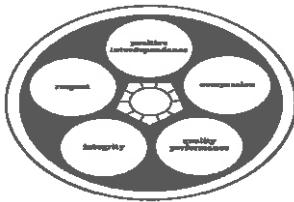


SPSA 2018-19

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District



Sakamoto Elementary

OGSD Board Approved 10/25/18
RM

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

CDS Code: 43696256072144

Principal: Jenay Enna, Principal

Superintendent: José Manzo

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

Phone: (408) 227-3411

Email: jenna@ogsd.net

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



Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
»SUBJECT: Reading/Language Arts					
› GOAL: English Language Arts Improvement					
› LCAP GOALS:					
• All students will be proficient in meeting and/or exceeding all Common Core State Standards.					
› ACTION: Alignment of Instruction	07/02/2018	06/28/2019	\$0.00		
› ACTION: Strategies and Materials	07/02/2018	06/28/2019	\$7,827.00		
			\$6,577.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$1,250.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/02/2018	06/28/2019	\$700.00		
			\$700.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Increased Opportunity	07/02/2018	06/28/2019	\$11,564.00		
			\$2,539.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$4,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$2,400.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$2,625.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Staff Development	07/02/2018	06/28/2019	\$5,210.00		
			\$5,210.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/02/2018	06/28/2019	\$0.00		
› ACTION: Auxiliary Services	07/02/2018	06/28/2019	\$0.00		
› ACTION: Monitoring Programs and Results	07/02/2018	06/28/2019	\$0.00		
»SUBJECT: Mathematics					
› GOAL: Mathematical Proficiency					
› LCAP GOALS:					
• All students will be proficient in meeting and/or exceeding all Common Core State Standards.					
› ACTION: Alignment of Instruction	07/02/2018	06/28/2019	\$0.00		
› ACTION: Strategies and Materials	07/02/2018	06/28/2019	\$7,828.00		
			\$1,250.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$6,578.00	ACTION: Local Control Funding Formula State Compensatory	790

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
				Education	
› ACTION: Extended Learning Time	07/02/2018	06/28/2019	\$1,200.00		
			\$1,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$200.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Increased Opportunity	07/02/2018	06/28/2019	\$2,625.00		
			\$2,625.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Staff Development	07/02/2018	06/28/2019	\$5,210.00		
			\$5,210.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/02/2018	06/28/2019	\$0.00		
› ACTION: Auxiliary Services	07/02/2018	06/28/2019	\$0.00		
› ACTION: Monitoring Programs and Results	07/02/2018	06/28/2019	\$0.00		
»SUBJECT: School Climate/Parent Engagement					
› GOAL: Improving Student Behavior & Promoting Positive School Climate					
› LCAP GOALS:					
• School and classroom environments support learning, creativity, safety and engagement					
› ACTION: Alignment of Instruction	07/02/2018	06/28/2019	\$0.00		
› ACTION: Strategies and	07/02/2018	06/28/2019	\$0.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
Materials					
> ACTION: Extended Learning Time	07/02/2018	06/28/2019	\$0.00		
> ACTION: Increased Opportunity	07/02/2018	06/28/2019	\$2,500.00		
			\$2,500.00	ACTION: Local Control Funding Formula State Compensatory Education	790
> ACTION: Staff Development	07/02/2018	06/28/2019	\$600.00		
			\$600.00	ACTION: Local Control Funding Formula State Compensatory Education	790
> ACTION: Involvement of Staff & Parents	07/02/2018	06/28/2019	\$0.00		
> ACTION: Auxiliary Services	07/02/2018	06/28/2019	\$0.00		
> ACTION: Monitoring Programs and Results	07/02/2018	06/28/2019	\$0.00		

Total Annual Expenditures for Current Site Plan: \$45,264.00

GOALS

 **GOAL: ENGLISH LANGUAGE ARTS IMPROVEMENT**

GOAL AREA: READING/LANGUAGE ARTS**LEA Goal:**

- Students will be proficient in core subjects.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

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

Goal Statement:

Sakamoto students will achieve at grade level in English Language Arts (ELA), according to the Common Core State Standards (CCSS). Students will read a range of grade level materials and persevere in critical thinking tasks. Student proficiency on the Smarter Balanced Assessment Consortium (SBAC) will increase by a minimum of 5% in overall scores well as in each of the claims: Reading, Writing, Listening and Speaking. We will accelerate the proficiency of under-performing subgroups, with a focus on closing the achievement gap. English Learners will demonstrate growth in English Language Development and CCSS, according to district benchmarks, summative assessments, and their score/level on the ELPAC test or redesignation to English Proficient status.

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

The following data were used to form the goal:

- State SBAC results
- iReady reading diagnostic assessments
- Redesignation Rate of EL's

	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard (6/8/18)	iReady EOY Predicted Proficiency
District	47%	50%	50%	54%	56%
Sakamoto	55%	56%	57%	61%	63%
3rd	36%	59%	52%	56%	61%
4th	46%	42%	61%	66%	65%
5th	62%	56%	49%	58%	61%
6th	79%	66%	64%	65%	66%

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

Our SBAC results from 2017-2018 revealed that 61% of students met or exceeded standards on the state ELA test, a 4% increase from the previous year. Our subgroup data reveals that 23.6% of African American Students and 48.6% of Hispanic students scored at or above grade level. Of our English Learner population, 18.2% of students scored proficient on the SBAC test. These data indicate an achievement gap.

In the 2017-2018, we redesignated 20 of our English Learners.

iReady Reading, we saw an 8% growth in students' at-grade level achievement school-wide

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

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

Strategy:

Teachers will implement instructional strategies such as structured language practice, classroom discussions, close reading, guided reading, writer's workshop, Designated and Integrated English Language Development, and iReady intervention within a balanced literacy program. Sobrato Early Academic Literacy (SEAL), Project Based Learning, and Expeditionary Learning Units will be developed and implemented. Professional development on rigorous ELA instruction will be provided throughout the year. Teachers will also determine three performance tasks in the writing genres to analyze and reflect on in the cycle of inquiry process. Grades 3-6 will have opportunities to take the Smarter Balanced Interim assessments, as a tool for understanding the rigors of the SBAC test, as well as to assess standards mastery.

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- Task:

All teachers will:

- use the district curriculum, Core Knowledge Language Arts (CKLA), Expeditionary Learning, Sobrato Early Academic Literacy (SEAL), Project Based Learning (PBL), and other supplemental materials and tools.

- engage in support from the district literacy coach, English Learner Teacher Partner, and the principal in implementation of curriculum through co-teaching, modeling, and giving feedback.
- implement Designated and Integrated English Language Development to support the English Language Learners and the English-only learners to develop stronger language skills.
- teach Guided Reading during the day to improve the students' instructional and independent reading levels.
- implement iReady and use data to drive instruction.

- **Measures:**

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

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

ACTION: STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

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

- **Measures:**

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

- iReady Assessments
- Running Records
- SBAC summative and interim assessment results
- On-demand writing performance tasks
- Student presentations and projects
- Exit tickets and other in-class formative assessments

- **People Assigned:**

All classroom teachers, principal, and English Learner Teacher Partner will participate in this task.

Start Date: 07/02/2018

Completion Date: 06/28/2019

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies and Materials	\$6,577.00
Local Control Funding Formula State Compensatory Education	Printed Materials	\$1,250.00

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- Task:

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

- Measures:

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

- People Assigned:

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Afterschool Enrichment	\$700.00

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- Task:

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

- Newsela Pro supplemental reading materials
- RAZ Kids supplemental reading materials
- BrainPop and BrainPop Jr.
- Before or after school academies for students reading below grade level
- Guided Reading and other small group instruction

- In class time for iReady
- READ 180/System 44 for 4th - 6th grade students reading well below grade level
- Designated ELD
- Integrated ELD

- **Measures:**

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

- **People Assigned:**

All classroom teachers and principal will participate in this task.

Start Date: 07/02/2018

Completion Date: 06/28/2019

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Reading A-Z and RAZ Kids	\$2,539.00
Local Control Funding Formula State Compensatory Education	Newsela Pro	\$4,000.00
Local Control Funding Formula State Compensatory Education	Brain Pop & Brain Pop Jr.	\$2,400.00
Local Control Funding Formula State Compensatory Education	Technology Upgrades	\$2,625.00

ACTION: STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

The following will be provided:

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Staff Development, Conference, Sub Release Time	\$5,210.00

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

 **ACTION: MONITORING PROGRAMS AND RESULTS**

Means of Achievement: Monitoring program implementation and results**• Task:**

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

• Measures:

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

• People Assigned:

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

 **GOAL: MATHEMATICAL PROFICIENCY**

GOAL AREA: MATHEMATICS**LEA Goal:**

- Students will be proficient in core subjects.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

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

Goal Statement:

Sakamoto students will achieve at grade level in mathematics, according to the Common Core State Standards. Students will be fluent and proficient in the Standards for Mathematical Practice, and will be able to apply knowledge and reasoning skills to real world situations, as well as explain their reasoning by constructing viable arguments. Student proficiency on

the SBAC will increase by a minimum of 5% in overall scores as well as in each of the claims: Concepts and Procedures, Problem Solving & Data Analysis, and Communicating Reasoning.

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

The following data will be used to monitor the goal:

- State SBAC Assessment results
- iReady math diagnostic assessment results

	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard (6/8/18)	iReady EOY Predicted Proficiency
District	38%	42%	43%	46%	47%
Sakamoto	52%	50%	54%	56%	57%
3rd	41%	57%	59%	55%	63%
4th	43%	36%	55%	60%	61%
5th	63%	49%	41%	55%	50%
6th	64%	55%	59%	57%	53%

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

Our SBAC results from 2017-2018 revealed that 56% of students met or exceeded standard on the Math test, a 2% increase from the previous year. Our subgroup data reveals that 29.5% of African American Students and 43.3% of Hispanic students met or exceeded standard. Of our English Learner population, 27.3% of students met or exceeded standard on the SBAC test.

iReady Math data from 2017-2018 showed a 16% increase in students who scored at-grade level from Window 2 to Window 3.

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

The Instructional Leadership Team will review district math assessment data to determine students' ability to solve math problems. Using the Cycle of Inquiry process, teachers will plan and implement instruction based on students' needs and abilities. Additionally, teachers will meet with the principal and support staff to discuss student data and strategies for improvement, based on student need.

Strategy:

Teachers will implement instructional strategies such as Number Talks, hands-on real world math, differentiated instruction, College Preparatory Math and Engage NY (district adopted math curriculum) pacing guide and resources, group & partner classroom discussions, and integrated technology tools such as iReady Math and Prodigy. Homework club and academies will be provided as additional intervention. Grades 3-6 will have opportunities to take the Smarter Balanced Interim Assessments, as a tool for understanding the rigors of the SBAC test, as well as to assess standards mastery.

Means of Achievement: Alignment of instruction with content standards

- **Task:**

All teachers will:

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

- **Measures:**

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

- Unit tests
- Daily assignments
- Exit tickets
- Formative assessments
- SBAC assessment results and interim tests
- iReady district assessments

- **People Assigned:**

All classroom teachers and the principal will participate in these tasks.

Start Date: 07/02/2018

Completion Date: 06/28/2019



ACTION: STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

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

- **Measures:**

The following tools will be used to monitor student progress:

- End of Module Assessment
- Exit Tickets
- iReady math assessments
- Interim assessment blocks (IABs)

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Printed Materials	\$1,250.00
Local Control Funding Formula State Compensatory Education	Classroom Supplies and Materials	\$6,578.00

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Homework Club Support	\$1,000.00
Local Control Funding Formula State Compensatory Education	Classified Homework Club Support	\$200.00

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

The following interventions will be offered:

- Homework Club

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

- **Measures:**

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

- **People Assigned:**

All classroom teachers and principal will participate in this task.

Start Date: 07/02/2018

Completion Date: 06/28/2019

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Technology Upgrades	\$2,625.00

ACTION: STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Staff Development, Conference, Sub Release Time	\$5,210.00

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

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

- **Measures:**

We will measure parent involvement using sign-in sheets.

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

ACTION:MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

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

- **Measures:**

Student performance will be monitored using:

- End of Module assessments
- Daily work
- Exit Tickets
- Interim assessments
- iReady math assessments

- **People Assigned:**

All classroom teachers and principal will participate in this task.

Start Date: 07/02/2018

Completion Date: 06/28/2019



GOAL: IMPROVING STUDENT BEHAVIOR & PROMOTING POSITIVE SCHOOL CLIMATE

GOAL AREA: SCHOOL CLIMATE/PARENT ENGAGEMENT

LEA Goal:

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

State Priorities:

- 6 - School Climate

LCAP Goal:

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

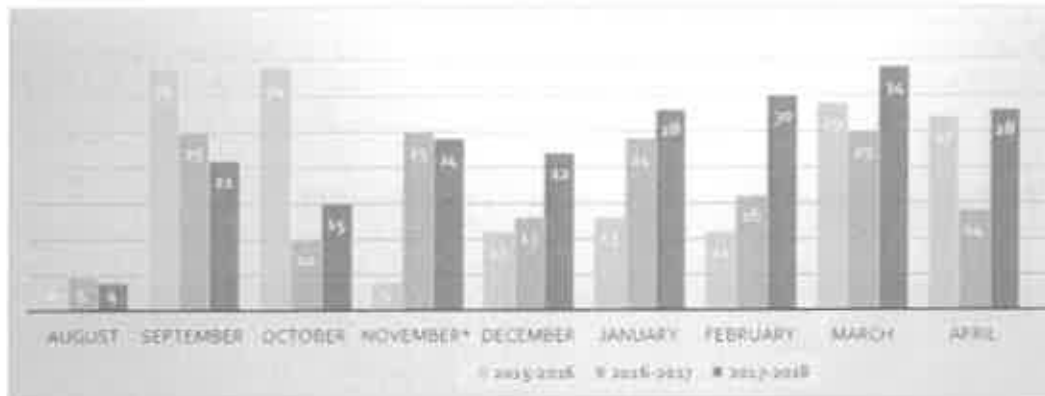
Goal Statement:

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

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

We reviewed the Behavior Event referrals from 2017-18.

Monthly Incidents



Year to Date – Behavior Type

- Bullying or Teasing: 13
- Physical: 44
- Disrespect/Disruption/Defiance: 25
- Bus: 13*
- Inappropriate Behavior: 48
- Inappropriate Language/Obscenity: 15
- Unsafe Play: 6

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

In 2017-18, we had a total of 164 behavior incidents, according to minor and major referrals. This was a decrease from the previous year by 24 incidents. The behavior types with the highest incident rate were inappropriate behavior, physical contact, and disrespect/defiance. In addition, our suspension total for 2017-2018 was 20 suspensions involving 9 students. The suspensions increased from the previous school year by 6 incidents, but the number of students remained the same.

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

The PBIS Team evaluates monthly discipline data to identify areas of concern and determine next steps. We will review the behavior events by count, location and time. We will also monitor the number of suspensions by month. The PBIS Team is combined with the Instructional Leadership team, and consists of the principal, seven classroom teachers, Resource Specialist, and the district PBIS coach (when available). The team will develop a tool to survey students and measure the social-emotional climate of the school.

Strategy:

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

Students will take the "Upstander Pledge," which was introduced by Project Cornerstone. Additional training in being an upstander, anti-bullying, and self-advocacy will be provided to staff, students, and parents by Kid Power.



ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

All certificated and classified staff implement PBIS.

Start Date: 07/02/2018

Completion Date: 06/28/2019



ACTION: STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

Recess 101 coaching is provided during recess, lunch, and for physical activity classes. The program serves to teach students teamwork and problem solving, while reinforcing grade level physical education standards. The coach supports students in core games and skill building as well as leadership through the Recess Leader program.

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

- **Measures:**

Behavior incidents on the playground or field are monitored monthly.

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

- **People Assigned:**

Principal, teachers, noon duties, and the Recess 101 coach support behaviors on the yard. The Support Staff Team monitors students needing Tier III supports. The team consists of the principal, school psychologist, resource specialist, speech therapist, and other staff as needed.

Start Date: 07/02/2018

Completion Date: 06/28/2019

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Recess 101 (Partial Funding)	\$2,500.00

ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

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

This year our PBIS team and support staff will receive district training to reflect on and refresh our PBIS program at all three tiers.

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

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

ACTION:INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

The entire staff is involved in PBIS implementation.

Start Date: 07/02/2018

Completion Date: 06/28/2019

ACTION:AUXILIARY SERVICES

Means of Achievement: Alignment of instruction with content standards

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

ACTION:MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

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

- Campus observation: looking for visuals, PBIS posters, etc.
- Classroom observations: 20-30 min observation in 3-4 classes: looking for the number of times behavior expectation language is used, number of positives vs. correctives, reward/acknowledgement system (either school-wide or classroom specific)
- Documentation of PBIS: Looking through school's teaching matrix, PBIS lesson plans, PBIS discipline flow chart, teaching schedule and reward system
- Admin Interview: 15 min Interview with Principal

- Student Interviews: Asking students 3 questions during their recess and lunch: What are the behavior expectations? What do they mean? Have you been acknowledged/rewarded in the last 2 weeks for showing these expectations?
- Staff Interviews: 7 question survey with the staff (10 questions for staff on the PBIS team) about the implementation of PBIS as well as safety procedures

- **Measures:**

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

- **People Assigned:**

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

Start Date: 07/02/2018

Completion Date: 06/28/2019

FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget :	\$45,264.00
Total Annual Expenditures for Current School Plan:	(\$45,264.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$45,264.00
	Increased Opportunity	(\$2,500.00)
	Staff Development	(\$600.00)
	Strategies and Materials	(\$6,577.00)
	Strategies and Materials	(\$1,250.00)
	Extended Learning Time	(\$700.00)
	Increased Opportunity	(\$2,539.00)
	Increased Opportunity	(\$4,000.00)
	Increased Opportunity	(\$2,400.00)
	Increased Opportunity	(\$2,625.00)
	Staff Development	(\$5,210.00)
	Strategies and Materials	(\$1,250.00)
	Strategies and Materials	(\$6,578.00)
	Extended Learning Time	(\$1,000.00)
	Extended Learning Time	(\$200.00)
	Increased Opportunity	(\$2,625.00)
	Staff Development	(\$5,210.00)
	Balance:	\$0.00

SCHOOL SITE COUNCIL MEMBERSHIP

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

Name	Represents	Contact Info	Reviewed Plan Date
Jenay Enna	Principal		09/20/2018
Pam O'Hara	Other School Staff		09/20/2018
Brittany Bostic	Classroom Teacher		09/20/2018
Lee Wassam	Parent or Community Member		09/20/2018
Haruwa Rahman	Parent or Community Member		09/20/2018
Nga Nguyen	Classroom Teacher		09/20/2018
Krystina Miller	Classroom Teacher		09/20/2018
Mari Beal	Parent or Community Member		09/20/2018
Amanda Boniface	Parent or Community Member		09/20/2018
Jackie Tran	Parent or Community Member		09/20/2018

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

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

RECOMMENDATIONS AND ASSURANCES

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

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

Site English Learners Advisory Council (SELAC)



Signature

Sakamoto Parent Teacher Organization



Signature

Sakamoto Staff



Signature

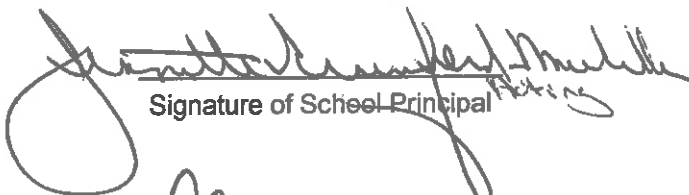
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of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

09/20/2018

Attested:

Jenay Enna, Principal

Typed name of School Principal



Signature of School Principal

9/20/18

Date

Lee Wassem

Typed name of SSC Chairperson



Signature of SSC Chairperson

9/20/18

Date