School Year: [2020-2021]

School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Oak Ridge Elementary School	43696256088306	June 9, 2020	November 12, 2020

Purpose and Description

At Oak Ridge School, we believe that every student can achieve at high levels. As our mission states, "Oak Ridge is a safe and respectful community, collaborating to inspire and engage the whole child through a balanced curriculum." Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan.

Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. Oak Ridge's School Plan for Student Achievement is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

At Oak Ridge School, the continued shelter in place for the 2020-2021 school year meant many shifts in the way our teachers and staff support students and the community. During the start of the year, Oak Ridge handed out 1-1 chromebook devices (and Hot Spots as needed) to all Oak

Ridge students. All Oak Ridge teachers and staff were also given devices, second monitors, documents, etc. to support student learning in a virtual model. During the first month of school, grade levels did curriculum and supply materials distributions, online parents meetings, how-to videos and much more to ensure that our students and families not only had the technology and curriculum, but the skills needed to access the distance learning platforms from home.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current three year LCAP plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement
Involvement Process for the SPSA and Annual Review and Update

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June virtually and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

At Oak Ridge, we also continued to gather stakeholder input by utilizing online parent surveys, pivoting all of our parent meetings online and holding weekly virtual Q&A meetings with the Principal online. Parents continued to engage online (even more so than ever) in the new virtual space and we found that this practice of having our parents and families engage from their home or workplace provided to be a better method to engage parents who typically in the past did not have access to the in-person meetings. We are proud to see the level of stakeholder engagement at Oak Ridge and plan to continue with the virtual meetings for the duration of the 2020-2021 school year.

Presentations to stakeholders included:

Oak Ridge School Staff
September 14, 2020

School Site Council
June 9, 2020 (Virtual Meeting/Approval of plan) / September 17, 2020 (Approval of revised plan)

Hispanic Parent Club
September 11, 2020

English Learner Advisory Committee (ELAC)
September 16, 2020

The School Site Council approved the SPSA on September 17, 2020

Resource Inequities

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

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income. While there is no set "recipe" for great school systems, assessing the dimensions of equity helps education stakeholders see more clearly whether school systems provide all students the resources they need, and can help leaders design school and system policies to more equitably allocate and effectively use resources based on student needs. In analyzing Oak Ridge's resource inequities, our wishlist would include 1-1 devices for all students, after school tutoring for all grades, facilitated lunch time clubs to engage students into the school culture, full time counselor and intervention teachers in the areas of early reading and mathematics to support students struggling in academics.

In the spring of 2020 at Oak Ridge, we realized there was an increased need to address learning loss as a result of the sudden school closure March 16, 2020. During this time, we discovered not all students had access to a device and an internet Hotspot,in addition the distance learning format had proved to be a challenge most particularly for students with disabilities and English Language learners. As a district, we were able to provide 1-1 chromebooks for all of our students and hot spots for those families who lacked adequate internet access. Knowing that mental health is a continued concern for our students and families, we were able to add additional mental health supports at Oak Ridge through various community agency partners.

While as a result of school closures and in-person learning, we were able to offer 1-1 devices, there are still resource inequities at Oak Ridge. Our current wishlist would include affordable or free on-site child care for all grades, full time counselors on site for virtual and/or in-person counseling sessions and on site or virtual intervention teachers in the areas of early reading and mathematics to support students struggling in academics.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in reading comprehension skills and foundational math skills. We plan to focus our professional learning communities on mathematics. We also plan to provide professional development to our staff regarding reading and writing workshop. This year, with a new history and social studies adoption, professional development will be provided as needed. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap between foundational literacy and math skills.

In addition to our previously identified needs above, we have identified several additional new needs caused by pivoting our in-person instruction to distance learning. First and foremost, we have seen the need to provide all of our students access to curriculum and materials needed for distance learning. In addition, there is a need for teachers to have additional planning time to plan for online instruction and how to shift their lessons to a virtual model. Lastly, there is an additional need to provide all of the teachers with professional development on how to pivot their instruction to an online formal seamlessly to reduce learning loss for our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	**ELA** 2015- 46.00% 2016- 53.21% 2017- 54.85% 2018- 61% / 54.47% 2019- 55.72% 2020 - N/A **Math** 2015- 42.33% 2016- 49.81% 2017- 51.69% 2018- 54% / 49.33% 2019- 51.34%	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-6.

	2020 - N/A	
CA Dashboard Overall Academic Performance Levels	**ELA** 2017- Yellow 2018- Green 2019- Yellow 2020- N/A **Math** 2017- Green 2018- Green 2019 - Yellow 2020- N/A	Increase by one performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6.
iReady Reading and Math	**Reading** 2020 Diagnostic #1 -43% students on or above grade level **Math** 2020 Diagnostic #1 -34% students on or above grade level	Increase 5% more students predicted to be proficient on SBAC based on iReady.

Students to be Served by this Strategy/Activity

This action is for all students, students with a focus on students with disabilities, English learners, foster youth and socioeconomically disadvantaged (SED) students.

Strategy/Activity #1

All teachers TK-6 will receive 2 professional development and common planning days with a focus on common backwards mapping, collaborative planning and common assessment for all students (with the focus on supporting our English learners and students with disabilities) in accessing grade level standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$7,575.00	LCFF (Planning days)
$4,207.00	Low Performing Student Block Grant (Professional Development)

Strategy/Activity #2

Purchase licenses Reading A-Z and RAZ Kids as a supplemental resource to support reading, comprehension and fluency in grades TK-5.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2,000.00	LCFF

Strategy/Activity #3

Students will use iReady a minimum of 45 minutes a week in Reading and Math with a pass rate of 80%. Teachers and administration will monitor usage and pass rates weekly. Teachers will utilize Standards Mastery assessments as formative data to inform instructional needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District Funded

Strategy/Activity #4

Oak Ridge teachers will get in-person or virtual professional development in the areas of reading, writing and mathematics to support student achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$5,000.00	Low Performing Student Block Grant

Strategy/Activity #5

Purchase supplies and materials to supplement the curriculum in the classroom to make the learning more hands on and alive for our students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$12,050.00	LCFF

Strategy/Activity #6

Provide all TK-6th grade students curriculum materials and supplies needed for distance learning through drive through grade level material pick up days.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No cost

Strategy/Activity #7

Provide all TK-6th grade teachers more planning time built into their work day to allow collaboration, grade level planning and revising lessons to implement through a virtual format.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	Done through negotiations of daily schedule with teacher union and district

Strategy/Activity #8

Provide all TK-6th grade teachers professional development opportunities built into their work week to allow teachers to learn about distance learning and how to pivot their current instruction online.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	Done through negotiations of daily schedule with teacher union and district (Wednesday PD Day)

Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

In ELA and Math, Students with Disabilities are identified as orange through the California Dashboard. Amongst these student groups, our district is identified for Differentiated Assistance for Foster Youth, Homeless and students with disabilities due to their progress with chronic absenteeism, suspensions, and academics. As a district, 28% of our English learners are categorized as Long-Term English Learners (LTELs) and have not reclassified after 6 or more years since identification.

In addition to our previously identified needs above, we have identified that an additional need for our English Learners (EL), low socioeconomic disadvantaged students, Foster Youth and students of color is for teachers and staff to track and monitor student engagement and participation. Distance learning (while proving to have its own challenges for our students), especially has impacted our most vulnerable students. It is important now more than ever to keep our students engaged and participating in distance learning to prevent any further learning loss and connected to their school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs, Foster Youth, African American Students and Latino Students	**ELA - English Learners** 2018- 23.68% 2019- 12% 2020- N/A **Math - English Learners** 2018- 20.51% 2019- 20% 2020- N/A **ELA - Low Socio Econ.** 2018- 44.68% 2019- 41.67% 2020- N/A **Math - Low Socio Econ.** 2018- 32.98% 2019- 32.54%	Increase the CAASPP SBAC percent of English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.

	2020- N/A **ELA - Hispanic** 2018- 38.78% 2019- 41% 2020- N/A **Math - Hispanic** 2018- 30.62% 2019- 33% 2020- N/A	
CA Dashboard Overall Academic Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students and Latino Students	**ELA - Low Socio. Econ.** 2017- Orange 2018- Yellow 2019- Orange **Math - Low Socio. Econ.** 2017- Yellow 2018- Yellow 2019- Orange **ELA - Hispanic** 2017- Orange 2018- Yellow 2019- Orange **Math - Hispanic** 2017- Yellow 2018- Yellow 2019- Orange	Increase our Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-6.
ELPAC	2018- 27.7% 2019- N/A	We will increase our English learners at an overall level 4: Well Developed on the ELPAC by 5%.
EL Reclassification	14%	We will increase our EL reclassification results by 2%.

Students to be Served by this Strategy/Activity

This action is for all students, students with a focus on students with disabilities, English learners, foster youth and socioeconomically disadvantaged (SED) students.

Strategy/Activity #1

English Learner Teacher Partners (instructional coaches) will support identification and reclassification process for EL and collaborate with other district TOSAs to support teachers to integrate best practices for English Learners across content areas.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded

Strategy/Activity #2

Provide Printshop funding so teachers can duplicate and create additional materials to support understanding of curriculum in the areas of reading, writing, math, social studies and science.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3,000.00	LCFF

Strategy/Activity #3

Provide targeted after school reading and math academies specifically focused on foundational reading and math skills for our English Learners, students with disabilities or students who are two grade levels or more below on the iReady diagnostic. This may include 1-1 virtual tutoring during distance learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$11,420.95	Low Performing Student Block Grant

Strategy/Activity #4

Provide supplemental reading and math materials to teach the above mentioned after school academies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2,000.00	Low Performing Student Block Grant

Strategy/Activity #5

All teachers will monitor student engagement and participation daily to ensure that their English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color are engaged daily in the learning and participating in classroom activities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No cost

Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Identified Need

Oak Ridge is one of the five elementary campuses within the Oak Grove School District which houses special day class classrooms. Oak Ridge has four non-categorical special day classroom and one special day class for students that are classified with Emotional Disturbances (ED). At Oak Ridge School, 55.72% of our students in grades 4-6 are at standard in English Language arts while only 13% of our students with disabilities are at standard. In the area of mathematics, 51.34% of our students in grades 4-6 are at standard in Math while only 12% of our students with disabilities are at standard.

Due to distance learning, we have seen our students with disabilities have additional needs in the online classroom. Students with disabilities are struggling without having the 1-1 interaction with their case managers and the small group instructional support they are used to during in-person learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	**ELA** 2018- 17.08% 2019- 13% 2020- N/A **Math** 2018- 17.08% 2019- 12% 2020- N/A	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.
CA Dashboard Overall Academic Performance Levels for Students with Disabilities	**ELA** 2017- Red 2018- Orange 2019- Red **Math** 2017- Orange 2018- Orange 2019- Orange	Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-6.

Inclusion Targets	46% of Oak Ridge students ub special day classes were in general education at least 60% for mainstreaming (target not met)	We will meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP. The goal is to have less students in separate classrooms , therefore students who are in seperate classrooms at least 60% of the time must be mainstreamed in the general education setting at least 40% or more of their day.

Students to be Served by this Strategy/Activity

This action is for all students with disabilities at Oak Ridge Elementary School.

Strategy/Activity #1

Continue to analyze the effectiveness of the intervention programs (e.g. READ 180, System 44, Sonday, I-Ready) and implement with consistency and fidelity to support students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District Funded

Strategy/Activity #2

Purchase iReady and Moving with Math supplemental curriculum for our special day classes to support reading comprehension, writing and mathematics.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3,000.00	LCFF

Strategy/Activity 3

Utilizing the Professional Learning Community (PLC) model, monitor the instruction and data for students with disabilities. Teachers will meet monthly to review data from students with disabilities and plan instruction to best meet their needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No cost - done during staff meeting time

Strategy/Activity 4

Special education teachers, Instructional Assistants, 1-1 assistants, REsource specialists, Speech pathologists and other specialists are utilizing Goolge Meet breakout rooms to provide 1-1 and small group instruction to meet the social, emotional and academic needs of distance learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No cost - done during class or service time

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

We have some teachers who implement technology as a center or use it more as a separate resource outside of CCSS Instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards. As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom.

However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be put at a disadvantage because of difficulties accessing technology. English language learners' experience with technology can vary greatly from one student to the next. Some students may have never used a computer.

At the start of shelter in place, the Oak Grove School District was able to provide 1:1 devices (and hot spots as needed) for all students to access the online learning. As we continue distance learning into Fall of the 2020-2021 school year, our new identified need is to maintain our 1:1 device ratio as old devices break down and do not work for our students and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: How often does your class talk about online bullying?	**2018-2019** Of the 3rd-6th grade students that responded, 62.3% of students reported NEVER talking about online bullying during class. **2019-2020** Of the 3rd-6th grade students that responded, 45% of students reported NEVER talking about	95% of students responding will discuss what online bullying is and what to do if they are a victim to online bullying.

	online bullying during class.	
District Technology Survey: How often does your class talk about being respectful, responsible and safe online?	**2018-2019** Of the 3rd-6th grade students that responded, 71.9% of students reported discussing being respectful, responsible and safe online sometime during the school year. **2019-2020** Of the 3rd-6th grade students that responded, 73% of students reported discussing being respectful, responsible and safe online sometime during the school year.	95% of students responding will discuss being respectful, responsible and safe online in their classrooms.
SBAC Participation Rates	**2018-2019** 98% participation rate **2019-2020** N/A due to testing being suspended.	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

Students to be Served by this Strategy/Activity

All students will be served by this activity, specifically targeting students in grades 3-6.

Strategy/Activity #1

Oak Ridge staff will be proficient in providing distance and online learning to their students to support proficiency in all content areas. Staff will receive professional development in using online programs/apps such as Google classroom, Google docs, Google Meet, etc. Professional Development will be provided by site mentors, Principal and Oak Grove Ed Tech coaches.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	Ed Tech Coaches are District Funded

Strategy/Activity #2

Oak Ridge students in grades 3-6 will receive a presentation using the NetSmartz curriculum and videos which focuses on cyber safety, cyberbullying, gaming, social media and digital citizenship.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	Presentation provided by Principal using free online resources

Strategy/Activity #3

Oak Ridge teachers will teach PBIS lessons to all students about how to be respectful, responsible and safe while online.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No cost - PBIS classroom lessons

Strategy/Activity #4

Purchase projectors for new teachers to use during instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$4,000.00	LCFF

Strategy/Activity #5

Purchase printers, document cameras, bulbs, toner and replacement parts of teachers and staff to support instruction. This may also include the purchase of additional monitors, laptop stands, ring lights and extension cords (as needed) to support online distance learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3,500.00	LCFF

Strategy/Activity #6

Purchase Reading A-Z / RAZ Kids licenses for teachers in grades K-5 to support reading fluency, vocabulary and comprehension.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	See Goal #1

Strategy/Activity #7

Purchase technology licenses and web training for teachers to support instruction in the classroom in the areas of reading, writing, math, social studies, science and digital literacy/safety. Examples of license and web training include Seesaw, NewsELA, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$1,000.00	LCFF

Strategy/Activity #8

Oak Ridge will maintain 1:1 chromebook devices for all students and provide hot spots for students without adequate internet throughout the duration of distance learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	District funded

Goal 5

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

Identified Need

For chronic absenteeism within the district, Foster Youth, students with disabilities, Homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard. At Oak Ridge, Hispanic students, students that are identified as socioeconomically disadvantaged, students with disabilities and students with two or more races are identified as orange on the California Dashboard.

For suspensions within the district, Foster Youth, students with disabilities, Homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard. At Oak Ridge, white students are classified as red on the California Dashboard in the area of suspension and English Learners and students with disabilities are classified as orange.

Amongst these student groups, our district is identified for Differentiated Assistance for Foster Youth, Homeless and students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.

During distance learning, Oak Ridge will continue to monitor student attendance to assure students are logging online daily to not only participate in online instruction, but also to ensure they are getting daily connections with their teachers and peers. An additional need during distance learning is to ensure that students are getting the social/emotional support they need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	**2018** 4.4% of all students were chronically absent **2019** 5.9% of all students were chronically absent **2020** N/A due to school closure due to COVID-19 **2018 By Subgroup** 18.8% - African American 10.8% - Socioeconomically	For chronic absenteeism, improve one level for Foster Youth, students with disabilities, Homeless, English Learners, Socioeconomically disadvantaged and African American students in the California Dashboard.

	Disadvantaged 10.7% - Students with Disabilities 6.1% - English Learners **2019 By Subgroup** 5% - African American (-13.8%) 11.4% - Socioeconomically Disadvantaged (+0.6%) 10.6% - Students with Disabilities (-0.1%) 3.7% - English Learners (-2.3%) **2020 By Subgroup** N/A due to school closure due to COVID-19	
Suspension and Expulsion Rates	**2016** 4.9% of students who were suspended **2017** 3.8% of students who were suspended **2018** 1.8% of students who were suspended **2019** 2% of students who were suspended (4 total suspensions) **2020** N/A due to school closure due to COVID-19	For suspensions, improve one lever for Foster Youth, students with disabilities, Homeless, Pacific Islander, African American and students with two races or more through the California Dashboard.
Attendance Rate	At Oak Ridge during the 2019-2020 school year, the average attendance was 96.20% from August to March.	Maintain a 98% attendance rate for each month August-June.

Students to be Served by this Strategy/Activity

This action is for all students, students with a focus on students with disabilities, English Learners, Foster Youth and socioeconomically disadvantaged (SED) students.

Strategy/Activity #1

Develop a PBIS Mentor at each site to support the implementation through data analysis.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District Funded

Strategy/Activity #2

Implement, monitor, and provide professional development to all site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports. Purchases may include additional professional development for staff, incentives for students, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$700	LCFF

Strategy/Activity #3

Provide administrative coverage at all times on site to support the implementation of PBIS and the positive school climate while the principal is off site or at professional development training. The cost of this would be to cover (up to 2 days) of a teacher in charge to support the staff as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$300	LCFF

Strategy/Activity #4

Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No Cost - done as Adjunct Duties

Strategy/Activity #5

Provide on site counseling services one day a week for referred Oak Ridge students (contracted through the Almaden Valley Counseling Service) for support around social/emotional issues.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3,200.00	Low Performing Student Grant

Strategy/Activity #6

Provide monthly incentives (certificates and prizes) for all students that have perfect attendance within the month.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No cost - Certificates and prizes funded through Oak Ridge Home and School Club

Strategy/Activity #7
Oak Ridge teachers will support and encourage students to attend the Super Saturday Academy to recover ADA funds.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District Funded

Strategy/Activity #8
Due to shelter in place and distance learning, we are finding students are in need of social-emotional and mental health support more than ever at Oak Ridge. Oak Ridge staff will ensure they are doing daily social/emotional checks while online with students and refer any students for counseling that may need the additional support.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District Funded

Goal 6

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

Many principals report they have low attendance at various in-person parent meetings and events. At the district level, parent groups such as HABLA, African American Koffee Klatch, and DELAC meetings, see less than 50% consistent representation.

The average visits to all district websites and social media pages is monthly. Our goal is weekly.

39% percent of respondents on the Stakeholder Communication Survey in October 2018 stated they were "informed enough" on what's happening in the district and in our schools. The area the stakeholders want to learn more about, according to this survey, is curriculum and parent resources. Respondents shared their preferred method of communication is email.

From our April 2019 LCAP Stakeholder Survey, 50% of families rate our communication as very good to excellent. 67% of respondents rate it as satisfactory to excellent.*

*Note that these surveys have not been updated due to school closure in March 2020.

In addition to the above needs prior to school closure in March 2020, we have found at all sites including Oak Ridge a greater need to communicate with our students, families and community members at large.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	**Based on the 2019 CA Healthy Kids Survey:** 87% of the parents strongly agree or agree with the statement "School allows input and welcomes parents' contributions." 93% of the parents strongly agree or agree with the statement "School encourages me to be an active partner with the school in educating my child." 91% of the parents strongly	We will increase parent responses on the questions below from the CA Healthy Kids' Annual Parent Survey to Strongly Agree and Agree by 5% from the prior year. *School allows input and welcome parents' contributions *School encourages me to be an active partner with the school in educating my child. *Parents feel welcome to participate in this school.

	agree or agree with the statement "Parents feel welcome to participate in this school." **Based on the 2020 CA Healthy Kids Survey (please note that the survey is based on 37 respondents):** 39% of the parents strongly agree or agree with the statement "School allows input and welcomes parents' contributions." 45% of the parents strongly agree or agree with the statement "School encourages me to be an active partner with the school in educating my child." 59% of the parents strongly agree or agree with the statement "Parents feel welcome to participate in this school."	
ParentSquare	**2020** Currently, Oak Ridge has a contactable rate of 100% in ParentSquare.	We will continue to maintain 100% contactable rate and increase parent participation via ParentSquare via text and email by ensuring that the school has the most accurate and up to date contact information for parents and families.

Students to be Served by this Strategy/Activity

This action is for all parents and guardians of the students of Oak Ridge Elementary.

Strategy/Activity #1

Principal will provide monthly newsletters and event calendars to all parents to stay informed of all information nights, parent meetings and ways to get involved.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	No cost - done via ParentSquare and Facebook

Strategy/Activity #2

Oak Ridge will host monthly or bi-monthly parent meetings where parents can receive information regarding the implementation of the Common Core State Standards, testing, ways to give input/feedback, etc. Some of the meetings include: School Site Council, English Language Advisory Committee, Home and School Club, Hispanic Parents, Koffee Klatch, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	No cost

Strategy/Activity #3

The Oak Grove School District will provide families information during
- Parent Information Nights on topics relevant to parenting and student success
- GATE information nights about the program in grades 4-6
- Family Life Education Night in grades 5 and 7/ Adult ESL class offerings.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	District Funded

Strategy/Activity #4

Due to school closure and distance learning, Oak Ridge will offer the following communication methods for our students, parents and community.
- All parent meetings will be held online (HSC, ELAC, SSC, Koffee Klatch, Hispanic Parents Club)
- Weekly Virtual Announcements from Principal
- Communication through ParentSquare, Oak Ridge Facebook and posted to our website
- Monthly calendar of events / Email communication and messaging directly with staff

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	No cost - done virtually

Budget Summary

DESCRIPTION	AMOUNT
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$62,952.95

Other Federal, State, and Local Funds

State or Local Programs	Allocation ($)
Low Performing Student Block Grant	$25,827.95
Local Control Funding Formula (LCFF)	$37,125.00

Subtotal of state or local funds included for this school: $62,952
Total of federal, state, and/or local funds for this school: $62,952