

Oak Grove Middle School is a diverse student community with 14 different home languages spoken. Oak Grove is also home to the district middle school World Academy program for newcomer English Learners. In 2015-16, 585 out of 673 enrolled students (87%) were classified as English Learners or Redesignated Fluent English Proficient (RFEP) learners. Nearly all of the EL students at Oak Grove Middle School speak Spanish, although we have experienced an increase in students coming from the Middle East enrolling in our World Academy. At Oak Grove, 361 students are current English learners (52.2%). The English learner redesignation rate at Oak Grove Middle School was 1.5 % in 2015-2016. The reclassification rate decreased from 5.7% in 2014-15 to 1.5% in 2015-16. This continues to be an area of focus and important data point at Oak Grove.

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 April 2016, Oak Grove received the results of the Title I Parent Engagement Survey prepared by RDA. The survey findings indicated that parents continued to feel that our school communicates frequently with them regarding their children's progress. As with last year's results, parents identified academic support and student safety as the areas in which they needed most help and support. When asked which areas parents would like more support in to be able to help their children, consistent with the past year's results, parents identified helping with homework and math most often. The survey results also indicated that lack of time and language barriers were the top two reasons cited by parents for not attending more school events/becoming more involved. In recent surveys of parents and staff, having bilingual staff members, especially the community-school coordinator, has been identified as a great help in school-home communication. A teacher survey conducted in spring indicated that an area of concern was consistency in administrator response to behavior issues.

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

1. 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 in grades 6-8 for English Language Arts. Scores on the mid-year assessment indicate that 17% of 6th graders and 6% of 7th graders scored on or above grade level in Math, with 83% of 6th graders and 94% of 7th graders scoring below grade level in Math. Scores on the mid-year assessment indicate that 14% of 6th graders and 20% of 7th graders scored on or above grade level in English Language Arts, with 86% of 6th graders and 80% of 7th graders scoring below grade level in English Language Arts.

The iReady diagnostic also measures a year-long target goal for each student to indicate one-year of academic growth, independent of student grade-level performance. At the mid-year assessment, Oak Grove Middle School students had already achieved 92 % of their year-end target in Math. At the mid-year assessment, students had reached 115 % of the year-end target growth performance indicator in English Language Arts.

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 a Math Exploration class. Any student in grades 6-8 who scores below 3rd grade level in reading is additionally administered a phonics assessment to determine if the student needs intensive Tier 3 phonics intervention with the reading intervention teacher.

2. 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 for each subject and grade-level collaborate to create curriculum-embedded assessments and to monitor student progress. Department and grade level teaching teams meet together for a total of three times a month. Time is used to review student data to modify instruction, refer students to intervention classes during the school day, and refer students for CARE Team review and Student Success Team meetings with families. Teachers review CAASPP, iReady, and CELDT 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.

CAASPP and CELDT 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

3. Status of meeting requirements for highly qualified staff (ESEA)

Teachers at Oak Grove Middle School meet the requirements for highly qualified staff.

4. 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 days, three 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 instruction; Positive Behavior Interventions and Supports (PBIS); New York Writing Project (Lucy Caulkins/Teachers College); Constructing Meaning (EL Achieve/Susana Dutro); Next Generation Science Standards; Common Core instruction; Silicon Valley Math Initiative; Math 180; student goal-setting; English Learner reclassification; and how to run data reports and analyze data.

5. 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. Professional development has included learning in the following areas: reading instruction; Positive Behavior Interventions and Supports (PBIS); New York Writing Project (Lucy Caulkins/Teachers College); Constructing Meaning (EL Achieve/Susana Dutro); Next Generation Science Standards; Common Core instruction; Silicon Valley Math Initiative; Math 180; reading comprehension and decoding strategies; math problem-solving strategies; student goal-setting; English Learner reclassification; and how to run data reports and analyze data.

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

Oak Grove has contracted time with two local reading consultants who specialize in working with English Learners and adolescents who lack basic phonics skills. The consultants lead professional development and offer to model lessons in classrooms, participate in side-by-side teaching, and to observe teaching and provide feedback. Likewise, the district provides coaching support through a middle school TOSA (Teacher on Special Assignment) who focuses on literacy and specifically, the implementation of the Teachers College New York Writing Project, as well as an ELD TOSA to assist with the implementation of the Constructing Meaning strategies and other SDAIE strategies.

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

All teachers participate in collaborative time during monthly department and Data Analysis and Instructional Design meetings. Teachers meet to collaborate on instructional units, as well as to examine assessment data and adjust instruction accordingly. Teachers in 6th and 7th grades who teach English, History, Math, or Science also have daily common prep period with their grade-alike, subject-alike colleagues.

Teaching and Learning

8. 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 and English Learners.

9. 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. In addition, all students have access to an extended first period which provides two hours of time built into the school day which is focused on reading and math instruction and intervention via the iReady systems' online lessons.

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

Intervention courses for reading, ELD, and math are included in the master schedule. Reading classes are aligned to allow for flexible reading groups. An intervention period is embedded in the regular school day for all students.

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

All students receive standards-based textbooks and teachers have access to support materials, as well as supplemental fictional and non-fiction reading materials.

12. 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

13. 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. Intervention classes including reading, Math Exploration math support, and academic literacy for long-term English Learners are provided for student support. All students have access to additional instruction and targeted interventions during an intervention period during the regular school day.

14. Research-based educational practices to raise student achievement

Teachers participate in collaborative Professional Learning Communities, employing a cycle of inquiry model to create common formative assessments, align curriculum, and examine assessment data in order to adjust instruction accordingly. This year, an intervention period was implemented during the school day to provide targeted instructional intervention for students in reading and math, according to need and achievement data (RtI). 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). In the 2015-16 school year, a group of staff met to redesign the 6th grade experience and their program is currently being implemented with this year's 6th graders. 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).

Parental Involvement

15. 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 the district's ASPIRE program. 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, a sports program, and nutrition. All Oak Grove students have access to an intervention period during the school day. Oak Grove currently has two full-time school counselors to assist students with academic and social-emotional support. District and site resources have been used to hire bilingual personnel 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 under-achieving 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.

16. 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, and Title I requirements were reviewed at that parent meeting. All parents are invited to a Parent Visitation Day in January, where school programs are reviewed and parents have the opportunity to visit classrooms while teaching is in session. This year, the requirements of English Learner reclassification were offered as parent learning during the first ELAC general meeting. Annual review of site Parent Engagement Policy and Home School Compact is scheduled for the January 2017 SSC meeting.

Funding

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

Additional sections have been added to the master schedule to provide literacy support to long-term English learners. Title I funds support after-school academies, which focus on reading, math, and academic support for English Learners. Oak Grove Middle School uses Title I funds to support Community Service Assistant and Community School Coordinator positions. These staff provide supplemental 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, coordinating with community agencies, welcoming newcomer families to the school, and other engagement opportunities. QEIA funding supports some additional sections on the master schedule, as well as site tech support.

18. Fiscal support (EPC)

For the 2015-16 school year, Oak Grove received LCFF, Title I, and base funding, and was approved for an extension of QEIA funds through June 30, 2016, and of SIG spending through September 30, 2016. For the 2016-17 school year, Oak Grove has had to scale down in its budget due to the ending of the SIG grant, which is reflected in SPSA expenditures. For the 2016-17 school year, Oak Grove will receive LCFF, Title I, and base funding, in addition to two one-time funding sources through the state. Some QEIA carryover funds are also available as fiscal support and must be spent by June 30, 2017.

Section 2: Goals, Actions, Expenditures

GOAL 1:	All students will have access to rigorous and relevant Common Core-aligned instruction and technology tools.		Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 7 X Course Access Local (Specify): LCAP: College and Career Title I Schoolwide			
Identified Need :	While 80% of Oak Grove students showed improvement on iReady last year, current CAASPP and iReady scores show that the majority of students at Oak Grove are more than one grade level behind in language arts and math. All teachers have been trained in CCSS and NGSS; however, curriculum and materials are in need of upgrades and alignment across subject areas. Students and staff require additional training and materials to meet CCSS technology goals and to engage students in 21st century learning.					
Goal Applies to:	Grade/Department/Other:	6-8/ All				
	Applicable Pupil Subgroups:	All				
SPSA Year : 2016-17						
Expected Annual Measurable Outcomes:	Increase of 13 points per student on both iReady reading and math scores. Increase of 10% of students scoring at or above grade level in reading and math, based on iReady. Increase of 10% in reclassification rates for English Learners.					
Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
1.1 Materials, Supplies, and Equipment to support Common Core/NGSS Implementation and technology integration across content areas/grade levels.	X All Students	Materials and supplies	4000 - 4999 Books and Supplies	10	Base (0301, 0701, 0801)	38070.14
		Materials and supplies	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	1000
		Materials and supplies	4000 - 4999 Books and Supplies	10	QEIA (Intentional Carryover) 3727	454.36
		Materials and supplies	4000 - 4999 Books and Supplies	10	Title I (3070)	24000
1.2 Professional Development for Common Core/NGSS Implementation, technology integration, English Learner strategies, and effective	X All Students X Other Subgroups:	Teacher Professional Development--paid	5800 Professional/Co	10	Targeted Supplemental	1000

<p>common core planning through Professional Learning Communities work.</p>	<p>(Specify) Sepcial Education students</p>	<p>release time; after school; outsourced conferences and trainings</p> <p>Teacher Professional Development--paid release time; after school; outsourced conferences and trainings</p> <p>Teacher Professional Development--paid release time; after school; outsourced conferences and trainings</p>	<p>nsulting Services and Operating Expenditures</p> <p>5800 10 Professional/Co nsulting Services and Operating Expenditures</p> <p>5800 10 Professional/Co nsulting Services and Operating Expenditures</p>	<p>(0930)</p> <p>Targeted Supplemental Intentional Carryover (0930)</p> <p>Title I (3070)</p>	<p>1000</p> <p>11000</p>
<p>1.3 Technology Integration through updated library media center, including materials and equipment</p>	<p>X All Students</p>	<p>Update of library technology, materials, and equipment</p> <p>Update of library technology, materials, and equipment</p> <p>Update of library technology, materials, and equipment</p>	<p>4000 - 4999 Books and Supplies</p> <p>4000 - 4999 Books and Supplies</p> <p>4000 - 4999 Books and Supplies</p>	<p>37</p> <p>37</p> <p>37</p>	<p>Base (0301, 0701, 0801)</p> <p>Targeted Supplemental (0930)</p> <p>QEIA (Intentional Carryover) 3727</p> <p>5000</p> <p>5000</p> <p>1500</p>
<p>1.4 Enrichment offerings, Honors classes, field trips</p>	<p>X All Students</p>	<p>Materials and supplies</p> <p>Materials for library</p> <p>Materials and supplies</p> <p>Materials for library</p>	<p>4000 - 4999 Books and Supplies</p> <p>4000 - 4999 Books and Supplies</p> <p>4000 - 4999 Books and Supplies</p> <p>4000 - 4999 Books and Supplies</p>	<p>10</p> <p>37</p> <p>10</p> <p>37</p>	<p>Base (0301, 0701, 0801)</p> <p>Base (0301, 0701, 0801)</p> <p>Targeted Supplemental (0930)</p> <p>Targeted Supplemental (0930)</p> <p>2500</p> <p>2500</p> <p>5000</p> <p>2500</p>

		Field trip costs	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	10	Targeted Supplemental (0930)	10000
1.5 Personnel to support updated library media center and technology integration	X All Students	1.0 Site Tech (.60 out of QEIA; .40 out of 0930)	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	37	QEIA (Intentional Carryover) 3727	45600
		1.0 Site Tech (.60 out of QEIA; .40 out of 0930)	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	37	Targeted Supplemental Intentional Carryover (0930)	30400
		.40 Librarian	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	37	Title I (3070)	34000
1.6 Additional sections on master schedule to reduce class size and increase offerings to students	X All Students	Additional sections on master schedule	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	QEIA (Intentional Carryover) 3727	34000

GOAL 2:	Oak Grove Middle School will create systems and supports to increase the academic achievement of students. Oak Grove teachers will implement frequent common assessments to measure student achievement and adjust instruction accordingly.	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 7 X Course Access 8 X Other Pupil Outcomes Local (Specify): LCAP: College and Career, Special Populations Title I Schoolwide
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Identified Need : While 80% of Oak Grove students showed improvement on iReady last year, current CAASPP and iReady scores show that the majority of students at Oak Grove are more than one grade level behind in language arts and math. We currently have processes in place to analyze student work; however we need to develop protocols for analyzing data as it relates to CCSS. More consistent targeted instruction needs to be implemented in order for students to achieve proficiency in reading and math standards. Frequent common assessments should be developed during teacher collaboration time and need to be implemented to monitor student learning and to adjust instruction accordingly.

Goal Applies to: Grade/Department/Other: 6-8/ All
 Applicable Pupil Subgroups: All

SPSA Year : 2016-17

Expected Annual Measurable Outcomes: 100% of students will have an intervention period embedded in their regular school day.
 Increase of 13 points per student on both iReady reading and math scores.
 Increase of 10% of students scoring at or above grade level in reading and math, based on iReady.
 Increase of 10% in reclassification rates for English Learners.

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
2.1 Training for AVID Site Team and implementation of AVID program and AVID elective classes.	X All Students	Staff team to attend	5800	10	Targeted	1000
	X Low Income Pupils	AVID conference in	Professional/Co		Supplemental	
	X English Learners	summer 2017;	nsulting		(0930)	
	X Foster Youth	additional staff	Services and			
	X Redesignated Fluent English Proficient	development	Operating			
	X Other Subgroups: (Specify)	AVID elective classes	4000 - 4999	10	Targeted	1000
		supplies	Books and		Supplemental	
		Field trips	Supplies		(0930)	
			5000 - 5999	10	Targeted	1000
			Services and		Supplemental	
			Other		(0930)	

			Operating Expenditures (Excludes other 5000 series listed below)				
		Staff team to attend AVID Conference in summer 2017; additional staff development	5800 Professional/Consulting Services and Operating Expenditures	10	Title I (3070)	6000	
2.2 Full-time reading intervention teacher	X All Students	1.0 FTE Reading Intervention Teacher	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	Targeted Supplemental (0930)	75000	
2.3 Professional Development in creating common formative assessments, PLC collaboration, and interventions for math, literacy, and English Learners	X All Students	Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	Targeted Supplemental (0930)	1000	
		Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	5800 Professional/Consulting Services and Operating Expenditures	10	Title I (3070)	12864.87	
		Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	5800 Professional/Consulting Services and Operating Expenditures	10	Targeted Supplemental (0930)	1000	
2.4 Contract with Reading Consultant	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent	Contract with Reading Consultant to provide professional development to teachers, including	5800 Professional/Consulting Services and Operating Expenditures	10	Title I (3070)	5000	

	<p>English Proficient</p> <p>X Other Subgroups: (Specify) Special Education students</p>	<p>lesson modeling</p> <p>Contract with Reading Consultant to provide professional development to teachers, including lesson modeling</p>	<p>5800</p> <p>Professional/Consulting Services and Operating Expenditures</p>	<p>10</p>	<p>Targeted Supplemental (0930)</p>	<p>20000</p>
<p>2.5 After-school and/or summer school academies to support math, reading, and English Learner academic achievement and reclassification.</p>	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p>	<p>Teacher hourly pay to instruct students in after-school/summer school academies</p> <p>Teacher hourly pay to instruct students in after-school/summer school academies</p> <p>Materials and supplies</p> <p>Materials and supplies</p> <p>Teacher hourly pay to instruct students in after-school/summer school academies</p> <p>Materials and supplies</p> <p>Hourly pay to support students in after-school/summer school academies</p>	<p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>4000 - 4999 Books and Supplies</p> <p>4000 - 4999 Books and Supplies</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>4000 - 4999 Books and Supplies</p> <p>2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)</p>	<p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>10</p>	<p>Targeted Supplemental (0930)</p> <p>Title I (3070)</p> <p>Targeted Supplemental (0930)</p> <p>Title I (3070)</p> <p>Title I Summer Program (3069)</p> <p>Title I Summer Program (3069)</p> <p>Targeted Supplemental (0930)</p>	<p>1000</p> <p>5000</p> <p>1000</p> <p>1000</p> <p>5000</p> <p>1200</p> <p>1000</p>

		Hourly pay to support students in after-school/summer school academies	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	10	Title I (3070)	3000
		Hourly pay to support students in after-school/summer school academies	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	10	Title I Summer Program (3069)	1000
2.6 Materials, supplies, and equipment to support student academic achievement and intervention	X All Students X Low Income Pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Speical Education	Materials, Supplies, and Equipment	4000 - 4999 Books and Supplies	10	Base (0301, 0701, 0801)	1000
		Materials, Supplies, and Equipment	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	1000
		Materials, Supplies, and Equipment	4000 - 4999 Books and Supplies	10	Title I (3070)	13553

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.

Related State and/or Local Priorities:
 1 X Basic
 3 X Parental Involvement
 5 X Pupil Engagement
 6 X School Climate
 8 X Other Pupil Outcomes
 Local (Specify):
 Title I Schoolwide

Identified Need : Oak Grove has a variety of venues for parents to be involved in student learning and decision-making. Based on parent surveys, our parent community would like to learn more about how to help students succeed academically and how to help create a safe school environment. Based on staff surveys, teachers and other school staff would like to explore additional ways to increase parent volunteers on campus and to partner with parents for student success. Both parent and staff surveys indicated that having bilingual personnel in the office is crucial to our communication with and outreach to parents.

Goal Applies to: Grade/Department/Other: 6-8/ All
 Applicable Pupil Subgroups: All

SPSA Year : 2016-17

Expected Annual Measurable Outcomes: 2% increase in attendance
 10% increase in English Learner reclassification rates
 10% reduction in student suspension/expulsions

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
3.1 Parent meetings, activities, and learning opportunities	X All Students	Materials and supplies for events	4000 - 4999 Books and Supplies	38	Title I Parent Engagement (3068)	1800
		Presentation fees	5800 Professional/Consulting Services and Operating Expenditures	38	Targeted Supplemental (0930)	1000
		Overtime pay for classified staff	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	10	Title I Parent Engagement (3068)	1653

3.2 Development of Parent/Community Center room on campus	X All Students	Materials and supplies	4000 - 4999 Books and Supplies	38	Title I (3070)	2000
		Materials and supplies	4000 - 4999 Books and Supplies	38	Targeted Supplemental (0930)	1000
3.3 Bilingual personnel to assist with parent communication regarding academics, attendance, and behavior, and coordination of parent outreach	X All Students	1.0 Community Service Assistant	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	38	Title I (3070)	56000
		1.0 Community School Coordinator	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	38	Title I (3070)	59000
		Overtime for classified staff	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	38	Title I (3070)	1447
3.4 Increased campus supervision and social-emotional supports for students	X All Students	Extend campus supervisor hours to 6.5 hours	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	10	QEIA (Intentional Carryover) 3727	28000
		0.40 FTE School Psychologist Intern	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	Targeted Supplemental Intentional Carryover (0930)	12000
		Materials and Supplies	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	1000

<p>3.5 Implement Positive Behavior Intervention Supports (PBIS), including student, teacher, staff, and parent training</p>	<p>X All Students X Other Subgroups: (Specify) Special Education students; African American students; Latino students</p>	<p>Materials and Supplies</p>	<p>4000 - 4999 Books and Supplies</p>	<p>10</p>	<p>Targeted Supplemental Intentional Carryover (0930)</p>	<p>1084.40</p>
		<p>Professional Development--paid release time; after school; outsourced conferences and trainings</p>	<p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p>	<p>10</p>	<p>Targeted Supplemental (0930)</p>	<p>1000</p>
		<p>Professional Development--paid release time; after school; outsourced conferences and trainings</p>	<p>5800 Professional/Consulting Services and Operating Expenditures</p>	<p>10</p>	<p>Targeted Supplemental (0930)</p>	<p>1000</p>
		<p>Professional Development--paid release time; after school; outsourced conferences and trainings</p>	<p>2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)</p>	<p>10</p>	<p>Targeted Supplemental Intentional Carryover (0930)</p>	<p>1000</p>
<p>3.6 Two additional Vice Principals to address campus safety, respond to student behaviors, promote student academic achievement, provide professional development and coaching of instructional programs, and support parent and community engagement</p>	<p>X All Students</p>	<p>1.0 Vice Principal</p>	<p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p>	<p>10</p>	<p>QEIA (Intentional Carryover) 3727</p>	<p>120000</p>
		<p>1.0 Vice Principal</p>	<p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p>	<p>10</p>	<p>Targeted Supplemental Intentional Carryover (0930)</p>	<p>120000</p>

3.7 Materials, Supplies, and Equipment	X All Students	Materials, supplies, and equipment	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	13180
		Materials, supplies, and equipment	4000 - 4999 Books and Supplies	10	Base Intentional Carryover (0301, 0701, 0801)	34483.42
		Materials, supplies, and equipment	4000 - 4999 Books and Supplies	10	Base (0301, 0701, 0801)	10000

GOAL 4: All staff will participate in meaningful staff development that supports Common Core-aligned instruction, technology implementation, the PLC collaborative process, the Redesign process, increased student literacy and math achievement, English Learner strategies, and a safe and engaging school.

Related State and/or Local Priorities:
 1 X Basic
 2 X Implementation of State Standards
 4 X Pupil Achievement
 5 X Pupil Engagement
 6 X School Climate
 8 X Other Pupil Outcomes
 Local (Specify):
 Title I Schoolwide

Identified Need : Teachers in various departments have received different professional development opportunities depending on departmental goals and district offerings. Based on staff surveys, meaningful professional development, especially in the area of technology implementation, was a high priority. Continued, consistent professional development will support teachers in meeting the other site goals for student achievement, school climate, and parent engagement.

Goal Applies to: Grade/Department/Other: All, 6-8
 Applicable Pupil Subgroups: All

SPSA Year : 2016-17

Expected Annual Measurable Outcomes: Increase of 13 points per student on both iReady reading and math scores.
 Increase of 10% of students scoring at or above grade level in reading and math, based on iReady.
 Increase of 10% in reclassification rates for English Learners.

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
4.1 Professional development opportunities for teachers in the areas of Common Core-aligned instruction, technology implementation, the PLC collaborative process, the Redesign process, increased student literacy and math achievement, English Learner strategies, and a safe and engaging school.	X All Students	Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	Targeted Supplemental (0930)	2500
	X Low Income Pupils					
	X English Learners					
	X Foster Youth					
	X Redesignated Fluent English Proficient	Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	5800 Professional/Consulting Services and Operating Expenditures	10	Targeted Supplemental (0930)	2500
	X Other Subgroups: (Specify) Special Education students					
		Teacher Professional Development--paid release time; after school; outsourced	1000 - 1999 Certificated Personnel Salaries	10	Title I (3070)	2500

		conferences and trainings	(Includes 3000-3999 Benefits)			
		Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	Professional/Consulting Services and Operating Expenditures	5800	10	Title I (3070) 2500

Section 2: Annual Evaluation

Annual Evaluation Goal 1:	All students will have access to rigorous and relevant Common Core-aligned instruction and technology tools.	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 7 X Course Access Local (Specify): LCAP: College and Career Title I Schoolwide	
Goal Applies to: Grade/Department/Other: 6-8/ All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<p>Increased Lexile reading levels contribute to higher fluency which impacts reading comprehension, vocabulary, writing, and student expression. Students will be able to read and be exposed to more complex types of literature and also be able to analyze literature through a wider lens of understanding.</p> <p>In Mathematics, data will be collected every three weeks through an online mathematics program which allows teachers to assign common core content to students for them to practice and provides assessments and reporting tools. . We will use their Ready Math assessments three times per year to measure progress toward end of the year standards.</p>	Actual Annual Measurable Outcomes:	<p>CAASPP – In 2015-16, in English Language Arts, overall, students at Oak Grove performed as follows: 3% exceeded the standard; 17% met the standard; 29% nearly met the standard; and 51% did not meet the standard. In 2015-16, in Math, overall, students at Oak Grove performed as follows: 3% exceeded the standard; 4% met the standard; 22% nearly met the standard; and 71% did not meet the standard.</p> <p>Over the course of the school year students are assessed three times using the iReady Diagnostic Assessment in grades 6-8 for Math and in grades 6-8 for English Language Arts. Scores on the mid-year assessment indicate that 17% of 6th graders and 6% of 7th graders scored on or above grade level in Math, with 83% of 6th graders and 94% of 7th graders scoring below grade level in Math. Scores on the mid-year assessment indicate that 14% of 6th graders and 20% of 7th graders scored on or above grade level in English Language Arts, with 86% of 6th graders and 80% of 7th graders scoring below grade level in English Language Arts.</p> <p>The iReady diagnostic also measures a year-long target goal for each student to indicate one-year of academic growth, independent of student grade-level performance. At the mid-year assessment, Oak Grove Middle School students had already achieved 92 % of their year-end target in Math. At the mid-year assessment, students had reached 115 % of the year-end target growth performance indicator in English Language Arts.</p>

<p>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</p>	<p>After reviewing the data regarding the effectiveness of the planned actions and services, the following changes will be made to improve student academic achievement and other student outcomes:</p> <ol style="list-style-type: none"> 1. Implementation of the 6th grade Redesign plan 2. Planning for the 7th grade Redesign launch in 2017-18 3. Increased rigor across curricular areas with academic supports to students in reading, math, and language acquisition 4. Increased student access to technology tools, including newly redesigned library media center 5. Increased behavioral supports 6. Increased outreach to parents, families, and community members 7. Increased professional development opportunities for staff
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SPSA Year : 2015-16

Planned Actions/Services	Actual Actions/Services	
		Evaluation
<p>1.1 Instructional Program Specialist - to guide teachers toward the integration of Common Core Anchor Standards, to train teachers in the practices employed by highly-successful Professional Learning Communities, and to collect and analyze student achievement data. This action will be funded by SIG, if extended.</p>	<p>1.1 This action was funded by SIG and the Instructional Program Specialist position became a full Vice Principal position.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Under this Vice Principal, our flexible reading group program was strengthened through continuous data analysis. Data on iReady reading instruction showed that 80% of students at Oak Grove improved in their reading skills. In addition, iReady and CAASPP data were regularly disseminated to and examined in PLC groups. Professional development was designed and implemented, and VP monitored all programs and components that were instituted.</p>
<p>1.2 Professional Development for Common Core Implementation in Special Education, Regular Education, and effective common core planning through Professional Learning Communities work. This action will be funded in part by SIG, if extended.</p>	<p>1.2 All teachers were trained during three afternoon PD sessions in the area of technology integration. Teachers received professional development in the areas of Common Core/NGSS implementation in regular and special education, and planning through PLC work.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Teachers continued their planning and coordination of curriculum through focused professional development. Regular technology use by students is seen across</p>

		curricular areas and all classrooms have sets of technology to use daily. In the 6th grade Redesign process, teachers functioned as a high-level Professional Learning Community and developed an entirely new experience for 6th graders at Oak Grove.
1.3 Technology Integration These technology purchases will be funded through current SIG funds.	1.3 Chromebook carts purchased for classroom use	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? All English, History, Science, Math, P.E., and most elective classes have full carts of Chromebooks or iPads for student use. Oak Grove has a one-to-one computing environment.
1.4 Enrichment course offerings/Honors classes.	1.4 100% of students received an enhancement period as part of their regular school day schedule. Advanced classes were offered in math and humanities.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? The previous Enhancement period, by vote of the faculty, was moved to 1st period and redesigned as an Intervention period during which students work on personalized iReady lessons in math and reading. We will need more time to evaluate if this will result in higher numbers of students approaching and/or meeting grade level in math and reading by the end of the 2016-17 school year.
1.5 Cross-curricular projects. Increased project based learning. Increased visual learning.	1.5 Cross-curricular projects were implemented in some departments	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Project-based learning was not implemented with consistency across departments and grades. Teachers may

		need more support in the planning and implementation of such projects. In 6th grade Redesign, the science team is modeling a possible structure for project-based/design-thinking learning
1.6 Implementation of academic content and performance standards adopted by the State for English Language Learners to increase number of students who reclassify as Fluent English Proficient. This action will be funded through district funds.	1.6 State-adopted academic content and performance standards for English learners were implemented in classes	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The EL Reclassification rate for Oak Grove dropped from 5% to 1.5%. This continues to be a focus area for Oak Grove.</p>
1.7 Fund four periods of Spanish instruction for students, including Spanish for Spanish speakers. Teacher also to provide case management for English Learners (EL).	1.7 Four period of Spanish instruction for students were funded. Teacher provided case management to English Learners.	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The district is now funding an EL support teacher to provide case management for English Learners. We would expect to see higher numbers of students reclassified with a more consistent focus.</p>

Annual Evaluation Goal 2:	Oak Grove Middle School will create structures to increase the academic achievement of students. Oak Grove teachers will implement frequent common assessments to measure student achievement and adjust instruction accordingly.	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 7 X Course Access 8 X Other Pupil Outcomes Local (Specify): LCAP: College and Career, Special Populations Title I Schoolwide
Goal Applies to: Grade/Department/Other: 6-8/ All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All students will have an intervention period embedded in their regular school day. Students who need academic intervention will receive it at this time. Those not in need of academic intervention will have additional elective choices.	Actual Annual Measurable Outcomes: 100% of students had an Enhancement period embedded in their schedule in the 2015-16 school year. CAASPP – In 2015-16, in English Language Arts, overall, students at Oak Grove performed as follows: 3% exceeded the standard; 17% met the standard; 29% nearly met the standard; and 51% did not meet the standard. In 2015-16, in Math, overall, students at Oak Grove performed as follows: 3% exceeded the standard; 4% met the standard; 22% nearly met the standard; and 71% did not meet the standard. Over the course of the school year students are assessed three times using the iReady Diagnostic Assessment in grades 6-8 for Math and in grades 6-8 for English Language Arts. Scores on the mid-year assessment indicate that 17% of 6th graders and 6% of 7th graders scored on or above grade level in Math, with 83% of 6th graders and 94% of 7th graders scoring below grade level in Math. Scores on the mid-year assessment indicate that 14% of 6th graders and 20% of 7th graders scored on or above grade level in English Language Arts, with 86% of 6th graders and 80% of 7th graders scoring below grade level in English Language Arts. The iReady diagnostic also measures a year-long target goal for each student to indicate one-year of academic growth, independent of student grade-level performance. At the mid-year assessment, Oak Grove Middle School students had already achieved 92 % of their year-end target in Math. At the mid-year assessment, students had reached 115 % of the year-end target growth performance indicator in English Language Arts.

<p>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</p>	<p>After reviewing the data and discussing the effectiveness of the Enhancement program, the staff voted to adjust the bell schedule for the 2016-17 school year. 100% of students now have an Intervention period, with two hours per week allocated to iReady lessons.</p> <p>After reviewing the data regarding the effectiveness of the planned actions and services, the following changes will be made to improve student academic achievement and other student outcomes:</p> <ol style="list-style-type: none"> 1. Implementation of the 6th grade Redesign plan 2. Planning for the 7th grade Redesign launch in 2017-18 3. Increased rigor across curricular areas with academic supports to students in reading, math, and language acquisition 4. Increased student access to technology tools, including newly redesigned library media center 5. Increased behavioral supports 6. Increased outreach to parents, families, and community members 7. Increased professional development opportunities for staff
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SPSA Year : 2015-16

Planned Actions/Services	Actual Actions/Services	
		Evaluation
<p>2.1 Training for teacher team and implementation of AVID program and addition of AVID elective classes. Training for teachers will be funded through current SIG funds. AVID elective classes will be funded through district staffing allocation.</p>	<p>2.1 Teacher team was trained at AVID summer conference and two periods of AVID elective class were offered.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>This year, Oak Grove has expanded from one AVID elective classes to two. The AVID team meets monthly to support the program and implement the site plan, including discussing ways to bring AVID strategies to the entire staff.</p>
<p>2.2 Enhancement period to support intervention and enrichment. Release periods for teacher leads will be funded with SIG funds, if extended.</p>	<p>2.2 100% of students received an Enhancement period as part of their regular school day. A TOSA was released four periods a day to assist with implementation and with PBIS strategies.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The previous Enhancement period, by vote of the faculty, was moved to 1st period and redesigned as an Intervention period during which students work on personalized iReady lessons in math and reading. We will need more time to evaluate if this will result in higher</p>

		numbers of students approaching and/or meeting grade level in math and reading by the end of the 2016-17 school year.
2.3 Professional Development in creating common formative assessments, PLC collaboration, and interventions for math, literacy, and English Learners	2.3 Teachers received professional development time to create common formative assessments, collaborate as PLCs, and learn more about interventions for math, literacy, and English Learner strategies.	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Last year, a contract with a Reading Consultant resulted in frequent and focused professional development in reading instruction in the areas of decoding and comprehension for teachers. At the end of the school year, 80% of students showed improvement in reading levels based on the iReady diagnostic.</p>
2.4 Intervention Specialists (teacher positions) to provide push-in and pull-out support for students who are not yet proficient in math and reading and to provide professional development for teachers	2.4 Two intervention specialists were hired, one for math and one for reading.	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>In reading, the Intervention Specialist worked with students who did not show proficiency with phonics. At the beginning of the year, we had 116 students who did not have phonics proficiency; by the end of the year, that number was 22, showing a significant decrease. For math, our students showed significant increases on iReady, but continued to show below-grade level proficiency in math.</p>
2.5 After-school and/or summer school academies to support math, reading, and English Learner academic achievement and reclassification. Part of this action will be funded through SIG, if extended.	2.5 After school and summer school academies were offered to students.	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Many of the students who attended summer school were English Learners. Based on 2016 CELDT data, we have more than double the number of students who are eligible to reclassify (overall 4 or 5 on CELDT) than we did in fall 2015.</p>

Annual Evaluation Goal 3:	All staff will join with students, parents, and community members to participate in meaningful opportunities to create a safe and engaging school.	Related State and/or Local Priorities: 1 X Basic 3 X Parental Involvement 5 X Pupil Engagement 6 X School Climate 8 X Other Pupil Outcomes Local (Specify): Title I Schoolwide
Goal Applies to: Grade/Department/Other: 6-8/ All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Parent involvement, pupil engagement, and positive school climate increased. Improved parent participation in academic programs, and an increase in attendance, promotion rates, and a reduction in student suspension/expulsions would be evident.	Actual Annual Measurable Outcomes: Student attendance data: <ul style="list-style-type: none"> 2014 – 2015--95.01% (Regular education); 92.51% (SDC) 2015 – 2016—96.23% (Regular education); 93.04% (SDC) CAASPP – In 2015-16, in English Language Arts, overall, students at Oak Grove performed as follows: 3% exceeded the standard; 17% met the standard; 29% nearly met the standard; and 51% did not meet the standard. In 2015-16, in Math, overall, students at Oak Grove performed as follows: 3% exceeded the standard; 4% met the standard; 22% nearly met the standard; and 71% did not meet the standard. More than 20 members of staff were trained in Restorative Circles. Discipline data shows that over 1200 support calls were addressed in the moment by administration in 2015-16. In the 2014-15 School Year, 1577 incidents of Behavior— Disruption/Defiance/Disrespect and 157 incidents of bullying were reported in the Aeries system. In the 2015-16 school year, 236 incidents of Behavior--Disruption/Defiance/Disrespect and 64 incidents of bullying were reported in the Aeries system.
After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	After reviewing the data regarding the effectiveness of the planned actions and services, the following changes will be made to improve student academic achievement and other student outcomes: <ol style="list-style-type: none"> 1. Implementation of the 6th grade Redesign plan 2. Planning for the 7th grade Redesign launch in 2017-18 3. Increased behavioral supports 4. Increased outreach to parents, families, and community members 5. Increased professional development opportunities for staff 	

SPSA Year : 2015-16

Planned Actions/Services		Actual Actions/Services	
		Evaluation	
<p>3.1 Parent meetings, activities, and learning opportunities</p>	<p>3.1 Monthly Meetings</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We continue to experience larger numbers of parents and families attending school events, including successful Back to School Night and 8th grade Parent Night activities. Title I Parent Survey data indicates a high level of satisfaction with school communication and parent awareness of involvement opportunities.</p>	
<p>3.2 Development of Parent/Community Center room on campus</p>	<p>3.2 Monthly Meetings</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Our Parent/Community Center room is a central area for parent meetings and learning opportunities. Parents and community members have shared how much they enjoy meeting in the space, and several community meetings have been held there. The child-friendly corner is appreciated by parents who bring small children to events. We are able to host Parent Engagement socials in the room.</p>	
<p>3.3 Bilingual personnel to assist with parent communication regarding academics, attendance, and behavior, and coordination of parent outreach</p>	<p>3.3 Two full-time bilingual personnel provide support to parents during the school day and at after school parent outreach events</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Title I Parent Survey data indicates a high level of satisfaction with school communication and parent awareness of involvement opportunities.</p>	

<p>3.4 Increased campus supervision and social-emotional supports for students</p>	<p>3.4 We have a campus supervisor present on campus during student hours, as well as two noon supervisors as support. .40 School Psychologist Intern was hired.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Teachers and staff have commented on the calmer feel of campus. Discipline data (see above) shows a drop in support calls and other discipline events compared to the 2014-15 school year.</p>
<p>3.5 Implement Positive Behavior Intervention Supports (PBIS), including student, teacher, and parent training</p>	<p>3.5 More than 20 members of staff were trained in Restorative Circles. PBIS team meets regularly and participates in district training. Students, teachers, and parents participated in training on positive behavior and school routines.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Many of the trained personnel were utilized in restorative circles with students in the spring. Discipline data shows that over 1200 support calls were addressed in the moment by administration in 2015-16. This year's PBIS team has expanded to include parent and student stakeholders. Discipline data (see above) shows a drop in support calls and other discipline events compared to the 2014-15 school year.</p>
<p>3.6 Reduce class size and provide additional supervision in Physical Education classes</p>	<p>3.6 Two additional class sections were allotted to PE.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>During the second semester, there were two substitutes in the P.E. department, which made it more difficult to evaluate the effectiveness of the additional classes. Even with this lack of consistency in personnel, support calls from P.E. declined and student participation increased.</p>

Annual Evaluation Goal 4:	All staff will participate in meaningful staff development that supports Common Core-aligned instruction, technology implementation, the PLC collaborative process, increased student literacy and math achievement, and a safe and engaging school.	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 8 X Other Pupil Outcomes Local (Specify): Title I Schoolwide
Goal Applies to: Grade/Department/Other: All, 6-8 Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>Increased Lexile reading levels contribute to higher fluency which impacts reading comprehension, vocabulary, writing, and student expression. Students will be able to read and be exposed to more complex types of literature and also be able to analyze literature through a wider lens of understanding.</p> <p>In mathematics, data will be collected every three weeks through an online mathematics program which allows teachers to assign common core content to students for them to practice and provides assessments and reporting tools. We will use their iReady Math assessments three times per year to measure progress toward end of the year standards.</p> <p>Parent involvement, pupil engagement, and positive school climate increased. Improved parent participation in academic programs, and an increase in attendance, promotion rates, and a reduction in student suspension/expulsions would be evident.</p>	Actual Annual Measurable Outcomes: <p>Student attendance data:</p> <ul style="list-style-type: none"> 2014 – 2015--95.01% (Regular education); 92.51% (SDC) 2015 – 2016—96.23% (Regular education); 93.04% (SDC) <p>CAASPP – In 2015-16, in English Language Arts, overall, students at Oak Grove performed as follows: 3% exceeded the standard; 17% met the standard; 29% nearly met the standard; and 51% did not meet the standard. In 2015-16, in Math, overall, students at Oak Grove performed as follows: 3% exceeded the standard; 4% met the standard; 22% nearly met the standard; and 71% did not meet the standard.</p> <p>Over the course of the school year students are assessed three times using the iReady Diagnostic Assessment in grades 6-8 for Math and in grades 6-8 for English Language Arts. Scores on the mid-year assessment indicate that 17% of 6th graders and 6% of 7th graders scored on or above grade level in Math, with 83% of 6th graders and 94% of 7th graders scoring below grade level in Math. Scores on the mid-year assessment indicate that 14% of 6th graders and 20% of 7th graders scored on or above grade level in English Language Arts, with 86% of 6th graders and 80% of 7th graders scoring below grade level in English Language Arts.</p> <p>The iReady diagnostic also measures a year-long target goal for each student to indicate one-year of academic growth, independent of student grade-level performance. At the mid-year assessment, Oak Grove Middle School students had already achieved 92 % of their year-end target in Math. At the mid-year assessment, students had reached 115 % of the year-end target growth performance indicator in English</p>

	<p>Language Arts.</p> <p>More than 20 members of staff were trained in Restorative Circles. Discipline data shows that over 1200 support calls were addressed in the moment by administration in 2015-16.</p> <p>In the 2014-15 School Year, 1577 incidents of Behavior— Disruption/Defiance/Disrespect and 157 incidents of bullying were reported in the Aeries system. In the 2015-16 school year, 236 incidents of Behavior--Disruption/Defiance/Disrespect and 64 incidents of bullying were reported in the Aeries system.</p>
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After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	<p>After reviewing the data regarding the effectiveness of the planned actions and services, the following changes will be made to improve student academic achievement and other student outcomes:</p> <ol style="list-style-type: none"> 1. Implementation of the 6th grade Redesign plan 2. Planning for the 7th grade Redesign launch in 2017-18 3. Increased professional development opportunities for staff
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SPSA Year : 2015-16

Planned Actions/Services	Actual Actions/Services	
	Evaluation	
<p>4.1 Professional development opportunities for teachers in the areas of Common Core-aligned instruction, technology implementation, the PLC collaborative process, increased student literacy and math achievement, and a safe and engaging school. This action will be funded in part by SIG, if extended.</p>	<p>4.1 All teachers were trained in technology integration during three minimum day professional development sessions conducted by an outside consultant from November Learning. Over 20 staff members were trained in Restorative Practices by SEEDS. A reading consultant worked with humanities teachers to provide large group and personalized professional development in reading strategies. Math teachers attended the SVMl math professional development. Teachers received professional development time to create common formative assessments based on Common Core/NGSS-aligned instruction, collaborate as PLCs, and learn more about interventions for math, literacy, and English Learner strategies.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Many classrooms regularly employ Google docs/Google Drive/Google classroom on the classroom sets of Chromebooks. A strong focus on reading professional development for all reading teachers did result in 80% of students improving on iReady by the end of the year and slightly higher CAASPP results in Language Arts. In the 6th grade Redesign process, teachers functioned as a high-level Professional Learning Community and developed an entirely new experience for 6th graders at Oak Grove.</p>

Section 3: Use of Supplemental Grants Funds

All schools must complete the SPSA and Annual Evaluation each year. The program and goals contained in the SPSA align with the district LCAP.

- A. In the textbox, explain how the services provided in the SPSA year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils. Use a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For schools with below 40 percent of enrollment of unduplicated pupils in the SPSA year, when using supplemental funds in a schoolwide manner, the school must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of projected Supplemental grant funds:	\$317,164.40
As a site that is over 40% unduplicated target student count, we will use the Supplemental funds to support increasing achievement of our English Language Learners, Foster Youth, and Low Income students and well as increasing parent engagement and creating a safe and engaging school climate. Oak Grove plans to use Supplemental grant funds for the following specific services to support low income pupils, foster youth, and English Learners: 1) train teachers in AVID techniques and continue to offer AVID elective classes to the master schedule to target students who are traditionally under-represented in college and promote college-readiness for those students; 2) continue our bilingual parent outreach with all families through the Community School Coordinator and Community Services Assistant positions; 3) support student social-emotional needs through two-day a week services of a School Psychologist Intern; 4) provide professional development to teachers to address literacy, student achievement, a safe and engaging school environment, and technology integration; 5) hire 1.0 FTE teacher Intervention Specialist to provide push-in and pull-out support to students to raise academic achievement.	

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Base (0301, 0701, 0801)	59,070.14	0.00
Base Intentional Carryover (0301, 0701,	34,483.42	0.00
Targeted Supplemental (0930)	151,680.00	0.00
Targeted Supplemental Intentional	165,484.40	0.00
Title I Parent Engagement (3068)	3,453.00	0.00
Title I (3070)	238,864.87	0.00
QEIA (Intentional Carryover) 3727	229,554.36	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Base (0301, 0701, 0801)	59,070.14
Base Intentional Carryover (0301, 0701, 0801)	34,483.42
QEIA (Intentional Carryover) 3727	229,554.36
Targeted Supplemental (0930)	151,680.00
Targeted Supplemental Intentional Carryover (0930)	165,484.40
Title I (3070)	238,864.87
Title I Parent Engagement (3068)	3,453.00
Title I Summer Program (3069)	7,200.00

Object Type	Total Expenditures
1000 - 1999 Certificated Personnel Salaries (Includes 3000-	413,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999	228,100.00
4000 - 4999 Books and Supplies	171,825.32
5000 - 5999 Services and Other Operating Expenditures	11,000.00
5800 Professional/Consulting Services and Operating	65,864.87

Object Type	Funding Source	Total Expenditures
4000 - 4999 Books and Supplies	Base (0301, 0701, 0801)	59,070.14
4000 - 4999 Books and Supplies	Base Intentional Carryover (0301, 0701,	34,483.42
1000 - 1999 Certificated Personnel Salaries	QEIA (Intentional Carryover) 3727	154,000.00
2000 - 2999 Classified Personnel Salaries	QEIA (Intentional Carryover) 3727	73,600.00
4000 - 4999 Books and Supplies	QEIA (Intentional Carryover) 3727	1,954.36
1000 - 1999 Certificated Personnel Salaries	Targeted Supplemental (0930)	80,500.00
2000 - 2999 Classified Personnel Salaries	Targeted Supplemental (0930)	1,000.00
4000 - 4999 Books and Supplies	Targeted Supplemental (0930)	31,680.00
5000 - 5999 Services and Other Operating	Targeted Supplemental (0930)	11,000.00
5800 Professional/Consulting Services and	Targeted Supplemental (0930)	27,500.00
1000 - 1999 Certificated Personnel Salaries	Targeted Supplemental Intentional	132,000.00
2000 - 2999 Classified Personnel Salaries	Targeted Supplemental Intentional	31,400.00
4000 - 4999 Books and Supplies	Targeted Supplemental Intentional	1,084.40

Object Type	Funding Source	Total Expenditures
5800 Professional/Consulting Services and	Targeted Supplemental Intentional	1,000.00
1000 - 1999 Certificated Personnel Salaries	Title I (3070)	41,500.00
2000 - 2999 Classified Personnel Salaries	Title I (3070)	119,447.00
4000 - 4999 Books and Supplies	Title I (3070)	40,553.00
5800 Professional/Consulting Services and	Title I (3070)	37,364.87
2000 - 2999 Classified Personnel Salaries	Title I Parent Engagement (3068)	1,653.00
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	1,800.00
1000 - 1999 Certificated Personnel Salaries	Title I Summer Program (3069)	5,000.00
2000 - 2999 Classified Personnel Salaries	Title I Summer Program (3069)	1,000.00
4000 - 4999 Books and Supplies	Title I Summer Program (3069)	1,200.00

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, Instructional Media Assistants, Librarians, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services ensures all staff meet Highly Qualified Teacher requirements.
23. Support Program Improvement Schools with annual notification of the schools' Program Improvement Status.
24. Provides Technical Assistance to Program Improvement Schools.

(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: Oak Grove Middle School

Year: 2016-2017

()	()	()
Principal	Teachers	Other school staff
()		
Parents and other community members		

Schoolsite Council Elementary

(1)	(3)	(2)
Principal	Teachers	Other school staff
(3)		(3)
Parents and other community members		Students

Schoolsite Council Secondary

()	()	()
Principal	Teachers	Other school staff
()		()
Parents and other community members		Students

Schoolsite Advisory Council Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Christina Filios Yiannakopoulos	X				X					
Ann Borba	X					X				
Aaron Hackett	X					X				
Zachary Sturbaum	X					X				
Pamela Filstrup	X						X			
Crystal Valdivia	X						X			
Jima Monson	X	X		X						
Kelly Abrams-McGill	X	X		X						
Carla Chavez	X	X		X						
Brian Castro	X			X					X	
Lizbeth Noonan	X			X					X	
Wendy Valdez	X			X					X	
Numbers of members	12	3		6	1	3	2		3	

Section 4: Common Pages

English Learner Advisory Committee

School: Oak Grove Middle School

Year: 2016-2017

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date:

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

- a. Principal/ Principal's Administrative designee:
 1. Christina Filios Yiannakopoulos/Lorena Soto
- b. Five parents, elected by parents of English Learners:
 1. Juana Moreno
 2. Edith Romero
 3. Maria Gonzalez
 4. Lucia Alvarado
 5. Cristina Rodriguez
- c. Two Staff members, elected by staff:
 1. Martha Potts
 2. Elizabeth Miller

Section 4: Common Pages

Assurances & Recommendations

School: Oak Grove Middle School

Year: 2016-2017

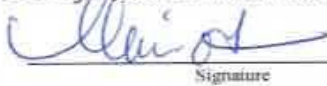
Oak Grove Middle School
School


**SCHOOLSITE COUNCILS/COMMITTEES
ASSURANCES & RECOMMENDATIONS**

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this Single Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This Single Plan for Student Achievement is based upon 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. *The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.*

<i>The Schoolsite Council adopted the Single Plan for Student Achievement on</i>		<u>November 18, 2016</u>
		Council Approval Date
<u>Christina Filios</u>		<u>11/18/16</u>
Typed name of chairperson	Signature	Date

If Applicable		
<i>English Learner Advisory Committee reviewed the SPSA on</i>		<u>November 29, 2016</u>
		Committee Approval Date
<u>Cristina Rodriguez</u>		<u>12/5/16</u>
Typed name of chairperson	Signature	Date

If Applicable		
SCHOOL ADVISORY COMMITTEE:		
	Committee Name	Committee Approval Date
Typed name of chairperson	Signature	Date

If Applicable		
SCHOOL ADVISORY COMMITTEE:		
	Committee Name	Committee Approval Date
Typed name of chairperson	Signature	Date

<u>Christina Filios</u>		<u>12/5/16</u>
Typed name of Principal	Signature	Date

Budget By Expenditures

Oak Grove Middle School

Funding Source: Base (0301, 0701, 0801)

\$59,070.14 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials and supplies	4000 - 4999Books and Supplies	\$38,070.14	Goal 1	Materials, Supplies, and Equipment to support Common Core/NGSS Implementation and technology integration across content areas/grade levels. Technology Integration through updated library media center, including materials and equipment Enrichment offerings, Honors classes, field trips
Update of library technology, materials, and equipment	4000 - 4999Books and Supplies	\$5,000.00	Goal 1	
Materials and supplies	4000 - 4999Books and Supplies	\$2,500.00	Goal 1	
Materials for library	4000 - 4999Books and Supplies	\$2,500.00	Goal 1	
Materials, Supplies, and Equipment	4000 - 4999Books and Supplies	\$1,000.00	Goal 2	
Materials, supplies, and equipment	4000 - 4999Books and Supplies	\$10,000.00	Goal 3	

Base (0301, 0701, 0801) Total Expenditures: \$59,070.14

Base (0301, 0701, 0801) Allocation Balance: \$0.00

Funding Source: Base Intentional Carryover (0301, 0701, 0801)

\$34,483.42 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials, supplies, and equipment	4000 - 4999Books and Supplies	\$34,483.42	Goal 3	Materials, Supplies, and Equipment

Oak Grove Middle School

Base Intentional Carryover (0301, 0701, 0801) Total Expenditures: \$34,483.42

Base Intentional Carryover (0301, 0701, 0801) Allocation Balance: \$0.00

Funding Source: QEIA (Intentional Carryover) 3727 \$229,554.36 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1.0 Vice Principal	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$120,000.00	Goal 3	Two additional Vice Principals to address campus safety, respond to student behaviors, promote student academic achievement, provide professional development and coaching of instructional programs, and support parent and community engagement
Update of library technology, materials, and equipment	4000 - 4999Books and Supplies	\$1,500.00	Goal 1	Technology Integration through updated library media center, including materials and equipment
Extend campus supervisor hours to 6.5 hours	2000 - 2999Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$28,000.00	Goal 3	Increased campus supervision and social-emotional supports for students
1.0 Site Tech (.60 out of QEIA; .40 out of 0930)	2000 - 2999Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$45,600.00	Goal 1	Personnel to support updated library media center and technology integration
Additional sections on master schedule	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$34,000.00	Goal 1	Additional sections on master schedule to reduce class size and increase offerings to students
Materials and supplies	4000 - 4999Books and Supplies	\$454.36	Goal 1	Materials, Supplies, and Equipment to support Common Core/NGSS Implementation and technology integration across content areas/grade levels.

QEIA (Intentional Carryover) 3727 Total Expenditures: \$229,554.36

QEIA (Intentional Carryover) 3727 Allocation Balance: \$0.00

Oak Grove Middle School

Funding Source: Targeted Supplemental (0930)

\$151,680.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials and supplies	4000 - 4999Books and Supplies	\$1,000.00	Goal 1	Materials, Supplies, and Equipment to support Common Core/NGSS Implementation and technology integration across content areas/grade levels.
Update of library technology, materials, and equipment	4000 - 4999Books and Supplies	\$5,000.00	Goal 1	Technology Integration through updated library media center, including materials and equipment
Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	5800 Professional/Consulting Services and Operating Expenditures	\$1,000.00	Goal 1	Professional Development for Common Core/NGSS Implementation, technology integration, English Learner strategies, and effective common core planning through Professional Learning Communities work.
Staff team to attend AVID conference in summer 2017; additional staff development	5800 Professional/Consulting Services and Operating Expenditures	\$1,000.00	Goal 2	Training for AVID Site Team and implementation of AVID program and AVID elective classes.
AVID elective classes supplies	4000 - 4999Books and Supplies	\$1,000.00	Goal 2	Training for AVID Site Team and implementation of AVID program and AVID elective classes.
Field trips	5000 - 5999Services and Other Operating Expenditures (Excludes other 5000 series listed below)	\$1,000.00	Goal 2	Training for AVID Site Team and implementation of AVID program and AVID elective classes.
Materials and supplies	4000 - 4999Books and Supplies	\$5,000.00	Goal 1	Enrichment offerings, Honors classes, field trips
Materials for library	4000 - 4999Books and Supplies	\$2,500.00	Goal 1	Enrichment offerings, Honors classes, field trips
Field trip costs	5000 - 5999Services and Other Operating Expenditures (Excludes other 5000 series listed below)	\$10,000.00	Goal 1	Enrichment offerings, Honors classes, field trips
1.0 FTE Reading Intervention Teacher	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$75,000.00	Goal 2	Full-time reading intervention teacher

Oak Grove Middle School

Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits) 5800	\$1,000.00	Goal 2	Professional Development in creating common formative assessments, PLC collaboration, and interventions for math, literacy, and English Learners
Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	Professional/Consulting Services and Operating Expenditures 5800	\$1,000.00	Goal 2	Professional Development in creating common formative assessments, PLC collaboration, and interventions for math, literacy, and English Learners
Contract with Reading Consultant to provide professional development to teachers, including lesson modeling	Professional/Consulting Services and Operating Expenditures 5800	\$20,000.00	Goal 2	Contract with Reading Consultant
Teacher hourly pay to instruct students in after-school/summer school academies	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$1,000.00	Goal 2	After-school and/or summer school academies to support math, reading, and English Learner academic achievement and reclassification.
Materials, Supplies, and Equipment	4000 - 4999Books and Supplies	\$1,000.00	Goal 2	Materials, supplies, and equipment to support student academic achievement and intervention
Materials and supplies	4000 - 4999Books and Supplies	\$1,000.00	Goal 2	After-school and/or summer school academies to support math, reading, and English Learner academic achievement and reclassification.
Materials and Supplies	4000 - 4999Books and Supplies	\$1,000.00	Goal 3	Increased campus supervision and social-emotional supports for students
Professional Development--paid release time; after school; outsourced conferences and trainings	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits) 5800	\$1,000.00	Goal 3	Implement Positive Behavior Intervention Supports (PBIS), including student, teacher, staff, and parent training
Professional Development--paid release time; after school; outsourced conferences and trainings	Professional/Consulting Services and Operating Expenditures 5800	\$1,000.00	Goal 3	Implement Positive Behavior Intervention Supports (PBIS), including student, teacher, staff, and parent training
Hourly pay to support students in after-school/summer school academies	2000 - 2999Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$1,000.00	Goal 2	After-school and/or summer school academies to support math, reading, and English Learner academic achievement and reclassification.
Presentation fees	Professional/Consulting Services and Operating Expenditures 5800	\$1,000.00	Goal 3	Parent meetings, activities, and learning opportunities

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Materials and supplies	4000 - 4999Books and Supplies	\$1,000.00	Goal 3	Development of Parent/Community Center room on campus
Materials, supplies, and equipment	4000 - 4999Books and Supplies	\$13,180.00	Goal 3	Materials, Supplies, and Equipment
Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$2,500.00	Goal 4	Professional development opportunities for teachers in the areas of Common Core-aligned instruction, technology implementation, the PLC collaborative process, the Redesign process, increased student literacy and math achievement, English Learner strategies, and a safe and engaging school.
Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	5800 Professional/Consulting Services and Operating Expenditures	\$2,500.00	Goal 4	Professional development opportunities for teachers in the areas of Common Core-aligned instruction, technology implementation, the PLC collaborative process, the Redesign process, increased student literacy and math achievement, English Learner strategies, and a safe and engaging school.
Targeted Supplemental (0930) Total Expenditures:		\$151,680.00		
Targeted Supplemental (0930) Allocation Balance:		\$0.00		

Funding Source: Targeted Supplemental Intentional Carryover (0930) **\$165,484.40 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
1.0 Vice Principal	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$120,000.00	Goal 3	Two additional Vice Principals to address campus safety, respond to student behaviors, promote student academic achievement, provide professional development and coaching of instructional programs, and support parent and community engagement
Professional Development--paid release time; after school; outsourced conferences and trainings	2000 - 2999Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$1,000.00	Goal 3	Implement Positive Behavior Intervention Supports (PBIS), including student, teacher, staff, and parent training
Materials and Supplies	4000 - 4999Books and Supplies	\$1,084.40	Goal 3	Implement Positive Behavior Intervention Supports (PBIS), including student, teacher, staff, and parent training

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0.40 FTE School Psychologist Intern	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$12,000.00	Goal 3	Increased campus supervision and social-emotional supports for students
1.0 Site Tech (.60 out of QEIA; .40 out of 0930)	2000 - 2999Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$30,400.00	Goal 1	Personnel to support updated library media center and technology integration
Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	5800 Professional/Consulting Services and Operating Expenditures	\$1,000.00	Goal 1	Professional Development for Common Core/NGSS Implementation, technology integration, English Learner strategies, and effective common core planning through Professional Learning Communities work.
Targeted Supplemental Intentional Carryover (0930) Total Expenditures:		\$165,484.40		
Targeted Supplemental Intentional Carryover (0930) Allocation Balance:		\$0.00		

Funding Source: Title I (3070)

\$238,864.87 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	5800 Professional/Consulting Services and Operating Expenditures	\$11,000.00	Goal 1	Professional Development for Common Core/NGSS Implementation, technology integration, English Learner strategies, and effective common core planning through Professional Learning Communities work.
Materials and supplies	4000 - 4999Books and Supplies	\$24,000.00	Goal 1	Materials, Supplies, and Equipment to support Common Core/NGSS Implementation and technology integration across content areas/grade levels.
Staff team to attend AVID Conference in summer 2017; additional staff development	5800 Professional/Consulting Services and Operating Expenditures	\$6,000.00	Goal 2	Training for AVID Site Team and implementation of AVID program and AVID elective classes.
.40 Librarian	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$34,000.00	Goal 1	Personnel to support updated library media center and technology integration
Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	5800 Professional/Consulting Services and Operating Expenditures	\$12,864.87	Goal 2	Professional Development in creating common formative assessments, PLC collaboration, and interventions for math, literacy, and English Learners

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Teacher hourly pay to instruct students in after-school/summer school academies	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$5,000.00	Goal 2	After-school and/or summer school academies to support math, reading, and English Learner academic achievement and reclassification.
Contract with Reading Consultant to provide professional development to teachers, including lesson modeling	5800 Professional/Consulting Services and Operating Expenditures	\$5,000.00	Goal 2	Contract with Reading Consultant
Materials and supplies	4000 - 4999Books and Supplies	\$1,000.00	Goal 2	After-school and/or summer school academies to support math, reading, and English Learner academic achievement and reclassification.
Materials, Supplies, and Equipment	4000 - 4999Books and Supplies	\$13,553.00	Goal 2	Materials, supplies, and equipment to support student academic achievement and intervention
Materials and supplies	4000 - 4999Books and Supplies	\$2,000.00	Goal 3	Development of Parent/Community Center room on campus
1.0 Community Service Assistant	2000 - 2999Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$56,000.00	Goal 3	Bilingual personnel to assist with parent communication regarding academics, attendance, and behavior, and coordination of parent outreach
1.0 Community School Coordinator	2000 - 2999Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$59,000.00	Goal 3	Bilingual personnel to assist with parent communication regarding academics, attendance, and behavior, and coordination of parent outreach
Overtime for classified staff	2000 - 2999Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$1,447.00	Goal 3	Bilingual personnel to assist with parent communication regarding academics, attendance, and behavior, and coordination of parent outreach
Hourly pay to support students in after-school/summer school academies	2000 - 2999Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$3,000.00	Goal 2	After-school and/or summer school academies to support math, reading, and English Learner academic achievement and reclassification.
Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$2,500.00	Goal 4	Professional development opportunities for teachers in the areas of Common Core-aligned instruction, technology implementation, the PLC collaborative process, the Redesign process, increased student literacy and math achievement, English Learner strategies, and a safe and engaging school.

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Teacher Professional Development--paid release time; after school; outsourced conferences and trainings	5800 Professional/Consulting Services and Operating Expenditures	\$2,500.00	Goal 4	Professional development opportunities for teachers in the areas of Common Core-aligned instruction, technology implementation, the PLC collaborative process, the Redesign process, increased student literacy and math achievement, English Learner strategies, and a safe and engaging school.
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Title I (3070) Total Expenditures: \$238,864.87

Title I (3070) Allocation Balance: \$0.00

Funding Source: Title I Parent Engagement (3068) \$3,453.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Overtime pay for classified staff	2000 - 2999Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$1,653.00	Goal 3	Parent meetings, activities, and learning opportunities
Materials and supplies for events	4000 - 4999Books and Supplies	\$1,800.00	Goal 3	Parent meetings, activities, and learning opportunities

Title I Parent Engagement (3068) Total Expenditures: \$3,453.00

Title I Parent Engagement (3068) Allocation Balance: \$0.00

Funding Source: Title I Summer Program (3069) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teacher hourly pay to instruct students in after-school/summer school academies	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$5,000.00	Goal 2	After-school and/or summer school academies to support math, reading, and English Learner academic achievement and reclassification.
Materials and supplies	4000 - 4999Books and Supplies	\$1,200.00	Goal 2	After-school and/or summer school academies to support math, reading, and English Learner academic achievement and reclassification.

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Hourly pay to support students in after-school/summer school academies	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$1,000.00	Goal 2	After-school and/or summer school academies to support math, reading, and English Learner academic achievement and reclassification.
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Title I Summer Program (3069) Total Expenditures: \$7,200.00

Title I Summer Program (3069) Allocation Balance: \$0.00

Oak Grove Middle School Total Expenditures: \$889,790.19