



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	June 13, 2023	August 8, 2023

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)

Schoolwide Program

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Oakview Community Elementary School met the criteria for the following student group:

English Learners

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Due to the suspension of Smarter Balanced Assessment Consortium (SBAC) State testing did not occur during 2020-21 school year. As the result, there is a lack of available data to compare previous years results. Data utilized in this plan includes surveys, local assessment, empathy gathering and observations, suspension data and attendance records and various academic assessment data including, but not limited to, CAASPP and iReady. Due to the Corona Virus Pandemic, and resulting shift to distance learning and hybrid learning, the 2021-22 SPSA focused on mitigating gaps in learning and social-emotional supports. The 2022-23 and 2023-24 SPSA will continue to target actions to accelerate academic learning, strengthen social-emotional supports and identify how to safely celebrate students' individual and collective accomplishments.

Oakview is excited our enrollment continues to increase! Our enrollment during the 21-22 school year was 379 and our enrollment during the 22-23 school year was 426 students (+47). Our school's demographics continue to reflect a majority of our students are White 66% (282). 23% (99) of students are Hispanic/Latino. 43% (183) students are identified as Low Socio Economically Disadvantaged (Low SES). Our identified English Language Learner (ELL) population is also continuing to increase over the past 3 years. During the 19-20 school year, 6.6% (26) of our students were identified as ELL. During the 20-21 school year, 8% (30) of our students were identified as ELL. During the 21-22 school year, 10% (38) of our students were identified as ELL. During the 2022-23 school year, 10% (41) of our students were identified as ELL. Oakview was identified as an Additional Targeted Support and Improvement (ATSI) school. This new designation was based upon our ELL students group performance. We have a .5 Spanish speaking bilingual instructional assistant. She works collaboratively with our TK-5 team to provide support each afternoon to our ELL students. Oakview will have a .5 ELD teacher for the 2023-24 school year.

Academic Data: Pre Corona Virus Pandemic, Oakview Community was one of the highest performing elementary schools in the San Juan Unified School District according to SBAC data. In 2019, ELA - 76% of 3rd grade students met or exceeded standards, 72% of 4th grade students met or exceeded standards and 78% of 5th grade students met or exceeded standards. Post Corona Virus Pandemic 2022, 28% of 3rd grade students met or exceeded standards, 43% of 4th grade students met or exceeded standards and 46% of 5th grade students met or exceeded standards. In 2019, math - 66% of 3rd grade students met or exceeded standards, 55% of 4th grade students met or exceeded standards and 69% of 5th grade students met or exceeded standards. Post Corona Virus Pandemic 2022, 40% of 3rd grade students met or exceeded standards, 43% of 4th grade students met or exceeded standards and 46% of 5th grade students met or exceeded standards in the area of mathematics. Our team continued to reflect upon our data to determine how best to utilize our full-time intervention teacher, skilled and dedicated part-time MTSS academic intervention specialist, and additional instructional assistants. Our progress monitoring data, in addition to both formative and summative assessments, reflected a significant amount of growth for a majority of our students during the 2022-23 school year. Oakview teachers are masterful in personalizing instruction and integrating small group instruction in both ELA and math.

Suspension: There were a total of 9 days of home suspension during the 2022-23 school year. This reflected a decrease of 11 days from the 2021-22 school year. Students continue to have an increased social-emotional need following an alternative learning model for 18 months prior to the return of full-time, in-person instruction last year. Behaviors escalated due to the lack of skills and ability to regulate emotions and use problem solving skills to problem solve conflict with peers. Stamina and academic demands were also contributing factors in several incidents that results

in unsafe behavior. Oakview was able to safety plan Star of the Week assemblies for students in TK-1 grade, and monthly assemblies for students in grades 2-5 focused on an identified character trait. Our team implemented "The 7 Habits of Happy Kids" by Sean Covey. These books and lessons focus on leadership qualities for every learner. Our MTSS counselor continued teaching lessons focusing on Zones of Regulation. We continue building common language in our TK-5 grade classrooms utilizing "Happy Kids" and Zones.

Attendance: CDPH guidelines and protocols made last school year an incredibly challenging year to maintain and improve overall attendance and provide strategic, targeted support for students who would have been identified as "chronically absent." Tardies were at an all-time high last school year. The later start time of 8:55 decreased the percentage of students who are not able to arrive at the start time. The attendance clerk and principal communicated with families of chronically absent students and also students who continued to be tardy to school at least once a week. Habitual truancy conferences (HTC) were held prior to any family being referred to the SARB process. Oakview's overall (non COVID absence rate) was 94.93% through January, 2023. White was 96%, Hispanic/Latino was 92.17%, ELL was 95.21% and the Low SES group was 97.94%. The shift and revisions in the Sacramento County Health Department guidelines had a positive effect on our attendance rate for all groups.

Empathy Gathering: The principal and some team members met with different parent groups and student(s) on a regular basis. Primary teachers continued to note the lack of social skills and ability to regulate emotions. Intermediate teachers noted the lack of stamina and ability to remain focused for extended periods of time. All students would benefit from additional social skills instruction and the ability to effectively problem solve. School-wide routines, procedures and expectations were established during 1st day of school stations. Our TK-2 & 3-5 team worked collaboratively to identify Tier 1, 2 and 3 strategies and established internal agreements regarding their use in every classroom. MTSS counselor began teaching Zones of Regulation across the campus in an effort to increase social skills and problem solving skills. Community supported school-wide events, such as Jog-a-Thon, Oaktoberfest, Santa's Breakfast and Open House/Silent Auction, were a huge success and had a positive impact on the community as a whole. An increase in field trip opportunities TK-5 was positively received by the community. The teachers and secretary put in a tremendous amount of work in order for students to have enrichment opportunities on and off campus. Student Council (3-5) was an excellent and valuable source of input and recommendations.

Teacher Voice: School-wide routines, procedures and expectations were established prior to the start of school and reviewed on a regular basis. Primary teachers (10) TK-2nd grade, identified several students in their classroom requiring Tier 2 intervention at and 5 teachers had at least 1 Tier 3 student. Intermediate teachers (6) 3-5 grade, also noted a higher number of students not responding to Tier 1 strategies and requiring Tier 2 supports. MTSS counselor was a huge support in meeting with students 1:1, small group and teaching lessons utilizing the Zones of Regulation curriculum. In-person meetings and collaborations were far more effective than meeting via Zoom. Professional development focused on mathematics with Mike Fitchett, the successful implementation of the 95% curriculum and additional district provided professional development introducing the Science of Reading. Next year, staff would like to have grade level time, continued focus on mathematics instruction with Mr. Fitchett and continued professional development to support the 95% Core Curriculum and Science of Reading. We will better align our identified monthly character traits with the new "Happy Kids" books/curriculum to provide an additional layer of SEL. Principal collected input via written surveys each trimester and shared reflective data with the site leadership team.

Student Voice: Students expressed some anxiety as the result of academic expectations, rigor and peer relations/social situations. Peer relations were more impacted in intermediate grades (3-5) due to the age/grade level these students were in during the Corona Virus Pandemic. The MTSS counselor spent a higher percentage of time in classrooms, but identified time to facilitate small groups during lunch recess and supporting students in need of problem solving skills. Spring survey was (overall) positive from students in 4-5 who completed it. Most primary students felt school was fun. Some primary students thought school was hard, but build confidence throughout the school year. Student Council was re-established this year and made a tremendously positive impact on our school. 3-5 grade students were selected and met every other Friday before the start of school.

Parent Voice: Parents were extremely happy to have CDPH guidelines continue to be revised and the school's ability to have assemblies and other community based events. There was a significant number of requests for 1:1 counseling (Tier 3 support/intervention) and requests for academic assessments. Our SST Team was incredibly busy coordinating meetings with families and school staff to discuss concerns, planned interventions for 6-8 weeks, then meet again to discuss if, given all of the data/information, if the team felt an assessment was an appropriate next step. PTC, ELAC and other parent/guardian meetings had an increase in attendance and participation as the result of being held in person opposed to via Zoom.

Survey Results (Overall): 164 (+32) parent/guardians took the spring survey. Only 6/52 (-9) staff took the survey. 88 (+8) students took the survey (4th & 5th grade classes = 4 total). Oakview's Site Leadership Team developed a survey

for staff in addition to an EOY survey created by the principal during the school year. Leadership will continue to identify community building activities for our staff to engage and participate in during the 2023-24 school year.

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

In 2022-23 Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Attendance: Oakview Community's overall non COVID attendance rate was 94.93% (January 2023). This is slightly below our averages prior to the Corona Virus Pandemic. Revisions in CDPH guidelines helped reduce instructional barriers as the result of students' attendance and the impact on strategic, small group instruction to accelerate learning. Communication from the teacher, clerk and principal, including, but not limited to HTC's, will need to be supported by a SARB process again when all school site efforts have been exhausted. Additional supports will be needed to address tardies and chronic absenteeism.

Lack of instructional stamina, social skills and emotional regulation continue to be barriers to students' growth.

There are 41 (10%) identified ELL students. ELL students are identified within all four ELPAC levels and have a wide range of skill sets making it difficult to adequately level groups within a single classroom. Designated ELD time can be challenging to coordinate across grade levels and/or primary and intermediate teams due to recess, prep, library an instructional schedules. Only a few teachers have been trained in GLAD or professional learning related to ELD instruction. Stakeholders noted the need for additional before/after school program offerings such as tutoring. There is a need to communicate via oral and written messages in both Spanish and Ukrainian/Russian languages in advance of all meetings. As a newly designated ASTI school, a greater focus will be placed on our ELL students.

Goal #2

There are consistent and on-going opportunities for staff and parent/guardians to provide feedback and input during the school year. Student Council is the primary source of student voice on campus (3-5 grade students). Additional opportunities are needed to solicit student voice in TK-5 grade. Stakeholders noted the need for on-going feedback loops, especially in 3-5 grade (not just once a year). Students need to have multiple ways to provide input and feedback to teachers and the school. Grade levels and the site have solicited on-going feedback with less than 50% of families responding. Qualitative data was more instrumental at this time opposed to quantitative data.

Goal #3

Due to the suspension of Smarter Balanced Assessment Consortium (SBAC) State testing did not occur during 2020-21 school year. As the result, there is a lack of available data to compare previous years. (Baseline) data from 2022-23 reflected a significant decrease in the number of students who met/exceeded standards in both ELA/math. ELA - 3rd grade (-48%), 4th grade (-29%), 5th grade (-32%). Math - 3rd grade (-35%), 4th grade (-16%), 5th grade (-22%). Our team will continue to reflect upon our data to determine how best to utilize our full-time intervention teacher, skilled and dedicated part-time MTSS academic intervention specialist, and additional instructional assistants. Site leadership team will continue to allocate time during collaboration for grade level teams to reflect upon data and student work samples to ensure quality first instruction is taking place in each subject area each day. Data utilized in this plan also includes surveys, local assessment, empathy gathering and observations, suspension data and attendance records.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Current analysis:

Through the 2022-23 Comprehensive Needs Assessment process, 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), increase SEL instruction, and identifying opportunities to accelerating learning. Actions are designed and intended to improve attendance, increase engagement, improve school climate and provide additional opportunities to support students.

Goal #2

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. Students lacked social skills and the ability to self-regulate emotions due to an alternative instructional model for 18 months which resulted in increased behavioral citations and suspensions.
3. Meetings held via Zoom due to CDPH guidelines had a lower attendance and participation rate.
4. The .5 MTSS counselor was on a LOA from February, 2023 until June 2023.
5. Students feel RESPECT is lacking on campus.

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 intervention and ELD time across a grade level or multiple grade levels.
2. MTSS academic intervention specialist & Spanish speaking bilingual instructional assistant's are here from lunch until dismissal. As the result, scheduling support of small group instruction was more challenging due to lunch, recess, and prep schedule.
3. Grades TK-5 lack sufficient training in ELD instruction (i.e. Project Glad).
4. Grades TK-2 lack sufficient time to continue professional learning related to explicit, systematic instruction in phonics/word recognition (Science of Reading, 95% Curriculum).
5. The need to hire additional staff due to increased enrollment, moves and retirements requires additional time to become orientated with current professional development initiatives (i.e. math PD with Mike Fitchett, Writing by Design, Heggerty, 95% Curriculum, etc.).
6. CDPH guidelines created instructional barriers as the result of students' attendance and the impact on strategic, small group instruction to accelerate learning.
7. Math professional development with Mike Fitchett was limited to one day a month due to his scheduling and additional work in the San Juan Unified School District. The addition of new team members has made it more challenging to continue the work in regards to mathematics instruction.
8. Due to the suspension of Smarter Balanced Assessment Consortium (SBAC) State testing did not occur during 2020-21 school year. As the result, there is a lack of available data to compare previous years results.

Input from Educational Partners

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 2022-23 plan in conjunction with Oakview Community stakeholders. 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. Student Council & spring survey results provided a majority of the input into this plan. School Site Council provided recommendations for 2022-23 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:

Through the 2022-23 Comprehensive Needs Assessment process, 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 accelerating learning opportunities. Actions are designed and intended to improve attendance, increase engagement, improve school climate and provide additional opportunities to support students.

Goal #2

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.
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3. Meetings held via Zoom due to CDPH guidelines had a lower attendance and participation rate.
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Goal #3

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1. Instructional schedules and school schedules (i.e. prep, library, etc.) create barriers when identifying intervention and ELD time across a grade level or multiple grade levels.
2. MTSS academic intervention specialist & Spanish speaking bilingual instructional assistant's are here from lunch until dismissal. As the result, scheduling support of small group instruction was more challenging due to lunch, recess, and prep schedule.

3. Grades TK-5 lack sufficient training in ELD instruction (i.e. Project Glad).
4. Grades TK-2 lack sufficient time to continue professional learning related to explicit, systematic instruction in phonics/word recognition (Science of Reading, 95% Curriculum).
5. The need to hire additional staff due to increased enrollment, moves and retirements requires additional time to become orientated with current professional development initiatives (i.e. math PD with Mike Fitchett, Writing by Design, Heggerty, 95% Curriculum, etc.).
6. CDPH guidelines created instructional barriers as the result of students' attendance and the impact on strategic, small group instruction to accelerate learning.
7. Math professional development with Mike Fitchett was limited to one day a month due to his scheduling and additional work in the San Juan Unified School District. The addition of new team members has made it more challenging to continue the work in regards to mathematics instruction.
8. Due to the suspension of Smarter Balanced Assessment Consortium (SBAC) State testing did not occur during 2020-21 school year. As the result, there is a lack of available data to compare previous years results.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	%	0.7%	1		3
African American	2.4%	1.32%	0.47%	9	5	2
Asian	1.9%	1.85%	3.76%	7	7	16
Filipino	%	%	0%			0
Hispanic/Latino	25.6%	25.59%	23.24%	96	97	99
Pacific Islander	0.3%	0.26%	0.23%	1	1	1
White	60.3%	64.64%	66.2%	226	245	282
Multiple/No Response	9.1%	6.33%	5.4%	34	24	23
	Total Enrollment			375	379	426

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	92	103
Grade 1	68	67	78
Grade 2	53	60	67
Grade3	56	50	61
Grade 4	65	53	59
Grade 5	59	57	58
Total Enrollment	375	379	426

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	30	38	41	8.00%	10.0%	9.6%
Fluent English Proficient (FEP)	9	13	15	2.40%	3.4%	3.5%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Oakview Community Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

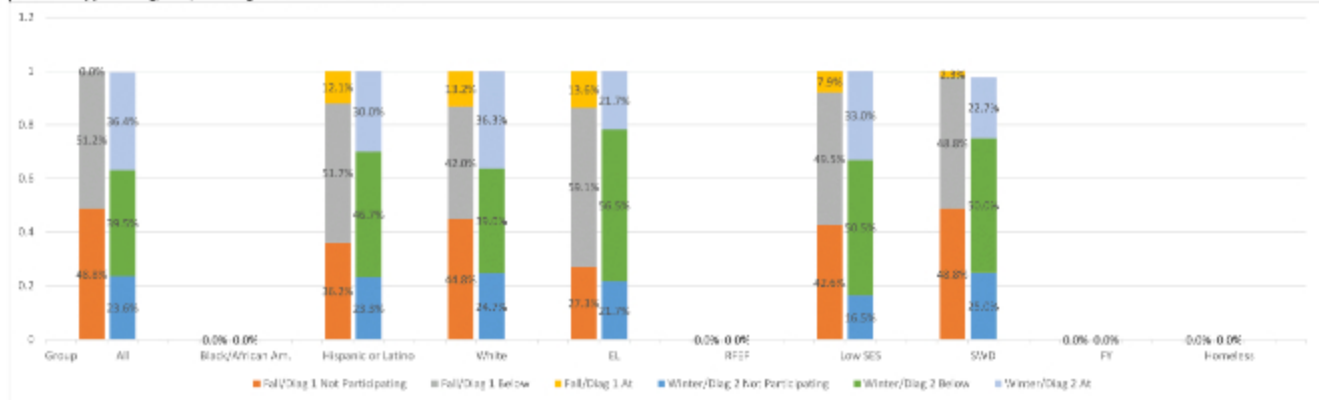
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	257	105	110	0	61	102	94			
Black/African Am.	1	1	0	0	0	0	1			
Hispanic or Latino	60	21	30	7	14	28	18			
White	182	78	73	23	45	71	66			
EL	23	6	13	3	5	13	5			
RFP	3	0	2	0	0	1	1			
Low SES	103	43	50	8	17	52	34			
SWD	44	21	21	1	11	22	10			
FY	0	0	0	0	0	0	0			
Homeless	1	0	0	0	0	0	0			

Oakview Community Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	258	48.8%	51.2%	0.0%	23.6%	39.5%	36.4%			
Black/African Am.	1	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%			
Hispanic or Latino	60	36.2%	51.7%	12.1%	23.3%	46.7%	30.0%			
White	182	44.8%	42.0%	13.2%	24.7%	39.0%	36.3%			
EL	23	27.3%	59.1%	13.6%	21.7%	56.5%	21.7%			
RFP	3	0.0%	100.0%	0.0%	0.0%	33.3%	33.3%			
Low SES	103	42.6%	49.5%	7.9%	16.5%	50.5%	33.0%			
SWD	44	48.8%	48.8%	2.3%	25.0%	50.0%	22.7%			
FY	0									
Homeless	1				0.0%	0.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Oakview Community Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	24	0	0	24	0	0			
K	84	77	0	0	31	13	40			
1	79	2	67	9	2	57	20			
2	70	2	43	23	4	32	34			

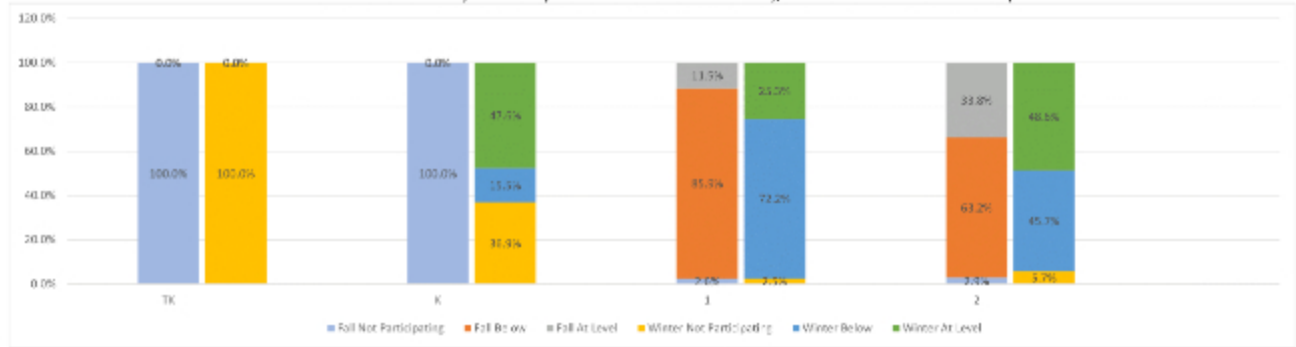
Oakview Community Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	84	100.0%	0.0%	0.0%	36.9%	15.5%	47.5%			
1	79	2.6%	85.9%	11.5%	2.5%	72.2%	25.3%			
2	70	2.9%	63.2%	33.8%	5.7%	45.7%	48.6%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Oakview Community Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Oakview Community Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

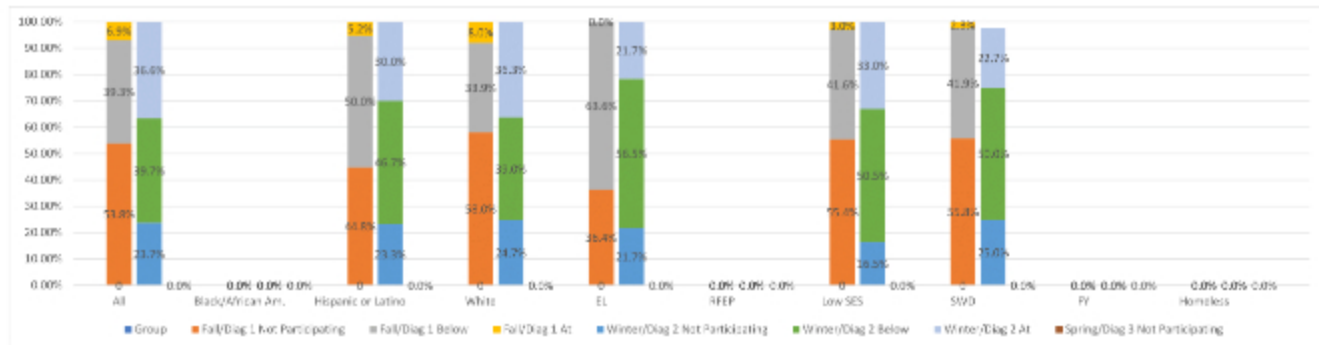
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	257	133	97	17	140	100	17			
Black/African Am.	1	1	0	0	1	0	0			
Hispanic or Latino	60	26	29	3	28	29	3			
White	182	101	59	14	106	62	14			
EL	23	8	14	0	9	14	0			
RFP	3	1	1	0	1	1	0			
Low SES	103	56	42	3	56	44	3			
SWD	44	24	18	1	24	18	1			
FY	0	0	0	0	0	0	0			
Homeless	1	0	0	0	0	0	0			

Oakview Community Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	258	53.8%	39.3%	6.9%	54.3%	38.8%	6.6%			
Black/African Am.	1	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Hispanic or Latino	60	44.8%	50.0%	5.2%	46.7%	48.3%	5.0%			
White	182	58.0%	33.9%	8.0%	58.2%	34.1%	7.7%			
EL	23	36.4%	63.6%	0.0%	39.1%	60.9%	0.0%			
RFP	3	50.0%	50.0%	0.0%	33.3%	33.3%	0.0%			
Low SES	103	55.4%	41.6%	3.0%	54.4%	42.7%	2.9%			
SWD	44	55.8%	41.9%	2.3%	54.5%	40.9%	2.3%			
FY	0									
Homeless	1				0.0%	0.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



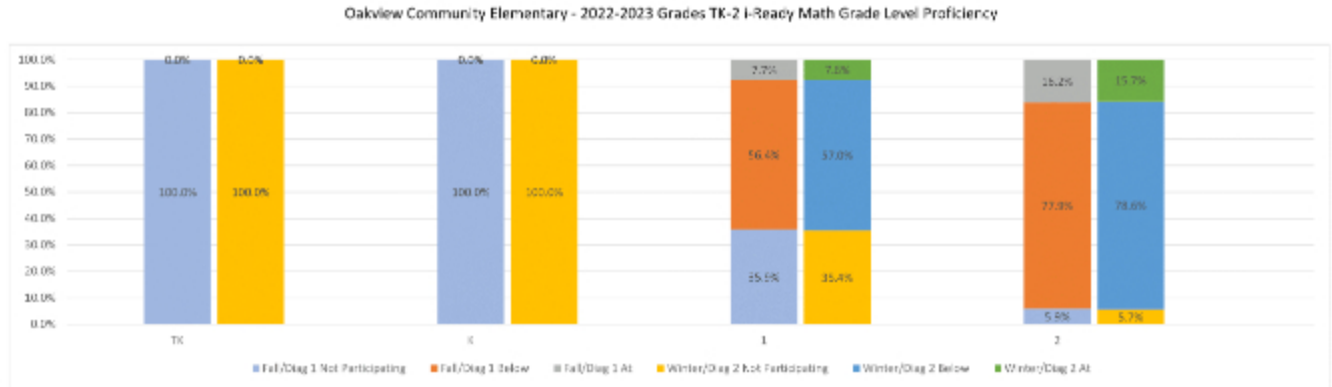
Oakview Community Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	24	0	0	24	0	0			
K	84	77	0	0	84	0	0			
1	79	28	44	6	28	45	6			
2	70	4	53	11	4	55	11			

Oakview Community Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	84	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	79	35.9%	56.4%	7.7%	35.4%	57.0%	7.6%			
2	70	5.9%	77.9%	15.2%	5.7%	78.6%	15.7%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.
 *Below = Approaching, One, or Two grade levels below standard



Conclusions based on this data:

1. ELA: Based upon 2022 Winter iReady/Text Level Grade Level Proficiency data, students demonstrated growth from the fall to the winter administration of iReady/text levels.

TK was not tested. K was not tested in the fall.

K - Only 63% of students were tested due to positive COVID cases/illnesses in the winter. 48% of students met or exceeded reading standards during the winter administration.

1st (79 students) - In the fall, 12% of students met or exceeded reading standards. In the winter, 25% of students met or exceeded reading standards (+13%).

2nd (70) - in the fall, 34% of students met or exceeded reading standards. In the winter, 49% of students met or exceeded reading standards (+15%).

Overall, there was a high percentage, 49%, of all students, not tested during the fall testing administration due to positive COVID cases and COVID guidelines/protocols. We reduced the percentage of all students not tested during the winter administration by over half, 49% to 24%, and increased the % of students in all sub-groups who met or exceeded standards (0% in the fall and 36% during the winter administration).

Every subgroup demonstrated growth from the fall to winter administration of iReady/Text Level Grade Level Proficiency :

All students (257) increased from 0% of students meeting or exceeding standards to 36% (+36)

Hispanic/Latino (60 students) increased from 12% of students meeting or exceeding standards to 30% (+18%)

White (182 students) increased from 13% of students meeting or exceeding standards to 36% (+23%)

Low SES (103 students) increased from 8% of students meeting or exceeding standards to 33% (+25%)

SPED (44 students) increased from 2% of students meeting or exceeding standards to 23% (+21%)

ELL (23 students) increased from 14% of students meeting or exceeding standards to 22% (+8%)

Oakview's new intervention teacher and MTSS academic intervention specialist contributed to the success of our students' growth. K-2 teachers worked collaboratively to progress monitor students, coordinate schedules for support and were in frequent communication. TK-2 teachers maximized opportunities to accelerate learning with use of strategic small group instruction and the addition of an instructional assistant through the ELO grant in TK-2.

Our team will continue to engage in professional learning focused on the use of Heggerty & 95% Curriculum materials, LETRS and additional professional development related to the Science of Reading.

Math: Based upon 2022 Winter iReady Proficiency data, students demonstrated little to no growth from the fall to the winter administration of iReady math.

TK was not tested. K did not utilize the iReady math assessment.

1st (79 students) - In the fall, 8% of students met or exceeded math standards. In the winter, 8% of students met or exceeded math standards (+0%).

2nd (70) - in the fall, 15% of students met or exceeded math standards. In the winter, 16% of students met or exceeded math standards (+1%).

Overall, there was a high percentage, 54%, of all students, not tested during the fall and winter testing administration due to positive COVID cases and COVID guidelines/protocols and K not participating. 36% of 1st grade students did not participate in the fall or winter administration. 6% of 2nd grade students did not participate in the fall or winter administration.

Every subgroup demonstrated little to no growth on the iReady Grade Level Proficiency :

All students (257) increased from 6% of students meeting or exceeding standards to 7% (+1%)

Hispanic/Latino (60 students) maintained 5% of students meeting or exceeding standards % (+0%)

White (182 students) maintained 8% of students meeting or exceeding standards to 8% (+0%)

Low SES (103 students) maintained 3% of students meeting or exceeding standards to 3% (+0%)

SPED (44 students) maintained 2% of students meeting or exceeding standards to 2% (+0%)

EL (23 students) had 0% of students meeting or exceeding standards to 0% (+0%)

Oakview Community has worked with math consultant, Mike Fitchett, the last 9 years. This year, professional development was decreased to 1 day a month and not all grade levels had the opportunity to engage with him. The plan for the 2023-24 school year is to increase time with him to two days a month in order for each grade level team to have access to on-going learning each month.

Grade level teams utilize the scope & sequence Mr. Fitchett has developed and related formative assessments for progress monitoring. The sequence of mathematical concepts taught is different than what is assessed on the iReady math summative assessment.



**Spring 2023
District Climate Survey Results by School**

Oakview

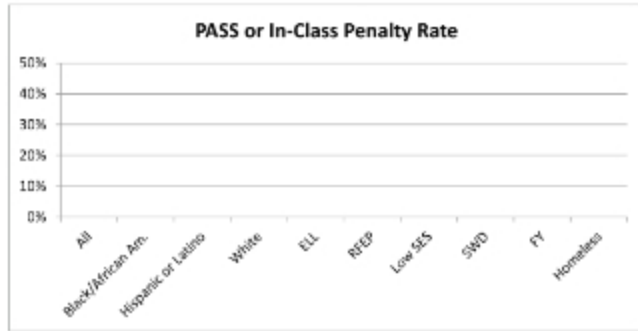
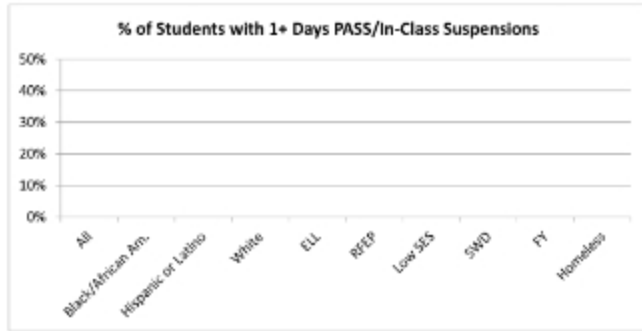
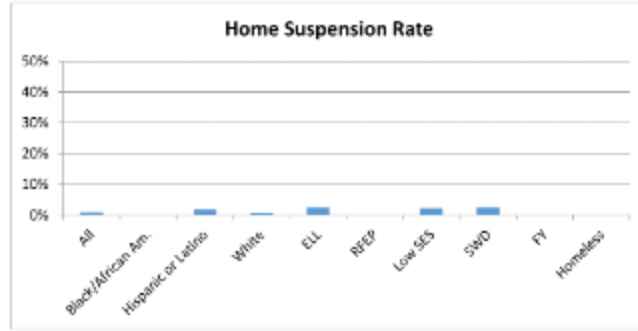
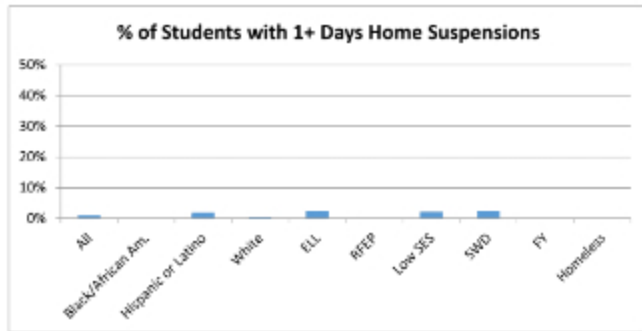
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Per Strongly Agree/Agree						
A) School has a climate that is caring.	163	96.32%	92	80.43%	6	83.33%
B) There are students and staff on campus who listen to students when they have something to say.	163	93.87%	91	78.02%	6	83.33%
C) There is an adult from the school who checks on how students are doing.	162	87.04%	88	69.52%	6	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	163	89.57%	90	80.00%	6	66.67%
E) Staff feels supported to do their job well in meeting the needs of all students.					6	66.67%
F) Staff feels part of an effective team.					6	66.67%
Family and Staff Engagement						
Per Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	163	88.34%			6	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	164	93.29%			6	83.33%
C) The school offers families opportunities to be involved in school and classroom activities.	164	95.73%			6	100.00%
D) The school keeps families well-informed about school activities.	164	96.95%			6	100.00%
E) The staff at our school listens to family concerns about issues.	164	89.02%			6	83.33%
F) The staff at school are helpful and welcoming when families come to school or call.	163	91.41%			6	83.33%
G) The school and families are partners in promoting positive behavior for my student.	164	93.90%			6	66.67%
H) Families who speak a language other than English receive general information about our school in their home language.	163	92.64%			6	33.33%
I) Staff receive information about upcoming events and important information about the school.					6	83.33%
School Decision Making						
Per Strongly Agree/Agree						
A) School seeks input when making important decisions.	164	75.61%	90	68.89%	6	66.67%
B) Important school decisions reflect diverse input.	164	73.78%	88	40.23%	6	66.67%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	164	95.12%				
D) The principal and staff listen to concerns of other staff members about issues.					6	83.33%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					6	83.33%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					6	83.33%
G) Our school uses data from this survey to inform site decision making.					6	33.33%
H) Staff voice matters in decision making.					6	33.33%
Safety						
Per Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	163	90.18%	92	76.09%	6	83.33%
B) Concerns about student safety are addressed in a timely manner at my school.	163	88.34%	91	72.53%	6	66.67%
C) My school is a safe place for all students.	162	93.21%	90	80.00%	6	33.33%
D) My school is a safe place for all staff.					6	33.33%
E) Students know what staff member to go to if they have a safety concern.	164	92.68%	88	85.23%	6	66.67%
F) Students know school safety protocols.	164	86.59%	91	90.11%	6	66.67%
G) I feel safe sharing different viewpoints and perspectives at my school.	163	84.05%	89	66.29%	6	50.00%
Sense of Belonging						
Per Strongly Agree/Agree						
A) School staff respects student diversity.	161	85.09%	92	81.52%	6	66.67%
B) Adults at my school treat students respectfully.	164	93.90%	90	80.00%	6	83.33%
C) Students are respectful to each other at school.	163	76.07%	88	36.36%	6	66.67%
D) Students have opportunities to socialize with other students often at school.	164	96.95%	89	78.65%	6	100.00%
E) Students have an adult on campus they trust.	164	93.90%	91	89.01%	6	66.67%
F) Students trust other students at school.	164	92.68%	91	90.11%	6	66.67%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	161	74.53%	89	82.02%	6	50.00%
H) School staff reflects student diversity.	161	77.02%	89	38.43%	6	33.33%
Academic Progress						
Per Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	164	90.24%	90	86.67%	6	66.67%
B) Questions and concerns about schoolwork are addressed.	164	96.95%	91	86.81%	6	66.67%
C) Student grades reflect their knowledge of the material.	164	90.85%	89	78.65%	6	66.67%
D) Adults at my school believe all students can be successful.	164	96.34%	90	87.78%	6	66.67%
E) Students feel comfortable and unjudged to ask their teacher for help.	164	90.24%	91	78.02%	6	83.33%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	164	97.56%	90	88.89%	6	66.67%
G) Teachers at my school go out of their way to help all students.	164	90.85%	91	74.73%	6	66.67%
H) Students receive timely and regular feedback on their learning.	164	95.12%	91	83.52%	6	83.33%
I) Staff at my school provides resources or ideas that help families support their students at home.	164	89.63%			6	100.00%
High Expectations						
Per Strongly Agree/Agree						
A) Students are challenged academically at school.	164	87.80%	91	81.32%	6	66.67%
B) School recognizes and celebrates the academic success of all students.	164	93.29%	89	84.27%	6	66.67%
C) Adults on campus motivate students to do their best.	164	92.68%	89	82.02%	6	66.67%
D) School provides additional academic support when students are struggling.	164	79.27%	88	85.23%	6	83.33%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	162	88.27%	92	61.96%	6	83.33%
B) Students have access to classes and activities that meet their interests and talents.	162	82.10%	90	70.00%	6	33.33%
C) Students understand how to complete their schoolwork.	163	91.41%	91	82.42%	6	83.33%
D) Students complete assignments on time.	163	93.25%	90	65.56%	6	50.00%
E) Students are motivated to do their schoolwork.	163	80.37%	88	70.65%	6	66.67%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	147	48.98%	73	39.73%	5	20.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	145	46.90%	72	22.22%	5	20.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	147	57.14%	72	47.22%	5	20.00%
D) School offers college and career programs.	145	26.21%	71	12.68%	5	20.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	145	31.03%	72	16.67%	5	20.00%
F) Students are prepared for the next step of their educational experience.	150	60.67%	72	58.33%	5	60.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					5	40.00%
H) There are equitable opportunities for advancement in the district.					5	40.00%
Customer Satisfaction						
A) I would recommend my school to other families.	163	95.71%	90	77.78%	6	66.67%
B) San Juan Unified School District is a district that I would recommend to other families.	163	79.75%	89	71.91%	6	66.67%

Oakview Community Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions						PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate	
All	440	4	0.91%	4	4	0.91%	0	0.00%	0	0.00%	
Black/African Am.	4	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Hispanic or Latino	106	2	1.89%	2	2	1.89%	0	0.00%	0	0.00%	
White	302	2	0.66%	2	2	0.66%	0	0.00%	0	0.00%	
ELL	41	1	2.44%	1	1	2.44%	0	0.00%	0	0.00%	
RFEP	7	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Low SES	183	4	2.19%	4	4	2.19%	0	0.00%	0	0.00%	
SWD	82	2	2.44%	2	2	2.44%	0	0.00%	0	0.00%	
FY	-	-	-	-	-	-	0	0.00%	0	0.00%	
Homeless	2	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Oakview Community Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

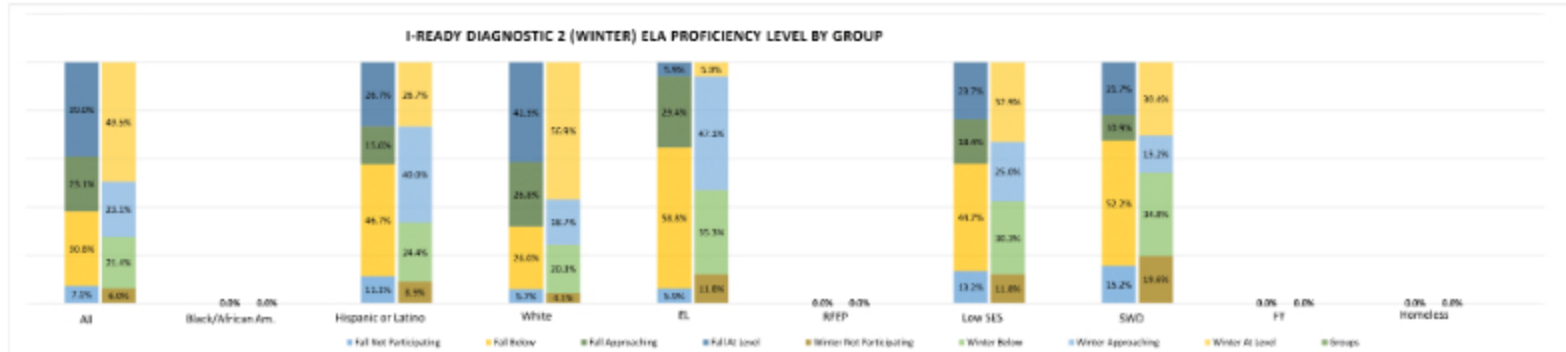
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	182	13	55	42	71	11	39	42	90				
Black/African Am.	2	0	0	1	1	1	0	0	1				
Hispanic or Latina	45	5	21	7	12	4	11	18	12				
White	123	7	32	33	51	5	25	23	79				
EL	17	1	10	5	1	2	6	8	1				
FFEP	5	0	0	2	3	0	0	1	4				
Low SES	76	30	34	14	18	9	23	19	25				
SWD	46	7	24	5	10	9	16	7	14				
FY	0	0	0	0	0	0	0	0	0				
Homeless	2	1	0	0	1	1	0	0	1				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	182	7.1%	30.8%	23.1%	39.0%	6.0%	21.4%	23.1%	69.5%				
Black/African Am.	2	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%	0.0%	50.0%				
Hispanic or Latina	45	11.1%	46.7%	15.6%	26.7%	8.9%	24.4%	40.0%	26.7%				
White	123	5.7%	26.0%	26.8%	41.5%	4.1%	20.3%	18.7%	56.9%				
EL	17	5.9%	58.8%	29.4%	5.9%	11.8%	35.3%	47.1%	5.9%				
FFEP	5	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%	20.0%	80.0%				
Low SES	76	15.2%	44.7%	18.4%	21.7%	11.8%	30.3%	25.0%	32.9%				
SWD	46	15.2%	52.2%	10.9%	21.7%	19.6%	34.8%	15.2%	30.4%				
FY	0												
Homeless	2	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	50.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Oakview Community Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

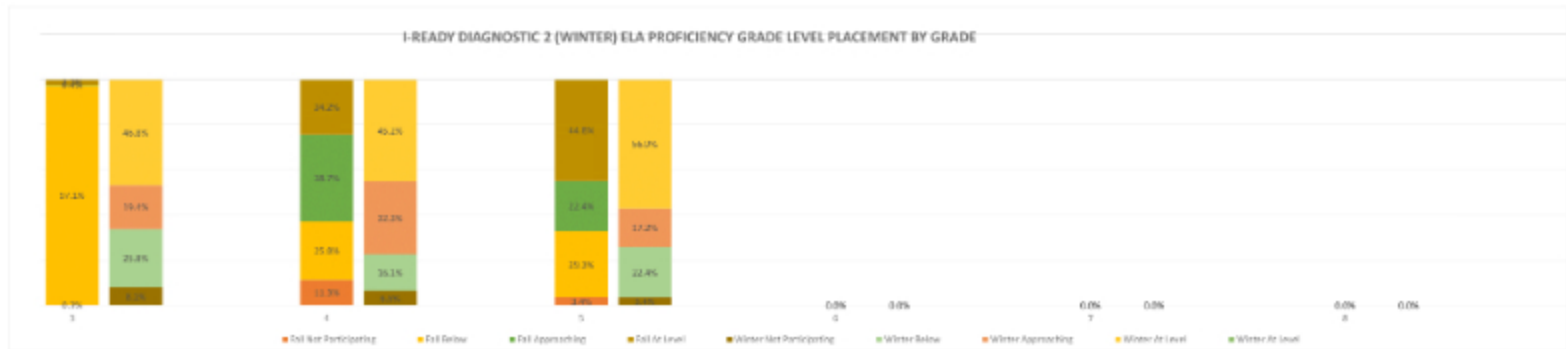
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	82	4	23	5	30	5	35	12	29				
4	82	7	18	24	35	4	30	20	28				
5	58	2	17	13	26	2	33	10	33				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	82	6.3%	37.1%	8.1%	48.4%	8.1%	25.8%	22.4%	46.8%				
4	82	11.3%	25.8%	38.7%	24.2%	6.5%	16.1%	32.3%	45.2%				
5	58	3.4%	29.3%	22.4%	44.8%	3.4%	22.4%	17.2%	56.9%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Conclusions based on the (3-5) iReady reading data:

Overall, all students (182) made growth from the Fall iReady Grade Level Placement to the Winter iReady Grade Level Placement. 7% of students didn't participate in the fall administration and that was reduced to 6% during the winter administration.

Every subgroup demonstrated growth from the fall to winter administration of iReady:

All (182 students) increased from 23% approaching and 39% at grade level (combined total of 62%) in the fall to 23% approaching and 50% at grade level (combined total of 73%) +11% growth from fall to winter

Hispanic/Latino (45 students) increased from 16% approaching and 27% at grade level (combined total of 43%) in the fall to 40% approaching and 27% at grade level (combined total of 67%) + 24% growth from fall to winter

White (123 students) increased from 27% approaching and 42% at grade level (combined total of 69%) in the fall to 19% approaching and 57% at grade level (combined total of 76%) +7% growth from fall to winter

Low SES (76 students) increased from 18% approaching and 24% at grade level (combined total of 42%) in the fall to 25% approaching and 33% at grade level (combined total of 58%) + 16% growth from fall to winter

SPED (46 students) increased from 11% approaching and 22% at grade level (combined total of 33%) in the fall to 15% approaching and 30% at grade level (combined total of 45%) +12% growth from fall to winter

ELL (17 students) increased from 29% approaching and 6% at grade level (combined total of 35%) in the fall to 47% approaching and 6% at grade level (combined total of 53%) +18% growth from fall to winter

Overall, all students in grades 3-5 made growth from the Fall iReady Grade Level Placement to the Winter iReady Grade Level Placement.

3rd Grade (62 students) - Fall iReady 8% of students were approaching and 48% of students were at grade level (combined total of 56%). Winter iReady 19% of students were approaching and 47% were at grade level (combined total of 66%).

4th Grade (62 students) - Fall iReady 39% of students were approaching and 24% of students were at grade level (combined total of 63%). Winter iReady 32% of students were approaching and 45% were at grade level (combined total of 77%).

5th Grade (58 students) - Fall iReady 22% of students were approaching and 45% of students were at grade level (combined total of 57.6%). Winter iReady 17% of students were approaching and 57% were at grade level (combined total of 74%).

Oakview's teachers, instructional assistants, full-time intervention teacher and part-time MTSS academic intervention specialist contributed to the success of our students' growth. 3-5 teachers worked collaboratively with the intervention teacher, academic intervention specialist and Spanish speaking bilingual instructional assistant to progress monitor students, coordinate schedules for strategic support. 3-5 teachers maximized opportunities to accelerate learning with use of strategic small group instruction and the addition of an instructional assistant through the ELO grant who assisted 3-5 classrooms several times each week.

Our team will continue to engage in professional learning focused on the use of Heggerty & 95% Curriculum materials, LETRS and additional professional development related to the Science of Reading.

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: 2022-23

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?

Implementation of strategies/activities and their overall effectiveness were impacted due to the ongoing COVID pandemic. As a result of strict protocols puts in place by CDPH, parent/guardian's ability to "volunteer" and be present on camps was impacted until late March, 2022. The principal also conducted empathy gathering sessions once a trimester with identified stakeholder groups. The principal and site leadership team utilized both electronic and paper surveys throughout the school year.

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

The COVID pandemic and CDPH protocols made it incredibly challenging to fully implement the strategies outlined in our plan. Meetings held via Zoom had a much lower participation rate in all settings (with staff and community). Spring survey Customer Satisfaction (163) A) I would recommend my school to other families 95.71%.

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

Oakview continued to monitor CDPH protocols and provide our community opportunities to engage in activities and events when possible. In the Spring 2023 survey, 163 parent/guardians took the survey (an increase of +31 from Spring 2022). Meetings returned to in-person as soon as CDPH guidelines permitted.

2022-23

Identified Need

Connected School Communities

Welcoming school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
<p>20-21 Spring District School Survey - Overall rating of questions. Percent of strongly agree/agree</p> <p>21-22 Spring District School Survey - Overall rating of questions. Percent of strongly agree/agree</p>	<p>Caring Relationships and Family & Staff Engagement were two of our highest rated strongly agree/agree areas on the Spring survey.</p> <p>Caring Relationships: A). School has a climate that is caring (163) 96.32% D) School has the materials, staff, programs, and supports needed to help all students do their best (162) 87.04%</p> <p>Family & Staff Engagement: D) The school keeps families well-informed about school activities (164) 96.95% A) Staff at the school promptly responds to family phone calls, messages, or e-mails (163) 88.34%</p> <p>School Decision Making: A) School seeks input when making important decisions (164) 75.61%</p>	<p>10% increase in participation for parent/guardian participation in the Spring Survey Spring 2022 (135) to Spring 2023 (163) = +28 parent/guardians 2% increase for all stakeholders (parents/students/staff) percent strongly agree/agree in all areas</p> <p>10% increase in strongly agree/agree School Decision Making: A) School seeks input when making important decisions (from 75% to 85%)</p>

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

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
1.1	School Site Council (SSC) will be held multiple times a year to review school-wide data and address actions to support student learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Site Council	LCFF Supplemental Site Allocation None Specified		School Year 2023-24
1.2	English Learner Advisory Council (ELAC) meetings will be held 4 times a year to review ELL data and provide input to SSC as to actions which support English Learners.	All Students X English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher & BIA			School. Year 2023-24

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: 2022-23

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?

Implementation of strategies/activities and their overall effectiveness were impacted due to the ongoing COVID pandemic. Student office referrals (citations), # students participating in (3-5) Clubs each week, suspension data, attendance data, various surveys created by site leadership team and principal, spring survey, empathy gathering/listening circles, feedback from PTC, ELAC and School Site Council. Principal reflected upon data each trimester.

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

The COVID pandemic and CDPH protocols made it incredibly challenging to fully implement the strategies outlined in our plan. Chronic absenteeism was still at a high percentage due to CDPH guidelines and mandatory quarantine protocols. There continues to be a significant number of students with intensive behavioral needs as the result of a lack of social skills instruction while in an alternative learning model. Many students struggle with unstructured time during recess and during PAT in the classroom. Students in 3rd grade missed out on a significant amount of social skills instruction at the end of kindergarten and in 1st grade. Students in 4th

grade missed out on a significant amount of social skills instruction at the end of 1st grade and 2nd grade. TK-2 & 3-5 worked collaboratively to develop common agreements regarding the use of Tier 1, 2 and 3 strategies across the campus. MTSS counselor utilized the Zones of Regularity curriculum across the campus to assist with increasing students ability to emotional regulate their behavior(s). The MTSS counselor was on a LOA from February, 2023 until June, 2023 which tremendously impacted the school community. Weekly and monthly assemblies were held which positively increased students' motivation to make positive choices. 3-5 students had the opportunity to earn participation in a Club of their choice each week based upon behavioral choices.

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

Site implemented "7 Habits of Happy Kids" by Sean Covey in the fall. Teachers, counselor, school psychologist, RSP teacher, principal and additional support staff scheduled and attended many meetings before and after school with parents to discuss how best to support students who were struggling behaviorally. Several Behavior Support Plans (BSP) were written and/or revised. MTSS counselor continued with whole class instruction in addition to individual and small group support groups (prior to February, 2023). Oakview's staff reviewed Tier 1, 2 and 3 behavioral supports and interventions with common agreements in TK-2 and 3-5.

2022-23

Identified Need

Increase social skills instruction and strategies to assist with conflict resolution (focus on respectful behavior). Reduce home suspensions and behavioral referrals (citations). Continue to identify enrichment opportunities for students to promote positive choices. Recognize students for positive choices and modeling identified character traits. Continue to increase the strongly agree/agree student/staff responses on the Spring survey in the area of "Sense of Belonging." Continue providing students the opportunity to participate in Student Council as an additional outlet for student voice.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Attendance Rates	Not measurable due to the pandemic	Increase attendance overall: All: 96% Hispanic/Latino: 94% ELL: 96% Low SES: 98%
Chronic Absenteeism	Not measurable due to the pandemic	Decrease chronic absenteeism overall: All: 15% (Jan, 2023 - 38%) Hispanic/Latino: 15% (Jan, 2023 - 44%) ELL: 15% (Jan, 2023 - 39%) Low SES: 15% (Jan, 2023 - 47%)

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Data	Suspension Rate (All) .091% 4 Incidents resulting in 4 days of home suspension Hispanic/Latino: 2 Incidents resulting in 2 days of home suspension ELL: 1 Incident resulting in 1 day of home suspension Low SES: 4 Incidents resulting in 1 day of home suspension 0% of PASS or In-Class Suspensions	Maintain Suspension Rate <3%
Spring Survey	Student Responses: Caring Relationships D) School has the materials, staff, programs and supports needed to help all students do their best (88) 69% Safety G) I feel safe sharing different viewpoints and perspectives at my school (89) 66% Sense of Belonging C) Students are respectful to each other at school (88) 36% Student Engagement A) Students are interested in what they are learning (92) 62%	Increase the number of parent/guardians and staff completing the Spring survey (+10%) of each (students take the survey in class). Increase each strongly agree/agree response by at least 10% specific to the identified categories and questions included on the 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

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Implement Weekly STAR & Monthly WOW assemblies	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Grade Level Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School Year 2023-24
2.2	Support students' positive engagement and behaviors through positive recognition programs and support of club and activities.	X All Students English Learners Low-Income Students Foster Youth Other	Principal & 3-5 Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School Year 2023-24
2.3	Purchase and implement RULER program/curriculum to increase conflict management skills and strategies on campus for students and staff.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Counselor & Site Leadership Team	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	7000	School Year 2023-24

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 English Learners Low-Income Students Foster Youth Other	Principal, Site Leadership and MTSS Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	680	School Year 2023-24
2.5	Fully implement "7 Habits of Happy Kids" school wide.	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Site Leadership Team			School Year 2023-24
2.6	Outreach to families with students at risk for chronic absenteeism	All Students X English Learners Low-Income Students Foster Youth Other	Principal & Attendance Clerk	Other		School Year 2023-24
2.7	Half time MTSS counselor to support student	X All Students English Learners Low-Income Students Foster Youth Other	Principal & MTSS	Other		School Year 2023-24

mental health
needs

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: 2022-23

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?

Implementation of strategies/activities and their overall effectiveness were impacted due to the ongoing COVID pandemic. Text level data was determined during the first month of school for TK-2 grade. Classroom and formative assessments took place in each classroom on a regular basis. K-2 and 3-5 established internal agreements regarding which assessments would be administered and reflected upon challenges/successes during collaborative time each trimester. iReady administered in the fall and winter. CAASPP administered in May for 3-5 grade students. Intervention teachers utilized SIPPS and 95% Core Curriculum screeners and assessments for small groups. Data conferences with grade level teams took place in March.

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

The COVID pandemic and CDPH protocols made it incredibly challenging to fully implement the strategies outlined in our plan. There was a high percentage of students who weren't present for the 1st trimester administration of the identified tool, iReady, to measure academic growth/achievement. Students' attendance also impacted instruction and strategic small group instruction. There

were a significant number of students with intensive behavioral needs as the result of a lack of social skills instruction while in an alternative learning model.

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

Oakview's team continued to monitor students' progress and attempt to provide instruction when an absence occurred. Small group interventions continued, but were drastically impacted the 1st two trimesters. Site leadership team allocated additional time each month for the intervention team to check in with grade level teams. Additional time was allocated during monthly team meetings for grade level teams to connect. Additional make-up days were scheduled during iReady and CAASPP testing due to absences.

2022-23

Identified Need

(All) Student performance in ELA, as identified by the 2019 CAASPP, reflected 75% of students demonstrated achievement by meeting/exceeding grade level standards. 2022 CAASPP reflected only 40% of students demonstrated achievement by meeting/exceeding grade level standards. This is a 35% decrease from pre Corona Virus Pandemic to the first opportunity students had to take CAASPP following the pandemic. (All) Student performance in math, as identified by the 2019 CAASPP, reflected 64% of students demonstrated achievement by meeting/exceeding grade level standards. 2022 CAASPP reflected only 40% of students demonstrated achievement by meeting/exceeding grade level standards. This is a 24% decrease from pre Corona Virus Pandemic to the first opportunity students had to take CAASPP following the pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
SBAC ELA Performance	2019 ELA All: 75% Met/Exceeded Standards White: 76% Met/Exceeded Standards Hispanic/Latino: 70% Met/Exceeded Standards ELL: N/A Low SES: 69% Met/Exceeded Standards 2022 ELA All: 40% Met/Exceeded Standards White: 44% Met/Exceeded Standards Hispanic/Latino: 24% Met/Exceeded Standards ELL: 0% Met/Exceeded Standards Low SES: 29% Met/Exceeded Standards	Continuous growth for all students and accelerated growth for Hispanic/Latino, ELL and Low SES. All: 45% Met/Exceeded Standards White: 50% Met/Exceeded Standards Hispanic/Latino: 30% Met/Exceeded Standards ELL: 8% Met/Exceeded Standards Low SES: 35% Met/Exceeded Standards

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
SBAC Math Performance	<p>2019 Math All: 64% Met/Exceeded Standards White: 64% Met/Exceeded Standards Hispanic/Latino: 59% Met/Exceeded Standards ELL: N/A Low SES: 58% Met/Exceeded Standards</p> <p>2022 Math All: 40% Met/Exceeded Standards White: 44% Met/Exceeded Standards Hispanic/Latino: 24% Met/Exceeded Standards ELL: 23% Met/Exceeded Standards Low SES: 26% Met/Exceeded Standards</p>	<p>Continuous growth for all students and accelerated growth for Hispanic/Latino, ELL and Low SES. All: 45% Met/Exceeded Standards White: 50% Met/Exceeded Standards Hispanic/Latino: 30% Met/Exceeded Standards ELL: 28% Met/Exceeded Standards Low SES: 32% Met/Exceeded Standards</p>
K-2 iReady Fall to Winter	<p>TK was not tested. K was not tested in the fall. K - 48% of students met or exceeded reading standards during the winter administration. 1st (79 students) - In the fall, 12% of students met or exceeded reading standards. In the winter, 25% of students met or exceeded reading standards (+13%). 2nd (70) - in the fall, 34% of students met or exceeded reading standards. In the winter, 49% of students met or exceeded reading standards (+15%).</p> <p>Every subgroup demonstrated growth from the fall to winter administration of iReady/Text Level Grade Level Proficiency :</p>	<p>Continuous growth for all students and accelerated growth for Hispanic/Latino, ELL and Low SES. Winter Administration Goals All: 42% Met/Exceeded Standards White: 30% Met/Exceeded Standards Hispanic/Latino: 24% Met/Exceeded Standards ELL: 15% Met/Exceeded Standards Low SES: 31% Met/Exceeded Standards</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>All students (257) increased from 0% of students meeting or exceeding standards to 36% (+36)</p> <p>White (182 students) increased from 13% of students meeting or exceeding standards to 36% (+23%)</p> <p>Hispanic/Latino (60 students) increased from 12% of students meeting or exceeding standards to 30% (+18%)</p> <p>ELL (23 students) increased from 14% of students meeting or exceeding standards to 22% (+8%)</p> <p>Low SES (103 students) increased from 8% of students meeting or exceeding standards to 33% (+25%)</p>	
ELPAC Summative Spring 2023	Level 3/4	Increase by to % of 3/4

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 (1)10-packs of Apple iPads for use during small group instruction and intervention	<p>All Students</p> <p>X English Learners</p> <p>X Low-Income Students</p> <p>X Foster Youth</p> <p>Other</p>	Secretary & Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3200	School Year 2023-24

3.2	Provide students with necessary materials & teachers with necessary licenses for a successful implementation of the 95% Curriculum	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Secretary	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	School Year 2023-24
3.3	Provide additional supervision during recess and lunch time (rec aide)	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Secretary	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3000	School Year 2023-24
3.4	Provide ESGI (TK-1 assessment tools) to	All Students X English Learners X Low-Income Students X Foster Youth	Principal and Secretary	LCFF Supplemental Site Allocation	1500	School Year 2023-24

	increase tools to communicate student growth and progress.	Other		5000-5999: Services And Other Operating Expenditures		
3.5	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	All Students X English Learners X Low-Income Students Foster Youth Other	Principal & Multilingual Department	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	17,087	School Year 2023-24
3.6	.5 ELD teacher	All Students X English Learners Low-Income Students	Principal & Multilingual Department			School Year 2023-24

		Foster Youth Other				
3.7	Provide TK & K teachers with necessary materials & licenses for a successful use of Heggerty.	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Secretary	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200	School Year 2023-24
3.8	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 2023-24

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: 2022-23

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 "College and Career Readiness" - once a year.

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

We need to focus on exposing students to options beyond high school including potential career and college paths. We set short term goals, but this would be beneficial to long-term planning for students.

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

More intention around college and career readiness. We implemented a "College" day on Thursday. Staff wore various college shirts and students were encouraged to ask questions about the location and focus of the college.

2022-23

Identified Need

Based on data such as student surveys, there continues to be a need to focus on clear pathways to bright futures. Parent, student and staff responses were incredibly low.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Student survey "College & Career Readiness"	<p>Students participate in programs to learn about different jobs, careers and colleges: Parents (145) 31% Students (72) 17% Staff (5) 20%</p> <p>Students are prepared for the next step of their educational experience: Parents (150) 61% Students (72) 58% Staff (5) 60%</p>	Increase each strongly agree/agree response by at least 10% specific to the identified categories and questions included on the 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

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Every Thursday school staff will wear college apparel to prompt conversations about the school and	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Site Staff			School Year 2023-24

	expose students to college options across the nation.					
4.2	5th grade students will be invited to participate in a career day. Business partners, community members and parents will be invited to participate as panel members & participants.	All Students English Learners X Low-Income Students Foster Youth Other	Principal & 5th Grade Team	LCFF Supplemental Site Allocation	500	School Year 2023-24

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$51,167.00

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	\$34,080.00

Subtotal of state or local funds included for this school: \$51,167.00

Total of federal, state, and/or local funds for this school: \$51,167.00

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	34,080	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	34,080.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,000.00
2000-2999: Classified Personnel Salaries	20,087.00
4000-4999: Books And Supplies	8,380.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	9,700.00

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
	LCFF Supplemental Site Allocation	500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	3,000.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	8,380.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	9,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	12,180.00
Goal 3	38,487.00
Goal 4	500.00

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
Michele Horner	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 June 13, 2023.

Attested:

Shana Walters	Principal, Shana Walters on June 13, 2023
Brittney Yonan	SSC Chairperson, Brittney Yonan on June 13, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

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 **\$34,080.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide TK & K teachers with necessary materials & licenses for a successful use of Heggerty.	5800: Professional/Consulting Services And Operating Expenditures	\$200.00	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 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.
5th grade students will be invited to participate in a career day. Business partners, community members and parents will be invited to participate as panel members & participants.		\$500.00	Clear Pathways to Bright Futures	

Oakview Community Elementary School

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.
Purchase and implement RULER program/curriculum to increase conflict management skills and strategies on campus for students and staff.	5800: Professional/Consulting Services And Operating Expenditures	\$7,000.00	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.
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	\$680.00	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 (1)10-packs of Apple iPads for use during small group instruction and intervention	4000-4999: Books And Supplies	\$3,200.00	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 & teachers with necessary licenses for a successful implementation of the 95% Curriculum	5800: Professional/Consulting Services And Operating Expenditures	\$2,500.00	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 additional supervision during recess and lunch time (rec aide)	2000-2999: Classified Personnel Salaries	\$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	\$1,500.00	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).

Oakview Community Elementary School

LCFF Supplemental Site Allocation Total Expenditures:	\$34,080.00
LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
Oakview Community Elementary School Total Expenditures:	\$51,167.00