



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oakview Community Elementary School	34-67447-6034771	May 18th, 2022	June 28th, 2022

## Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. The plan was developed in consultation with stakeholders and provides transparency around resources, priorities and planned activities.

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

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.



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## Stakeholder Involvement

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

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

The site leadership team reflects upon the plan and growth related to the plan each trimester. This is in addition to School Site Council meetings which occur 5 times/year. School Site Council (SSC), consisting of parents, teachers and other staff, developed and approved the 2021-22 plan. Teachers were represented in the plan through the Site Leadership Team, staff meetings and collaboration time. Parent/guardians and community members have the opportunity to share their thinking during monthly PTC meetings, School Site Council meetings, ELAC or scheduled time with the principal. In September, Oakview's staff reflected upon the previous school year, focusing on multiple data points, to determine the effectiveness of our plan. This task was incredibly challenging without annual spring and fall data (i.e. CAASPP, MAP, etc.). The staff's reflection was shared with ELAC and School Site Council. Small student reflective feedback circles are typically facilitated by the principal each spring. Feedback circles were not held due to the modified instructional schedule upon our return in March and the need to maintain stable groups to ensure the safety of our

community. School Site Council provided recommendations for 2021-22 school year based upon the input gathered from participating stakeholders.

## Resource Inequities

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

Resource Inequities Analysis prior to Distance Learning:

### Goal #3

Based on data, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

1. Instructional schedules and school schedules (i.e. prep, library, etc.) create barriers when identifying ELD time across a grade level or multiple grade levels.
2. Grades TK-5 lack training in ELD instruction.
3. Grades TK-2 lack sufficient time to continue professional learning related to guided reading.
4. Math professional development with Mike Fitchett ceased as the result of the change to his availability. The addition of new team members has made it more challenging to continue the work in regards to mathematics instruction.

### Goal #1, 2 and 4

Based on data, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

1. There are limited opportunities for students to provide feedback
2. Student's believe there is a lack of opportunities to regularly engage in an area of interest or specific to their talent.
3. Students feel RESPECT is lacking on campus.
4. Students do not feel connected on campus.

### Current analysis:

Through the 2020-21 Comprehensive Needs Assessment process, with a focus on the current mode of instruction during DL and the plan to return in January 2021, the focus of this plan is to address resource inequities related to both student and family engagement, improve school climate (reconnecting students and rebuilding positive, trusting relationships), and mitigating learning loss. Actions are designed and intended to improve attendance, increase engagement, improve school climate and provide additional opportunities to support students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Caring staff activity build community relationships, identify assets and needs, and connect students and families to help them access the best opportunities Oakview Community has to offer.

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

What data did you use to monitor progress and how often?

Parent and student winter survey - once a year

What worked and didn't work? Why? (monitoring)

Return to school was challenging due to ongoing issues with COVID

What modification(s) did you make based on the data? (evaluation)

We are hoping for a more "normal" school year next year.

## 2021-22

## Identified Need

Connected School Communities

Welcoming school environments that value all students and families provide a foundation for effective learning addressing

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
2019-20 Winter District School Survey - Overall rating of questions. Percent strongly agree/agree. 20-21 Spring District School Survey - Overall rating of questions. Percent of strongly agree/agree	Meaningful Participation (Overall ratings Winter 2020) Parents (108) 89% Students (95) 96% Staff (21) 100%  Participation/Engagement/Motivation (Overall ratings Spring 2021) Parents (33) 72.7% Students (36) 77.8% Staff (11) 100%	10% increase in participation for parent participation 2% increase for all stakeholders (parents/students/staff) percent strongly agree/agree Parents 91% Students 98%
2019-20 Winter District School Survey - Overall rating of questions. Percent strongly agree/agree. 20-21 Spring District School Survey - Overall rating of questions. Percent of strongly agree/agree	School Culture (Overall ratings Winter 2020) Parents (107) 95% Students (95) 86% Staff (21) 94%  School Culture/Sense of Belonging (Overall ratings Spring 2021) Parents (34) 76.5% Students (38) 92.1% Staff (12) 100%	10% increase in participation for parent participation 2% increase for all stakeholders (parents/students/staff) percent strongly agree/agree Parents 97% Students 88%

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

**Strategy/Activity & Proposed Expenditures**

1.1	All Students English Learners	LCFF Supplemen
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		Low-Income Students Foster Youth Other		tal Site Allocation None Specified		
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for every Oakview student.

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

What data did you use to monitor progress and how often?

Parent and Student Winter survey results - once a year

What worked and didn't work? Why? (monitoring)

Return to school fulltime in person was challenging and limited for parent participation due to ongoing COVID restrictions

What modification(s) did you make based on the data? (evaluation).

We are hoping for a more "normal" year next year

### 2021-22

## Identified Need



97 4th & 5th grade students (-10), 107 parent/guardians (-77) and 21/21 school staff responded to the winter survey. Based upon Winter 2019-20 surveys, results continue to reflect staff & parent/guardians have a more positive perception when compared to student responses in the categories of Meaningful Participation, Safety and School Climate. Meaningful participation (Staff=100%, Parents=90% and Students=80%), Safety (Staff=100%, Parents 97% and Students 85%) and School Culture (Staff=94%, Parents=95% and Students=86%). 74% (+1%) of students responded quality classes/activities offered that meet each child's/students interests and talents. 76% (-3%) of students responded concerns about student safety are addressed appropriately at my school. 58% (-2%) of students responded people are respectful to others at my school. Growth mindset was also an area of concern last year, but has improved to over 80% overall for the 2019-20 school year. 83% of students responded I am capable of learning anything and If I get stuck while learning something new, I will try to learn it in a different way. 71% (+6%) of Students feel close to people at my school.

36-38 4th & 5th grade students, 34 parent/guardians and 12 school staff responded to the Spring Survey (May, 2021). Based upon Spring 2021 surveys, (overall) results reflect students and staff have a more positive perception when compared to the parent/guardian responses in the most categories. High Expectations/Caring Relationships (Staff = 100%, Students = 94.6% and Parents = 82.4%), Participation/Engagement/Motivation (Staff = 100%, Students = 77.8%% and Parents = 72.7%), Safety (Staff = 100%, Students = 92.1% and Parents = 85.3%), School Culture/Sense of Belonging (Staff = 100%, Students = 92.1% and Parents = 76.5%), and Academic Progress (Staff = 100%, Students = 94.9% and Parents = 73.5%)

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Attendance Rates	August 2020-June 2021 All: 94.6% EL: 95.6% Special Education: 91% Low SES: 90.2% Homeless: 85.6%	Increase attendance overall: All: 96% EL: 97% Special Education: 93% Low SES: 93% Homeless: 88%
Chronic Absenteeism	August 2020-June 2021 All: 13.5% EL: 14.3% Special Education: 25.8% Low SES: 25.7% Homeless: 33.3%	Decrease chronic absenteeism overall: All: 10% EL: 11% Special Education: 22% Low SES: 22% Homeless: 28%
Suspension Data	August 2020-June 2021 Home Suspensions	Maintain >3% home and PASS suspensions

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

All: 0%  
 EL: 0%  
 Special Education: 0%  
 Low SES: 0%  
 Homeless: 0%

In Class Suspensions (PASS)  
 All: 0%  
 EL: 0%  
 Special Education: 0%  
 Low SES: 0%  
 Homeless: 0%

Climate and Culture Surveys

97 4th & 5th grade students (-10), 107 parent/guardians (-77) and 21/21 school staff responded to the winter survey. Based upon Winter 2019-20 surveys, results continue to reflect staff & parent/guardians have a more positive perception when compared to student responses in the categories of Meaningful Participation, Safety and School Culture. Meaningful participation (Staff=100%, Parents=90% and Students=80%) Safety (Staff=100%, Parents 97% and Students 85%) School Culture (Staff=94%, Parents=95% and Students=86%). 74% (+1%) of students responded quality classes/activities offered that meet each child's/students interests and talents. 76% (-3%) of students responded concerns about student safety are addressed appropriately at my school. 58% (-2%) of students responded people are respectful to others at my school.

Continue to increase the number of students, parent/guardians and staff completing the Winter survey. Increase overall responses by at least 2% in Meaningful Participation, Safety and School Culture.

Work with MTSS staff to help implement social emotional curriculum & lessons. Focus on re-establishing and building classroom and school-wide community. School Culture/Sense of Belonging: Students feel close to people at my school continues to reflect a low strongly agree/agree response. This is a major concern.

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Growth mindset was also an area of concern last year, but has improved to over 80% overall for the 2019-20 school year.  
83% of students responded I am capable of learning anything and If I get stuck while learning something new, I will try to learn it in a different way.  
71% (+6%) of Students feel close to people at my school.

36-38 4th & 5th grade students, 34 parent/guardians and 12 school staff responded to the Spring 2021 survey Participation/Engagement/Motivation (Staff = 100%, Students = 77.8%% and Parents = 72.7%)  
Safety (Staff = 100%, Students = 92.1% and Parents = 85.3%)  
School Culture/Sense of Belonging (Staff = 100%, Students = 92.1% and Parents = 76.5%)  
74.4% (+0%) of students responded quality classes/activities offered that meet each child's/students interests and talents.  
86.8% (+10.8%) of students responded concerns about student safety are addressed appropriately at my school.  
87.2% (+29%) of students responded people are respectful to others at my school.  
61.5% (-9.5%) of Students feel close to people at my school.

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Implement Weekly STAR & Monthly WOW assemblies	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal & Grade Level Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School Year 2022-2023
2.2	Support students' positive engagement and behaviors through positive recognition programs and support of club and activities.	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal & 3-5 Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School Year 2022-2023
2.3	Identify assemblies and events to support and increase school-wide efforts to teach and reinforce positive character traits.	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal & Leadership	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating	1900	School Year 2022-2023

				Expenditures		
2.4	Provide social skills instruction for students through the use of small groups and classroom lessons. Identify books and/or curriculum to support social/emotional tools instructional use.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Site Leadership and MTSS Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School Year 2022-2023

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

What data did you use to monitor progress and how often?

iReady and Text Level data - three times a year.

What worked and didn't work? Why? (monitoring)

Return to school full time in person was challenging for our scholars.

What modification(s) did you make based on the data? (evaluation)

Will look to implement more targeted intervention and instruction

## 2021-22

## Identified Need

Analysis prior to Distance Learning:

ELPAC Written Results: Level 1 (2018) 18.75% increased to 23.08% in (2019). Level 2 (2018) 28.13% increased to 34.62% in (2019). Level 3 (2018) 28.13 decreased to 26.92% in (2019). Level 4 (2018) 25% decreased to 15.38% in (2019).

SBAC ELA Results Writing Claim: (2018) 26% of 3rd grade students were below - decreased to 6% in (2019). (2018) 23% of 4th grade students were below - decreased to 10% in (2019). (2018) 28% of 5th grade students were below - decreased to 8% in (2019).

Continue to implement instructional strategies to support continuous growth in writing.

Based upon the 20-21 Spring i-Ready Reading:

36.1% of all students were below standard, 39.9% of all students were nearly at standard and 15.3% of all students were at standard  
62.5% of EL students were below standard, 6.3% of EL students were nearly at standard and 0.0% of EL students were at standard  
50.7% of Low SES students were below standard, 28.4% of Low SES students were nearly at standard and 7.5% of Low SES students were at standard

34.3% of Special Education were below standard, 14.3% of Special Education were nearly at standard and 8.6% of Special Education were at standard

3rd Grade: 33.3% of students were below standard, 31.6% of students were nearly at standard and 28.1% were at standard

4th Grade: 47.6% of students were below standard, 39.7% of students were nearly at standard and 4.8% were at standard

5th Grade: 27% of students were below standard, 47.6% of students were nearly at standard and 14.3% were at standard

Based upon the 20-21 Spring i-Ready Math:

42.6% of all students were below standard, 41.5% of all students were nearly at standard and 0.0% of all students were at standard  
43.8% of EL students were below standard, 18.8% of EL students were nearly at standard and 0.0% of EL students were at standard  
52.2% of Low SES students were below standard, 26.9% of Low SES students were nearly at standard and 7.5% of Low SES students were at standard

28.6% of Special Education were below standard, 20% of Special Education were nearly at standard and 8.6% of Special Education were at standard

3rd Grade: 45.6% of students were below standard, 29.8% of students were nearly at standard and 0.0% were at standard

4th Grade: 58.7% of students were below standard, 31.7% of students were nearly at standard and 0.0% were at standard

5th Grade: 23.8% of students were below standard, 61.9% of students were nearly at standard and 0.0% were at standard

Based on this 20-21 Trimester 2 i-Ready or Text Level data:

16.1% of Kindergarten students were below and 54.8% of Kindergarten students were at grade level in the Fall; 8.1% of Kindergarten students were below and 72.6% of Kindergarten students were at grade level in the Winter

31.3% of 1st grade students were below and 20.3% of 1st grade students were at grade level in the Fall; 28.1% of 1st grade students were below and 34.4% of 1st grade students were at grade level in the Winter

45.8% of 2nd grade students were below and 39.6% of 2nd grade students were at grade level in the Fall; 39.6% of 2nd grade students were below and 52.1% of 1st grade students were at grade level in the Winter

## Annual Measurable Outcomes

### Metric/Indicator

### Baseline 2021-22

### Expected Outcome 2022-23

Analysis prior to Distance Learning:  
SBAC ELA results  
iReady

Based upon the 20-21 Spring i-Ready Reading:  
36.1% of all students were below standard, 39.9% of all students were nearly at standard and 15.3% of all students were at standard  
62.5% of EL students were below standard, 6.3% of EL students were nearly at standard and 0.0% of EL students were at standard  
50.7% of Low SES students were below standard, 28.4% of Low SES students were nearly at standard and 7.5% of Low SES students were at standard  
34.3% of Special Education were below standard, 14.3% of Special Education were nearly at standard and 8.6% of Special Education were at standard

3rd Grade: 33.3% of students were below standard, 31.6% of students were nearly at standard and 28.1% were at standard  
4th Grade: 47.6% of students were below standard, 39.7% of students were nearly at standard and 4.8% were at standard  
5th Grade: 27% of students were below standard, 47.6% of students were nearly at standard and 14.3% were at standard

Continuous growth for all students and accelerated growth for EL, low SES, and Special Education students.  
All: 80%  
Low SES: 74%

iReady:  
3rd Grade Reduce to 25% below standard  
4th Grade Reduce to 40% below standard  
5th Grade Reduce to 20% below standard



Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Analysis prior to Distance Learning:  
SBAC Math results  
iReady

Based upon the 20-21 Spring i-Ready Math:  
42.6% of all students were below standard, 41.5% of all students were nearly at standard and 0.0% of all students were at standard  
43.8% of EL students were below standard, 18.8% of EL students were nearly at standard and 0.0% of EL students were at standard  
52.2% of Low SES students were below standard, 26.9% of Low SES students were nearly at standard and 7.5% of Low SES students were at standard  
28.6% of Special Education were below standard, 20% of Special Education were nearly at standard and 8.6% of Special Education were at standard

3rd Grade: 45.6% of students were below standard, 29.8% of students were nearly at standard and 0.0% were at standard  
4th Grade: 58.7% of students were below standard, 31.7% of students were nearly at standard and 0.0% were at standard  
5th Grade: 23.8% of students were below standard, 61.9% of students were nearly at standard and 0.0% were at standard

Continuous growth for all students and accelerated growth for EL, low SES , and Special Education students.  
All: 69%  
Low SES: 64%

iReady:  
3rd Grade Reduce to 35% below standard  
4th Grade Reduce to 50% below standard  
5th Grade Reduce to 15% below standard

Analysis prior to Distance Learning:  
Text Level Data (Trimester 2)

Based on the 20-21 Trimester 2 i-Ready or Text Level data:  
16.1% of Kindergarten students were below and 54.8% of Kindergarten students were at grade level in the Fall;

Continuous growth for all students and accelerated growth for EL, low SES, and Special Education students.  
All: 75%  
Low SES: 69%

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

	<p>8.1% of Kindergarten students were below and 72.6% of Kindergarten students were at grade level in the Winter              31.3% of 1st grade students were below and 20.3% of 1st grade students were at grade level in the Fall;              28.1% of 1st grade students were below and 34.4% of 1st grade students were at grade level in the Winter              45.8% of 2nd grade students were below and 39.6% of 2nd grade students were at grade level in the Fall;              39.6% of 2nd grade students were below and 52.1% of 1st grade students were at grade level in the Winter</p>	<p>Kindergarten: Reduce students below to 5%              1st Grade: Reduce students below to 20%              2nd Grade: Reduce students below to 30%</p>
<p>iReady Diagnostic</p>	<p>iReady 3-5 (2020-21 School Year) 2021-22 In Progress (Window closes on Oct 15, 2021)              Reading: 37% of students (overall) were at grade level and 36% approaching.              21% of low SES students were at grade level and 42% were approaching.              33% of Hispanic/Latino were at grade level and 41% were approaching.</p> <p>47% of 3rd grade were at grade level and 21% approaching.              34% of 4th grade students were at grade level and 51% approaching.              32% of 5th grade students were at grade level and 35% were approaching.</p> <p>Math: 18% of students (overall) were at grade level and 49% approaching.</p>	<p>Continuous growth for all students and accelerated growth for EL/Hispanic Latino, low SES, and Special Education students.              Reading:              All (Overall) at grade level ; 45%              Low SES at grade level: 28%</p> <p>Math:              All (Overall) at grade level ; 25%              Low SES at grade level: 20%</p>

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

	<p>10% of low SES students were at grade level and 42% were approaching. 13% of Hispanic/Latino were at grade level and 48% were approaching.</p> <p>25% of 3rd grade were at grade level and 37% approaching. 11% of 4th grade students were at grade level and 60% approaching. 20% of 5th grade students were at grade level and 47% were approaching.</p>	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Purchase (2)10-packs of Apple iPads for use during small group instruction and intervention	All Students X English Learners X Low-Income Students X Foster Youth Other	Secretary & Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6400	School Year 2022-2023
3.2	Provide students with necessary materials for a successful implementation	All Students English Learners Low-Income Students Foster Youth Other	Secretary & Principal	LCFF Supplemental Site Allocation	1594	School Year 2022-2023

	of Writing by Design for TK-5 grade			4000-4999: Books And Supplies		
3.3	Provide students with additional books (classroom and school library) to support and expand learning opportunities.	All Students English Learners Low-Income Students Foster Youth Other	Secretary, Principal and Grade Level Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School Year 2022-2023
3.4	Provide ESGI (TK-1 assessment tools) to increase tools to communicate student growth and progress.	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal and Secretary	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1606	School Year 2022-2023
3.5	Provide primary language support to EL students,	All Students X English Learners X Low-Income Students Foster Youth Other	Principal & Multilingual Department	LCFF Supplemental English Learner Central	17,087	School Year 2022-2023

	and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .375 FTE BIAs			2000-2999: Classified Personnel Salaries		
3.6	Provide certificated staff release time to engage in professional learning with grade level team members and independent contractor, Mike Fitchett.	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Site Leadership Team and Secretary	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	11000	School Year 2022-2023

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Oakview Community School will implement clear pathways to bright futures by engaging each student in discovering their limitless potential to prepare them for college, career, and a bright future.

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

What data did you use to monitor progress and how often?

Student survey results - once a year

What worked and didn't work? Why? (monitoring)

We need to focus on college and career readiness

What modification(s) did you make based on the data? (evaluation)

More intention around college and career readiness.

## 2021-22

## Identified Need

Based on data such as student surveys, there continues to be a need to focus on clear pathways to bright futures.

### Annual Measurable Outcomes



Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Student survey - students understand A-G requirements	N/A	Baseline

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

### Strategy/Activity & Proposed Expenditures

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> <li>1. Summer Programs</li>   <li>2. Intervention</li>   <li>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</li>   <li>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</li> </ol>	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$48,587.00

## Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental English Learner Central	\$17,087.00
LCFF Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$48,587.00

Total of federal, state, and/or local funds for this school: \$48,587.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,500.00	0.00
LCFF Supplemental English Learner Central	17,087.00	0.00
LCFF Supplemental Centralized Services (District Only)	0.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental English Learner Central	17,087.00
LCFF Supplemental Site Allocation	31,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,000.00
2000-2999: Classified Personnel Salaries	17,087.00
4000-4999: Books And Supplies	16,994.00
5000-5999: Services And Other Operating Expenditures	1,606.00
5800: Professional/Consulting Services And Operating Expenditures	1,900.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	17,087.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,994.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,606.00

5800: Professional/Consulting  
Services And Operating Expenditures

LCFF Supplemental Site Allocation

1,900.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	7,900.00
Goal 3	40,687.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Brittany Billmaier	Classroom Teacher
Jean Brooks	Classroom Teacher
Jayme Coss	Parent or Community Member
Josh Duimovich	Parent or Community Member
Jon Harms	Parent or Community Member
Raquel Junker	Classroom Teacher
Julie Russell	Parent or Community Member
Janatha Shaw	Other School Staff
Shana Walters	Principal
Brittney Yonan	Parent or Community Member

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

# Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
on file	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 05-18-22.

Attested:

Shana Walters	Principal, Shana Walters on 05-18-22
	SSC Chairperson, on 05-18-22

# Budget By Expenditures

## Oakview Community Elementary School

**Funding Source: LCFF Supplemental English Learner Central** **\$17,087.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .375 FTE BIAs	2000-2999: Classified Personnel Salaries	\$17,087.00	Connected School Communities	Year 4 of school-wide focus on writing. Year 1 of full implementation of Writing by Design. TK-5 continue guided reading with the goal of independence. Teacher's College used for Running Records (text levels). Focus on informational text and use of text evidence to support opinions (verbally and in writing).

LCFF Supplemental English Learner Central Total Expenditures: \$17,087.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental Site Allocation** **\$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide certificated staff release time to engage in professional learning with grade level team members and independent contractor, Mike Fitchett.	1000-1999: Certificated Personnel Salaries	\$11,000.00	Connected School Communities	Continue professional development (year 6) with Mike Fitchett, math consultant, Fran Gibson & Jen Benoit to deepen understanding of CCSS and the most effective strategies to increase students' ability to use multiple approaches to solve mathematical problems.
Implement Weekly STAR & Monthly WOW assemblies	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth	Students, classes and grade levels will be acknowledged and celebrated for academic growth, positive citizenship and participating in school-wide activities and events to promote inclusiveness.
Support students' positive engagement and behaviors through positive recognition programs and support of club and activities.	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Social-Emotional Growth	Students, classes and grade levels will be acknowledged and celebrated for academic growth, positive citizenship and participating in school-wide activities and events to promote inclusiveness.

## Oakview Community Elementary School

Identify assemblies and events to support and increase school-wide efforts to teach and reinforce positive character traits.	5800: Professional/Consulting Services And Operating Expenditures	\$1,900.00	Healthy Environments for Social-Emotional Growth	Students, classes and grade levels will be acknowledged and celebrated for academic growth, positive citizenship and participating in school-wide activities and events to promote inclusiveness.
Provide social skills instruction for students through the use of small groups and classroom lessons. Identify books and/or curriculum to support social/emotional tools instructional use.	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Social-Emotional Growth	Students, classes and grade levels will be acknowledged and celebrated for academic growth, positive citizenship and participating in school-wide activities and events to promote inclusiveness.
Purchase (2)10-packs of Apple iPads for use during small group instruction and intervention	4000-4999: Books And Supplies	\$6,400.00	Connected School Communities	Year 4 of school-wide focus on writing. Year 1 of full implementation of Writing by Design. TK-5 continue guided reading with the goal of independence. Teacher's College used for Running Records (text levels). Focus on informational text and use of text evidence to support opinions (verbally and in writing).
Provide students with necessary materials for a successful implementation of Writing by Design for TK-5 grade	4000-4999: Books And Supplies	\$1,594.00	Connected School Communities	Year 4 of school-wide focus on writing. Year 1 of full implementation of Writing by Design. TK-5 continue guided reading with the goal of independence. Teacher's College used for Running Records (text levels). Focus on informational text and use of text evidence to support opinions (verbally and in writing).
Provide students with additional books (classroom and school library) to support and expand learning opportunities.	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities	Year 4 of school-wide focus on writing. Year 1 of full implementation of Writing by Design. TK-5 continue guided reading with the goal of independence. Teacher's College used for Running Records (text levels). Focus on informational text and use of text evidence to support opinions (verbally and in writing).
Provide ESGI (TK-1 assessment tools) to increase tools to communicate student growth and progress.	5000-5999: Services And Other Operating Expenditures	\$1,606.00	Connected School Communities	Year 4 of school-wide focus on writing. Year 1 of full implementation of Writing by Design. TK-5 continue guided reading with the goal of independence. Teacher's College used for Running Records (text levels). Focus on informational text and use of text evidence to support opinions (verbally and in writing).
LCFF Supplemental Site Allocation Total Expenditures:		\$31,500.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		
Oakview Community Elementary School Total Expenditures:		\$48,587.00		