

School Year: 2023-24



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
Blue Oak Elementary School	09618386107361	October 23, 2023	January 17, 2024

Purpose and Description

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

Briefly describe 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.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-served student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of under-served 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). LCFF provides schools and Local Education Agencies (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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual survey of parents was conducted in May 2023 along with the district student survey in May 2023.

The results of the 2022-2023 parent survey are as follows:

96% of parents report that their child feels safe at Blue Oak school. Parent comments tell us there are concerns over the openness and easy access to campus with numerous entrances and exits. 94% of parents believe their child feels socially connected at school. 97% of parents perceive the school as an inviting place that is welcoming of parents. 94% of parents feel Blue Oak is free of racial, cultural, or religious bias.

Using data from the district student survey, which is administered to 5th grade students we have found that:

88% of the students surveyed agree or strongly agree that they feel safe at school. 98% of students also report that they enjoy coming to school. 91% of students report that they have positive relationships at school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School district's teacher contract. Feedback to teachers is given in the form of notes or through conversations surrounding instructional strategies/practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for the Teaching Profession. The findings from these observations helps to determine next steps for professional development, guides instructional strategy supports, and gives the school a snapshot of how teaching and learning is occurring throughout the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Blue Oak School promotes the use of assessment data to drive instruction. In the 2022-2023 school year students in grades two through five participated in the administration of the California Assessment of Student Performance and Progress (CAASPP) and students in fifth grade participated in the California Science Test (CAST). The results below indicate the percent of students meeting and exceeding standards in English Language Arts and Mathematics from the Spring 2023 administration.

The results of the assessment indicate the percent of students met or exceeded standard in the following areas:

English Language Arts:

All Students- 67%

3rd grade- 63%

4th grade- 63%

5th grade- 73%

Subgroups:

Students with Disabilities- 29%

Socio-Economically Disadvantaged- 50%

Ethnicity:

White- 68%

Hispanic- 62%

Mathematics:

All Students- 60%

3rd grade- 64%

4th grade- 59%

5th grade- 57%

Subgroups:

Students with Disabilities- 27%

Socio-Economically Disadvantaged- 37%

Ethnicity:

White- 63%

Hispanic- 50%

CAST:

All 5th graders- 62%

Students with Disabilities- 28%

Socio-Economically Disadvantaged- 46%

Data is not provided for the following subgroups due to the enrollment of students in these subgroups being not numerically significant: English language learners, Black/African American, American Indian or Alaskan, Asian, Filipino, and two or more races.

This year, K-5 classrooms are using the Benchmark Assessment System, SIPPS, Fast Bridge aReading, and Accelerated Reader Success Index assessments in order to appropriately level students for reading instruction. In 1st through 5th grades, students who are struggling with reading are referred to reading intervention on the basis of these data points, classroom performance, and teacher observation.

The District is in the second year of a new math curriculum which uses a District wide math diagnostic to help teachers identify areas of strengths and needs for students. When significant areas of need are identified, students are referred to math intervention on the basis of these data points, classroom performance, and teacher observation.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All teachers also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

After data analysis, students who continue to show gaps in their learning after Tier 1 supports are recommended to receive intervention services from credentialed reading and math teachers.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers meet criteria as highly qualified (ESEA).

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Blue Oak teachers have had professional development on all SBE adopted instructional materials. The site, district, and county offer workshops which pertain to collecting and analyzing data to improve instruction, differentiating instruction, using technology in the classroom, writing across the curriculum, implementing CCSS and Next Generation Science Standards. Professional development

occurs each year, as well as ongoing instructional support from administration and district personnel. Teachers meet to develop effective instructional strategies, develop lessons, plan instruction, and prepare for intervention using SBE materials as resources.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

With data, teachers, with the support of site administration, are participating in target collaboration. In this process, teachers review data tied to standards/targets, discuss instructional strategies, learning goals, plan instruction, and develop a common formative assessment. This process repeats regularly in order to monitor student progress and proficiency. Ongoing professional development occurs in regards to standard aligned assessments, data review, and student performance.

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

The District staffs a Director of Instruction and Curriculum who provides support for administration and teachers. Teachers receive ongoing staff development throughout the year with in-service day trainings, after school workshops and Learning Community Facilitator (LCF) trainings.

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

The District provides teachers with early release time, each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and monitor student progress.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to CA Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades K-5 receive approximately 120 minutes, daily, in reading/language arts and 60 minutes daily in mathematics.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support. Interventions are guaranteed to not take place during any first instruction in the classroom.

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

All student groups have access to appropriate standards-based materials for all subjects.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials. ELA materials include Schoolwide Fundamentals of Reading (K-5), Being a Writer (K-5), Snap Close Reading (3-5), SIPPS (K-3), Benchmark Education Bookrooms (K-5), Fountas and Pinnell Benchmark Assessment System (K-5). Mathematics materials include iReady Classroom Mathematics (K-5). Science materials include Amplify (K-5).

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who are struggling to meet the educational standards at Blue Oak are offered a variety of support based on individual need.

Students in need of additional support in meeting the standards are provided a variety of experiences designed to help them meet the grade level standards. In the general education classroom these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized academic instruction designed to fill in learning gaps and accelerate their learning so that the student can attain grade level proficiency. EL students receive extra support using a specialized program, On Our Way to English, which is delivered by an English Language Development Teacher.

Blue Oak offers Tier 2 Response to Interventions for both reading and math. Intensive small group literacy intervention is provided using Sonday. In Math, 1st -5th grade students receive math intervention using iReady intervention materials along with time to build foundational skills with a hands on approach.

Students with an IEP are provided additional learning opportunities structured around their IEP goals in our Learning Center. Depending on the needs of the students, we offer RSP and SDC support. Programs differ from the general education setting. Specialists provide multisensory reading instruction using the Sonday System for students with reading disabilities.

Students with a 504 plan are provided additional supports based upon their accommodations listed in the 504 plan.

Students with social and emotional needs are afforded the opportunity to meet with our school counselor either one on one or in group sessions. Students with more specific social /emotional needs and who are on an IEP or 504 may be recommended for further mental health services.

Evidence-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessments to identify needs and raise student achievement. Teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include the following: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, coaching in teacher clarity and efficacy, coaching in the areas of math, language arts, and NGSS.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Blue Oak is fortunate to have a dedicated and supportive parent and community group. The Blue Oak PTA and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities.

The following is a partial list of well supported volunteer activities that assist under-achieving students, in addition to all other students:

Leadership Activities:

- PTA
- Safety Committee
- School Site Council
- Representation on district committees focused on student achievement and success
- Positive Behavior Intervention and Supports

Student Support Activities:

- Big Brothers and Big Sisters
- Classroom support
- Morning Bulldog Bark
- Unified Sports (Special Olympics)
- Field Trips
- Student Activity Days
- Blue Oak Leadership Team (BOLT)
- Grand Greeters
- Bark Buddies
- Safety Day
- Assemblies
- Positive Behavior Intervention and Supports Awards
- 1st-5th Soliday Reading Intervention
- Differentiated Reading Curriculum
- 1st-5th grade math intervention
- Weekly library visits
- Physical education with a credentialed teacher
- Meet the Masters (art education)
- Science, Technology, Engineering, and Math (STEM)

Fund Raising Activities:

- Fall Festival
- Blue Oak Jog-a-Thon

Other Fun Activities:

- Scoops and Smiles
- Back to School Night
- Open House
- Cross Country
- Community service projects
- Classroom celebrations

- Teacher Appreciation Luncheons
- Fifth Grade Clap Out
- Santa Sleigh Stop
- Fall Festival
- Family Dance
- Book Fair

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Blue Oak recognizes that home involvement is a fundamental force in the development of our students both academically and emotionally. We are committed to building partnerships with parents to create an environment for students that is positive, supportive, and contributes to academic growth and achievement. It is the goal of Blue Oak to make a connection between home and school, where parents and school staff work collaboratively to establish common goals for student achievement and well being.

To ensure the effective involvement of parents, and to support the partnership between parents and the school, Blue Oak School shall:

1. Take the following actions to involve parents in the joint development of the School Parent Involvement Policy and the Single Plan for Student Achievement:

- Plan will be outlined by School Site Council and Administration
- Input will be gathered from meetings and surveys during the year
- A parent survey will be conducted to assess needs of stakeholders
- Assess and share data from various surveys and assessments
- Goals will be set based on data
- Plan will be distributed
- Monitor the plan throughout the year at School Site Council meetings

2. The Single Plan for Student Achievement and Parent Involvement Policy will be shared:

- In the Parent/Student Handbook which is made available to every student and signed by every student and parent
- At School Site Council
- At a Blue Oak PTA meeting
- Posted on the school website

3. Blue Oak will involve parents in the process of school improvement and review in the following ways:

- Analyze school academic performance data with School Site Council
- Together, staff and parents will discuss data and look at academic programs offered and adjust as necessary in response to data analysis

4. Blue Oak will provide parents a description of curriculum, forms of assessment, and proficiency levels students are expected to meet by:

- At Back to School Night, parents receive copies or methods to view standards and report cards along with explanations of assessments used
- Parent Conferences are held formally once per academic year for all students and more often for students who are performing below proficiency levels

- Parents will receive progress reports and report cards detailing student proficiency levels
- Email and telephone calls are also regular forms of school to home communication

5. Blue Oak will coordinate parental involvement strategies with feeder schools to address transitional needs by:

- Articulation with feeder school when necessary
- Sharing assessment results with middle school
- Placement needs and requests will be shared at the end of each school year

6. Blue Oak will conduct an annual survey to assess the effectiveness of our parent involvement policy.

- An annual parent survey will be conducted in the spring.
- Results of the survey will be shared with School Site Council, staff and parents - the feedback, which results from the meetings, will be considered as part of the annual review of the parent involvement policy

7. In order to continue to build parent capacity for strong parental involvement, to support a partnership among the school, parents and the community, and to improve student academic achievement, we will do the following:

- All parents will receive a letter mailed home with their child's assessment results
- Multiple media sources such as Connect Ed, classroom newsletters, parent bulletins, social media, the district/school/teacher websites, will be used to keep parents and the community informed
- School activities that reach out to parents and the community will be offered

8 The school will, with the help of the district, provide training and materials to help parents work with their children to improve academic achievement by:

- Sharing information with parents at Back to School Night, parent-teacher conferences, school and teacher newsletters, and grade level standards
- Helping preschool students and their parents through the First Five program by providing information and education on kindergarten readiness.
- Offer parenting classes
- Provide parent education nights that support academic progress
- Blue Oak will build ties between parents and the school by:
- Informing parents of important school information through Connect-Ed, websites, and social media
- Providing a weekly newsletter emailed to parents
- Posting information on parent involvement opportunities on the school Facebook, Blue Oak's website, PTA website and school marquee

Funding

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

Title III are the only categorical funds that apply.

Fiscal support (EPC)

Supplemental grant funding is provided for our math intervention, reading intervention, and English Language Development support teachers. Two days of substitute teaching coverage is provided each trimester through site funds in order for teachers to administer assessments and analyze results.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Ongoing input is solicited from school staff, as well as school site committees and groups, such as PTA, School Site Council, and the PBIS teams. Meetings are held with the different groups at varying intervals.

Resource Inequities

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

No inequities are identified.

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	0.5%	0.63%	0.41%	2	3	2
African American	0.5%	0.42%	0.41%	2	2	2
Asian	0.7%	1.89%	3.09%	3	9	15
Filipino	0.2%	0.84%	1.24%	1	4	6
Hispanic/Latino	21.0%	20.96%	21.24%	89	100	103
Pacific Islander	%	%	0%		0	0
White	71.2%	70.44%	68.25%	301	336	331
Multiple/No Response	5.9%	4.82%	5.36%	25	23	26
Total Enrollment				423	477	485

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	61	75	82
Grade 1	60	64	55
Grade 2	75	69	79
Grade3	71	93	74
Grade 4	79	91	94
Grade 5	77	85	101
Total Enrollment	423	477	485

Conclusions based on this data:

1. While enrollment has remained fairly stable over the last few years, the numbers of students in each grade varies year to year.
2. The individual grade level enrollment changes causes a different number of grade level classrooms year to year.

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	19	14	13	4.5%	2.9%	2.7
Fluent English Proficient (FEP)	5	10	11	1.2%	2.1%	2.3
Reclassified Fluent English Proficient (RFEP)	1	6	6	5.3%	1.3%	1.2

Conclusions based on this data:

1. Enrollment of English Learners has decreased over the last few years.
2. We continue to work hard to reclassify students when they are ready.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	93	75	0	93	70	0	93	70	0.0	100.0	93.3
Grade 4	78	90	94	0	90	91	0	90	91	0.0	100.0	96.8
Grade 5	81	84	100	0	84	99	0	84	99	0.0	100.0	99.0
All Grades	233	267	269	0	267	260	0	267	260	0.0	100.0	96.7

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2434.	2460.		30.11	32.86		25.81	30.00		26.88	27.14		17.20	10.00
Grade 4		2504.	2483.		38.89	30.77		30.00	31.87		16.67	18.68		14.44	18.68
Grade 5		2540.	2547.		36.90	35.35		28.57	38.38		21.43	18.18		13.10	8.08
All Grades	N/A	N/A	N/A		35.21	33.08		28.09	33.85		21.72	20.77		14.98	12.31

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		26.88	22.86		60.22	71.43		12.90	5.71			
Grade 4		26.67	25.27		66.67	64.84		6.67	9.89			
Grade 5		23.81	31.31		66.67	60.61		9.52	8.08			
All Grades		25.84	26.92		64.42	65.00		9.74	8.08			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.58	17.14		52.69	70.00		24.73	12.86
Grade 4		22.22	15.38		63.33	62.64		14.44	21.98
Grade 5		35.71	26.26		52.38	63.64		11.90	10.10
All Grades		26.59	20.00		56.18	65.00		17.23	15.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.90	15.71		73.12	77.14		13.98	7.14
Grade 4		17.78	16.48		81.11	71.43		1.11	12.09
Grade 5		14.29	18.18		78.57	73.74		7.14	8.08
All Grades		14.98	16.92		77.53	73.85		7.49	9.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.13	28.57		67.74	58.57		16.13	12.86
Grade 4		23.33	20.88		72.22	67.03		4.44	12.09
Grade 5		23.81	29.29		67.86	63.64		8.33	7.07
All Grades		20.97	26.15		69.29	63.46		9.74	10.38

Conclusions based on this data:

1. Overall, the percentage of students who Met or Exceeded Standard increased.
2. The results these last two years will reestablish a new baseline for our site.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	93	75	0	92	72	0	92	72	0.0	98.9	96.0
Grade 4	78	90	94	0	90	92	0	90	92	0.0	100.0	97.9
Grade 5	81	84	100	0	84	100	0	84	100	0.0	100.0	100.0
All Grades	233	267	269	0	266	264	0	266	264	0.0	99.6	98.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2439.	2455.		23.91	27.78		31.52	36.11		22.83	25.00		21.74	11.11
Grade 4		2518.	2497.		34.44	28.26		36.67	30.43		22.22	27.17		6.67	14.13
Grade 5		2522.	2538.		26.19	31.00		21.43	27.00		32.14	29.00		20.24	13.00
All Grades	N/A	N/A	N/A		28.20	29.17		30.08	30.68		25.56	27.27		16.17	12.88

Concepts & Procedures Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		28.26	38.89		51.09	48.61		20.65	12.50		
Grade 4		42.22	34.78		44.44	45.65		13.33	19.57		
Grade 5		22.62	29.00		59.52	52.00		17.86	19.00		
All Grades		31.20	33.71		51.50	48.86		17.29	17.42		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00	31.94		53.26	54.17		21.74	13.89
Grade 4		28.89	23.91		57.78	58.70		13.33	17.39
Grade 5		16.67	24.00		64.29	63.00		19.05	13.00
All Grades		23.68	26.14		58.27	59.09		18.05	14.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.83	27.78		63.04	63.89		14.13	8.33
Grade 4		37.78	30.43		52.22	56.52		10.00	13.04
Grade 5		19.05	25.00		67.86	62.00		13.10	13.00
All Grades		26.69	27.65		60.90	60.61		12.41	11.74

Conclusions based on this data:

1. Overall, the percentage of students who Met or Exceeded Standard increased.
2. The results these last two years will reestablish a new baseline for our site.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		6	*	
4	*	*		*	*		*	*		4	5	
5	*	*		*	*		*	*		*	*	
All Grades										15	13	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	13.33	7.69		53.33	53.85		33.33	23.08		0.00	15.38		15	13	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	46.67	46.15		33.33	23.08		13.33	15.38		6.67	15.38		15	13	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		26.67	46.15		60.00	30.77		13.33	23.08		15	13	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	53.33	30.77		46.67	61.54		0.00	7.69		15	13	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	60.00	53.85		26.67	15.38		13.33	30.77		15	13	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	0.00	23.08		80.00	38.46		20.00	38.46		15	13	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	6.67	7.69		80.00	76.92		13.33	15.38		15	13	

Conclusions based on this data:

1. As no data is included, no conclusion can be made.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
477	19.1	2.9	0.2
Total Number of Students enrolled in Blue Oak Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	2.9
Foster Youth	1	0.2
Homeless	2	0.4
Socioeconomically Disadvantaged	91	19.1
Students with Disabilities	63	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	3	0.6
Asian	9	1.9
Filipino	4	0.8
Hispanic	100	21.0
Two or More Races	23	4.8
Pacific Islander		
White	336	70.4

Conclusions based on this data:

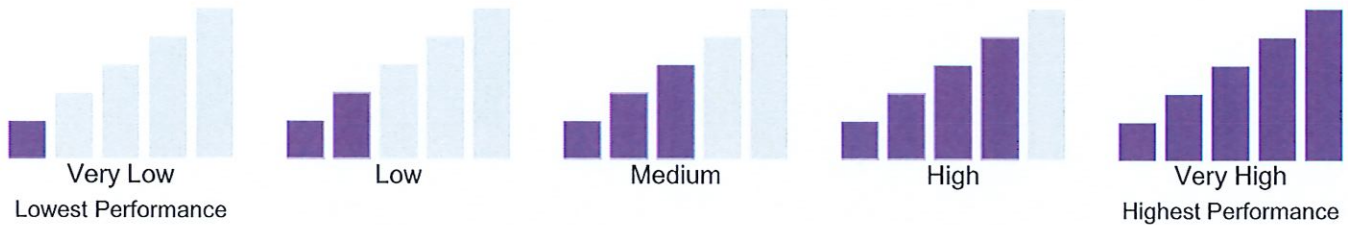
1. Our most significant subgroups continue to be socioeconomically disadvantaged students, students with disabilities, and Hispanic students.

School and Student Performance Data

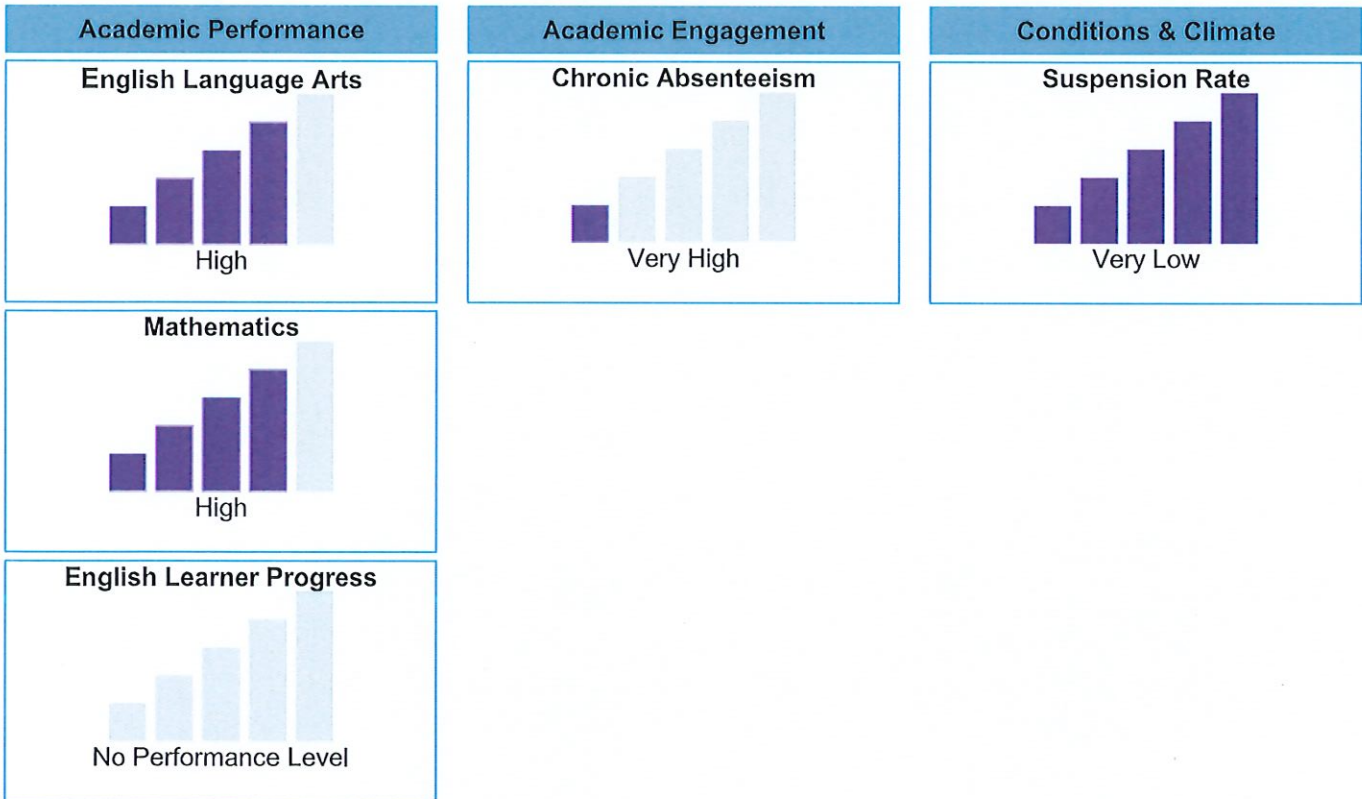
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

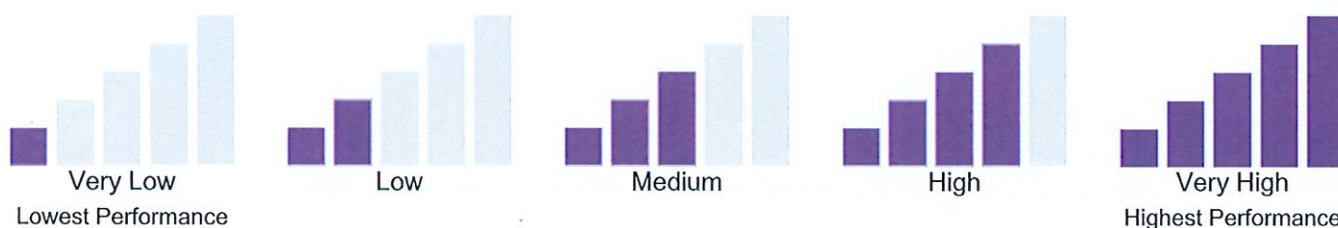
- Based on the 2022 Dashboard, the student population, overall, is making academic progress in both English language arts and mathematics.
- Based on the 2022 Dashboard, chronic absenteeism rates have maintained, however, they continue to be at a higher percentage than desired to promote student success.

School and Student Performance Data

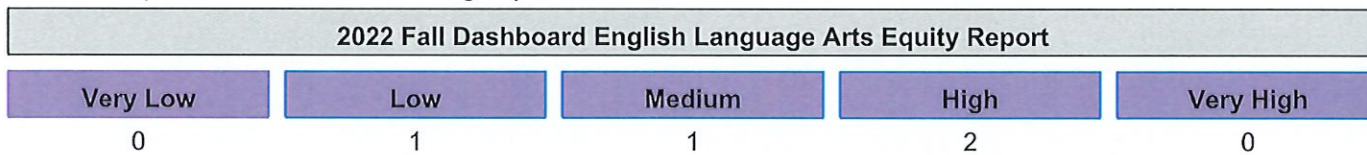
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

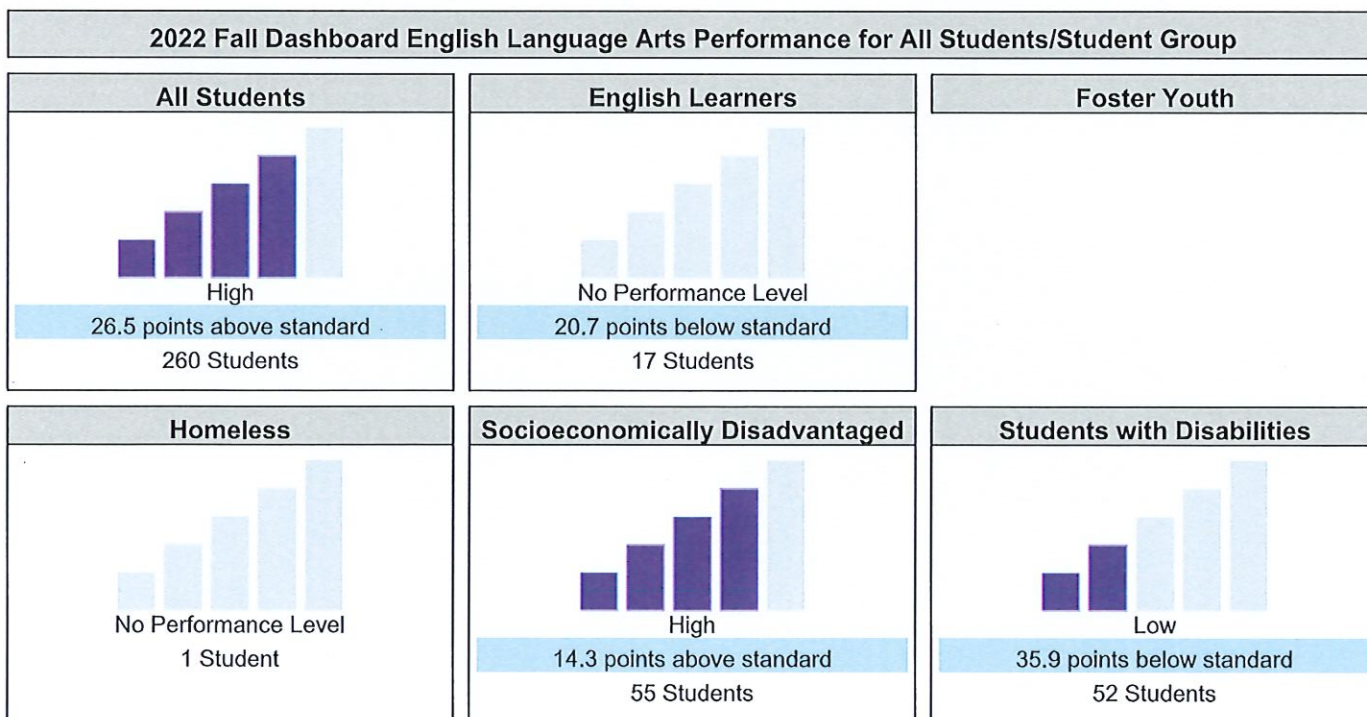
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



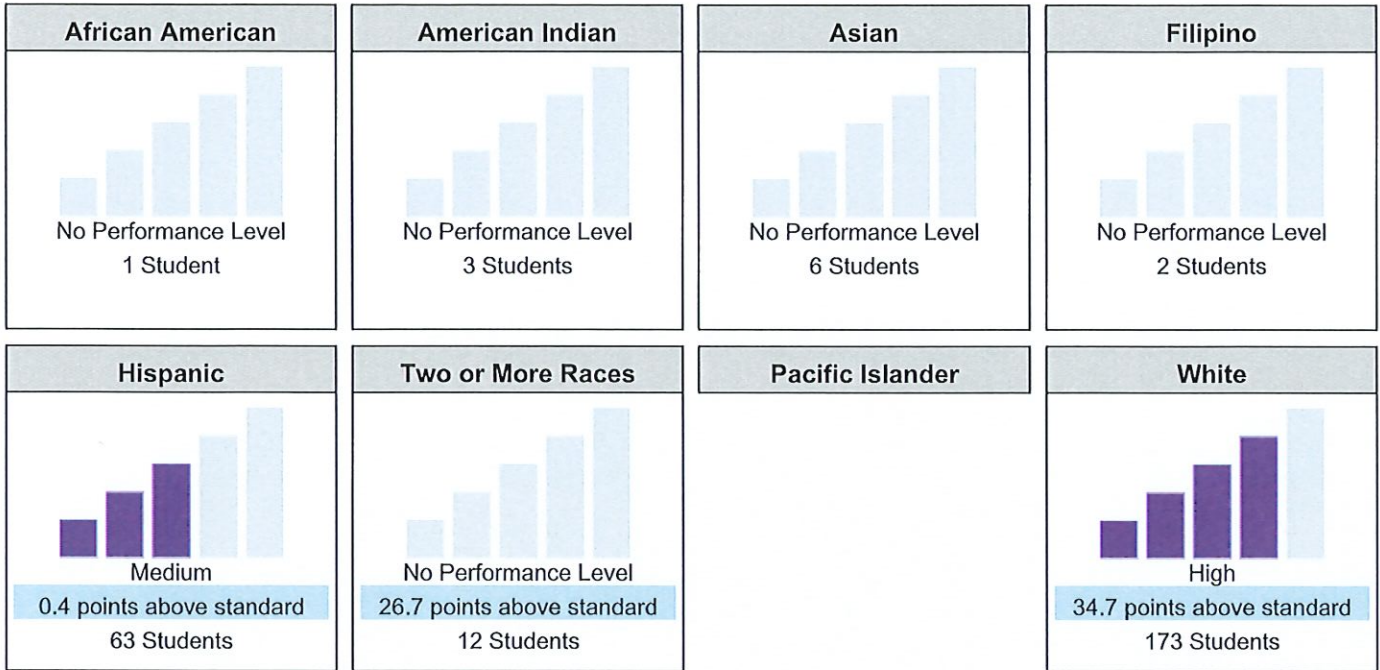
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	8 Students	29.9 points above standard 242 Students

Conclusions based on this data:

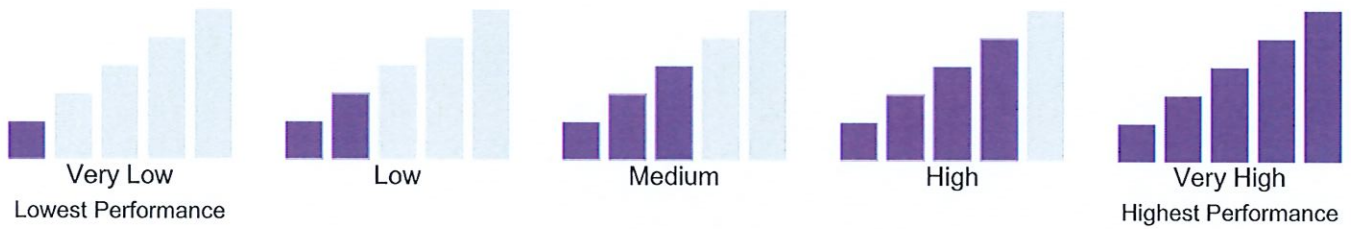
- Socioeconomically disadvantaged students are performing less well than their grade level peers. While all students increased by four points, SED students declined by 19 points.
- Students with disabilities are performing less well than their grade level peers. However, they did make a 10 point increase from the previous year's assessment.
- While Hispanic students are performing less well than their grade level peers, they made a 23 point increase from the previous year's assessment.

School and Student Performance Data

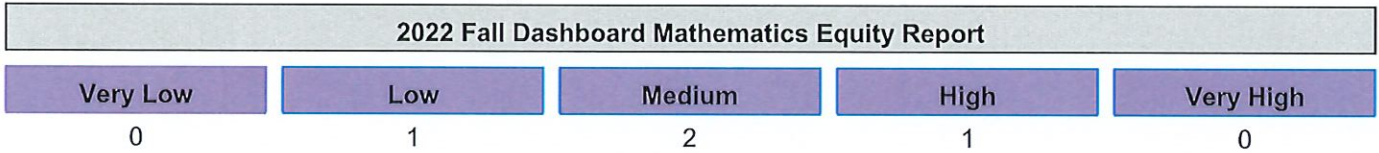
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

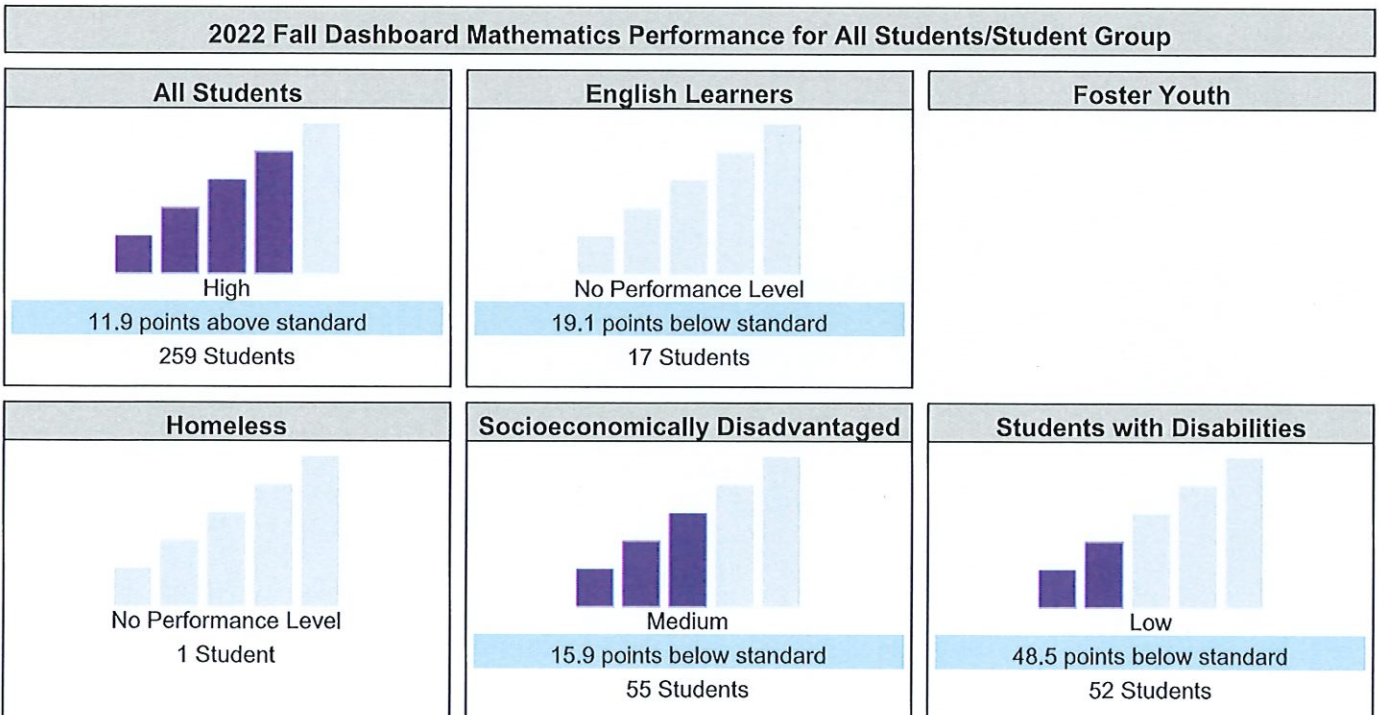
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



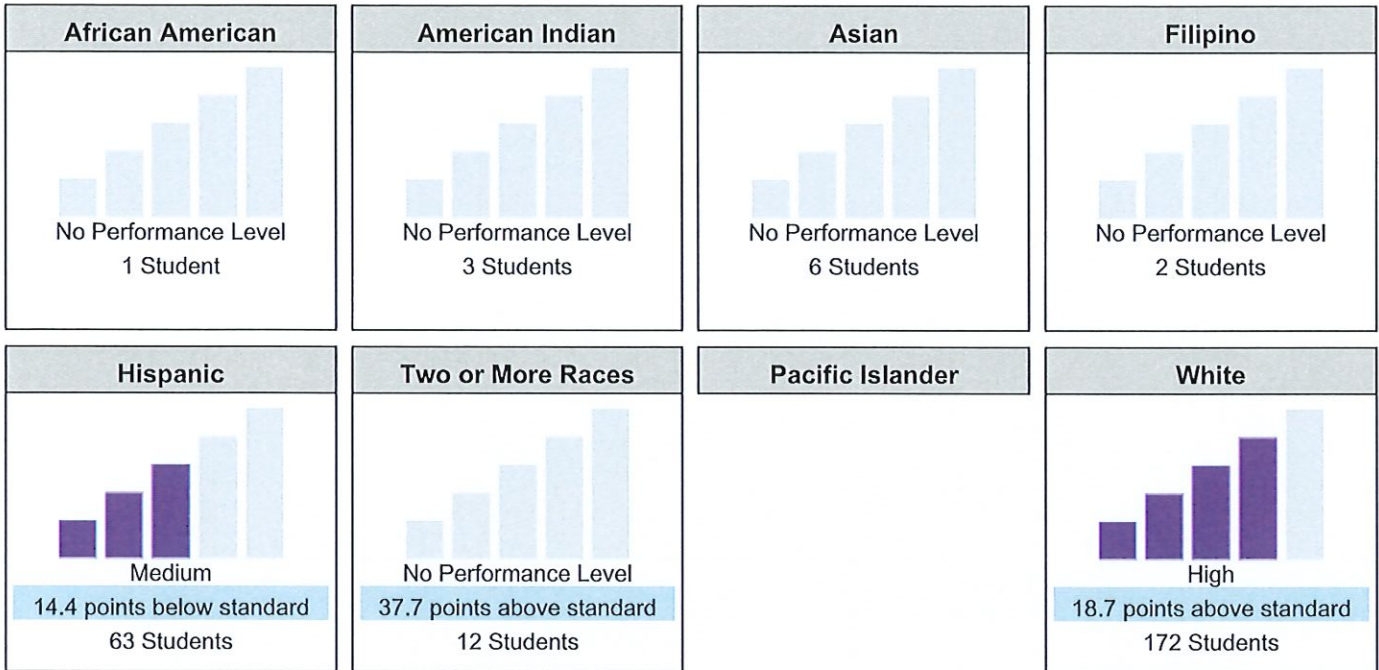
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	8 Students	13.7 points above standard 241 Students

Conclusions based on this data:

- Socioeconomically disadvantaged students continue to perform less well in mathematics than their grade level peers.
- While students with disabilities continue to perform less well in mathematics than their grade level peers, they did make significant growth as shown by the 18 point increase from last year's assessment.
- While performing less well than their grade level peers, Hispanic students significantly increased with 12 a point jump.

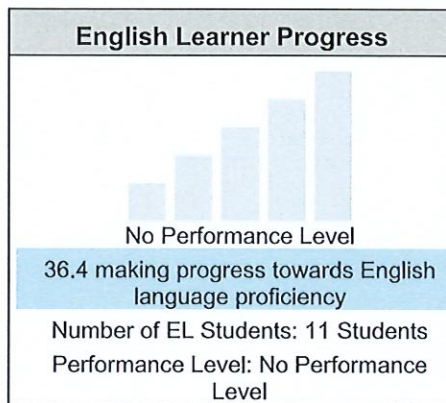
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2%	45.5%	0.0%	36.4%

Conclusions based on this data:

- A higher percentage of students have progressed at least one level than decreased.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

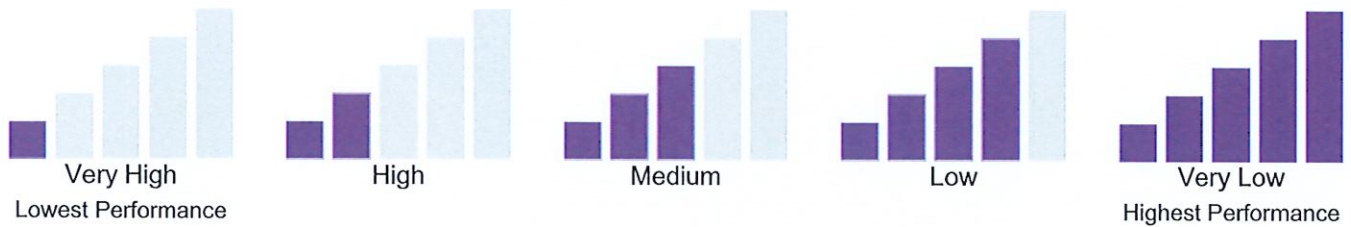
- 1.

School and Student Performance Data

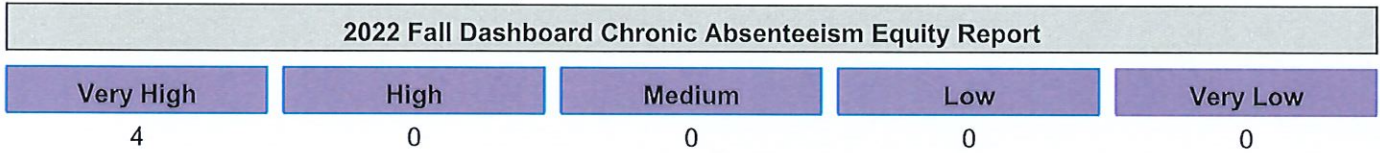
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

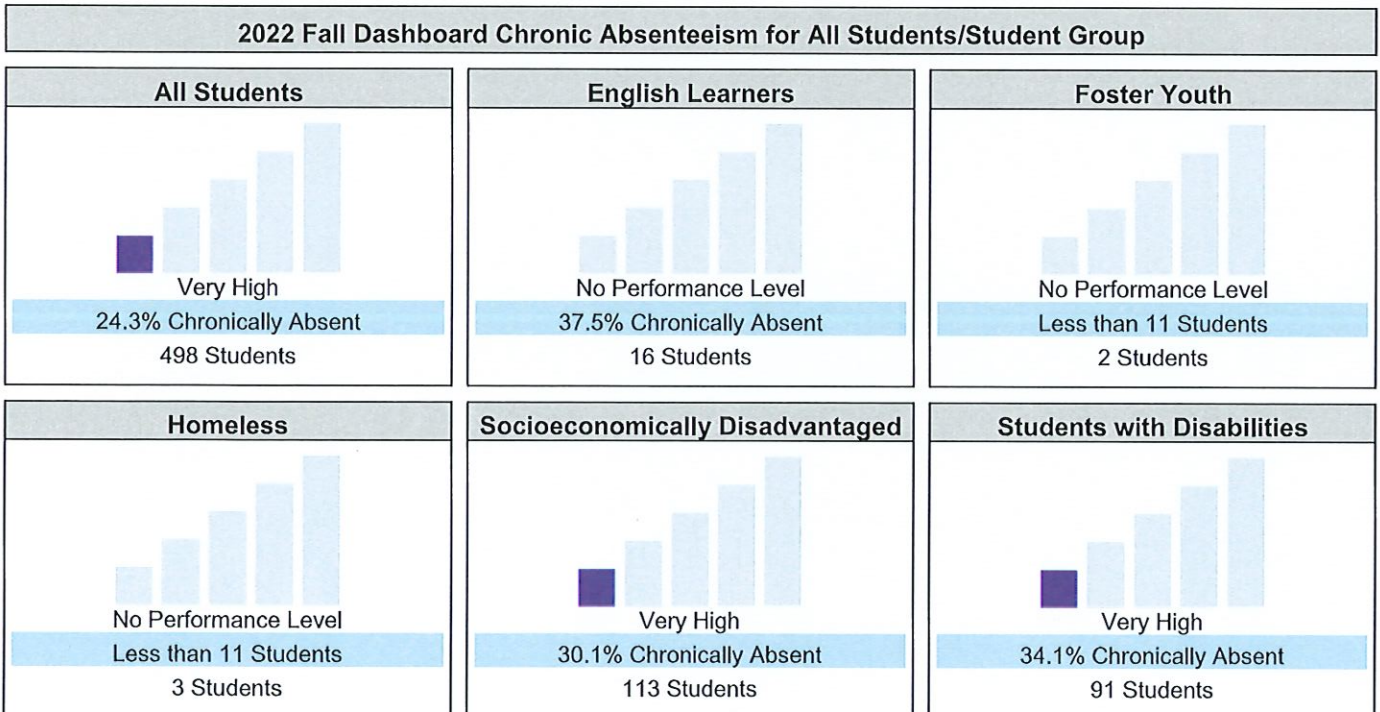
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



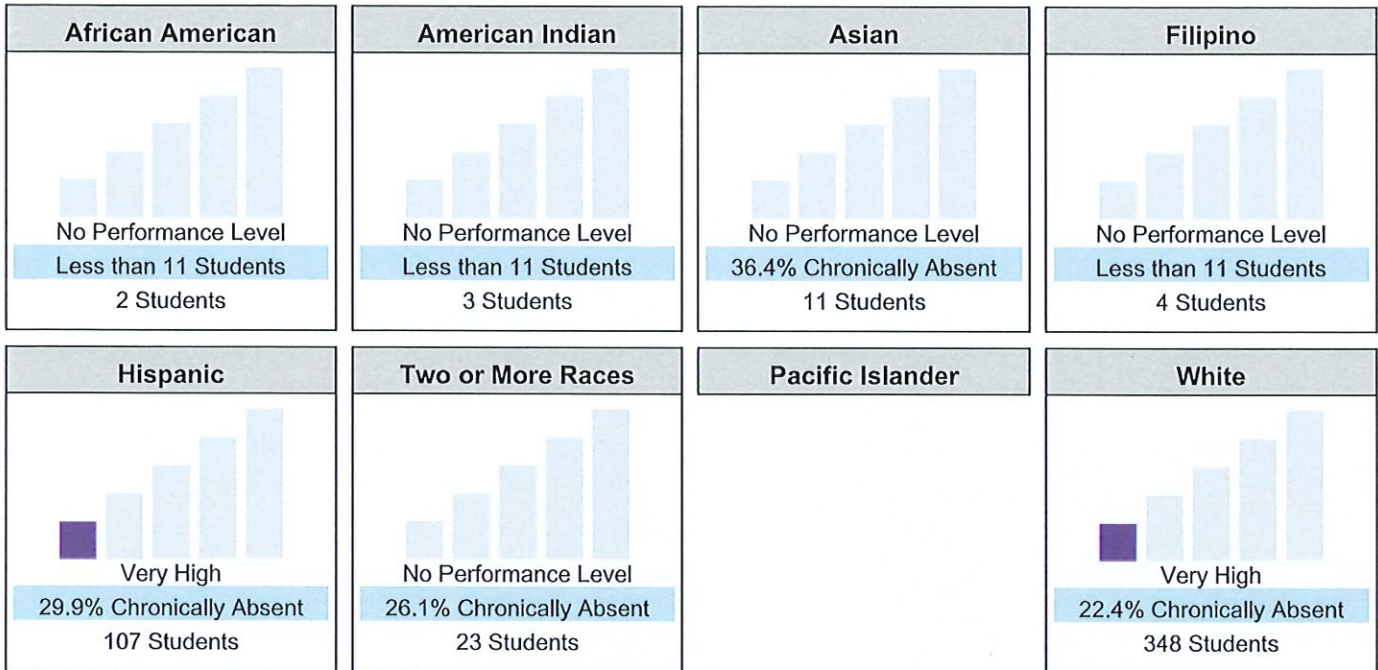
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

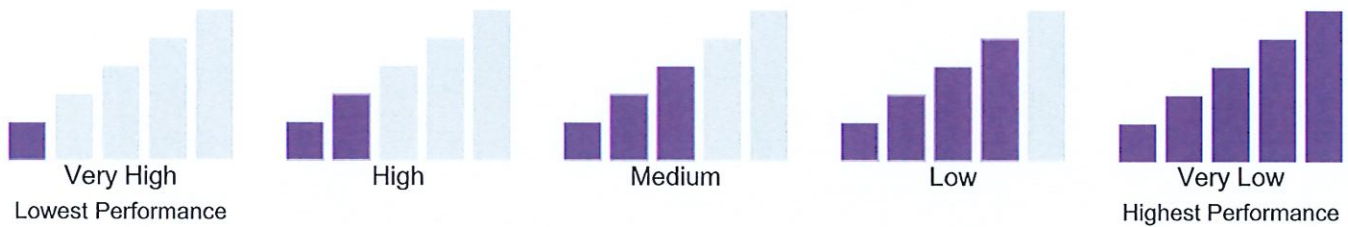
1. Based on the 2022 data, chronic absenteeism is at a higher rate for all student populations than needed for student success.
2. Socioeconomically disadvantaged students and students with disabilities have higher rates of chronic absenteeism than other student groups.

School and Student Performance Data

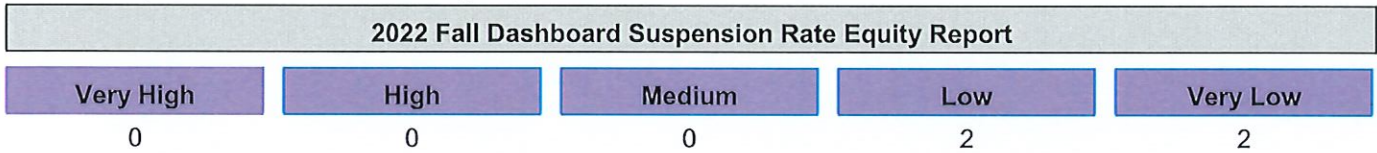
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

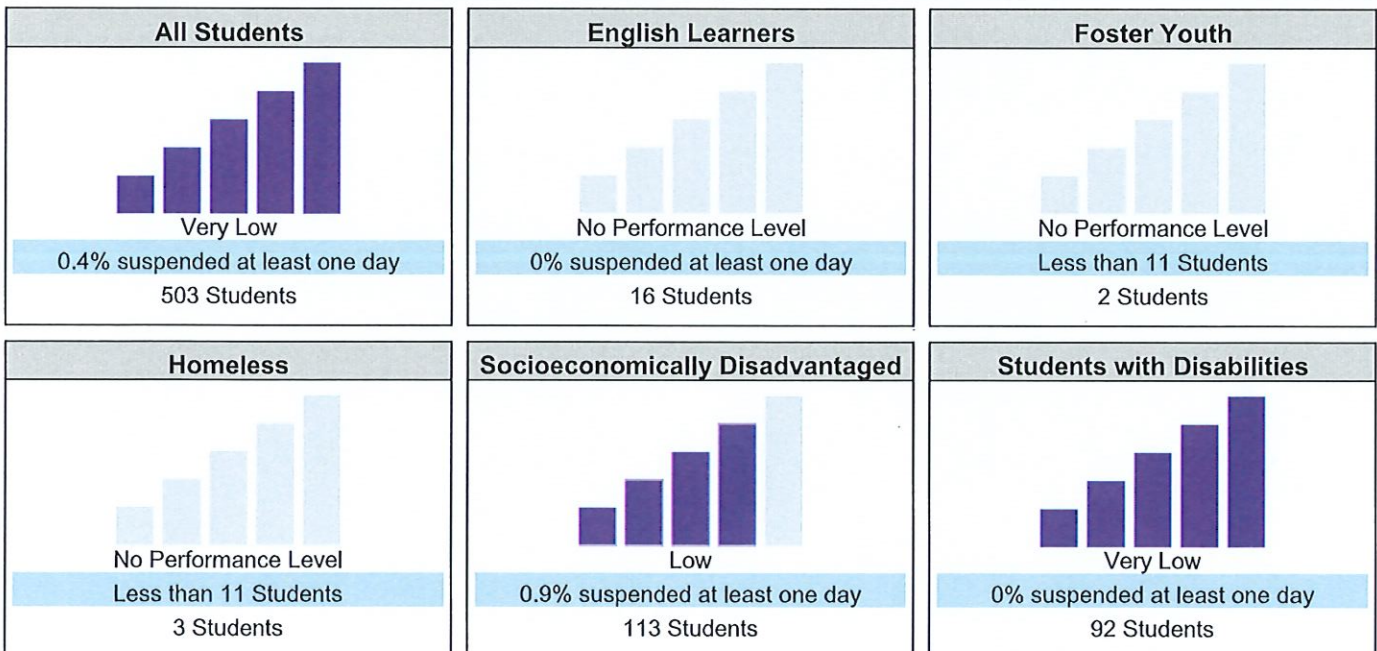


This section provides number of student groups in each level.

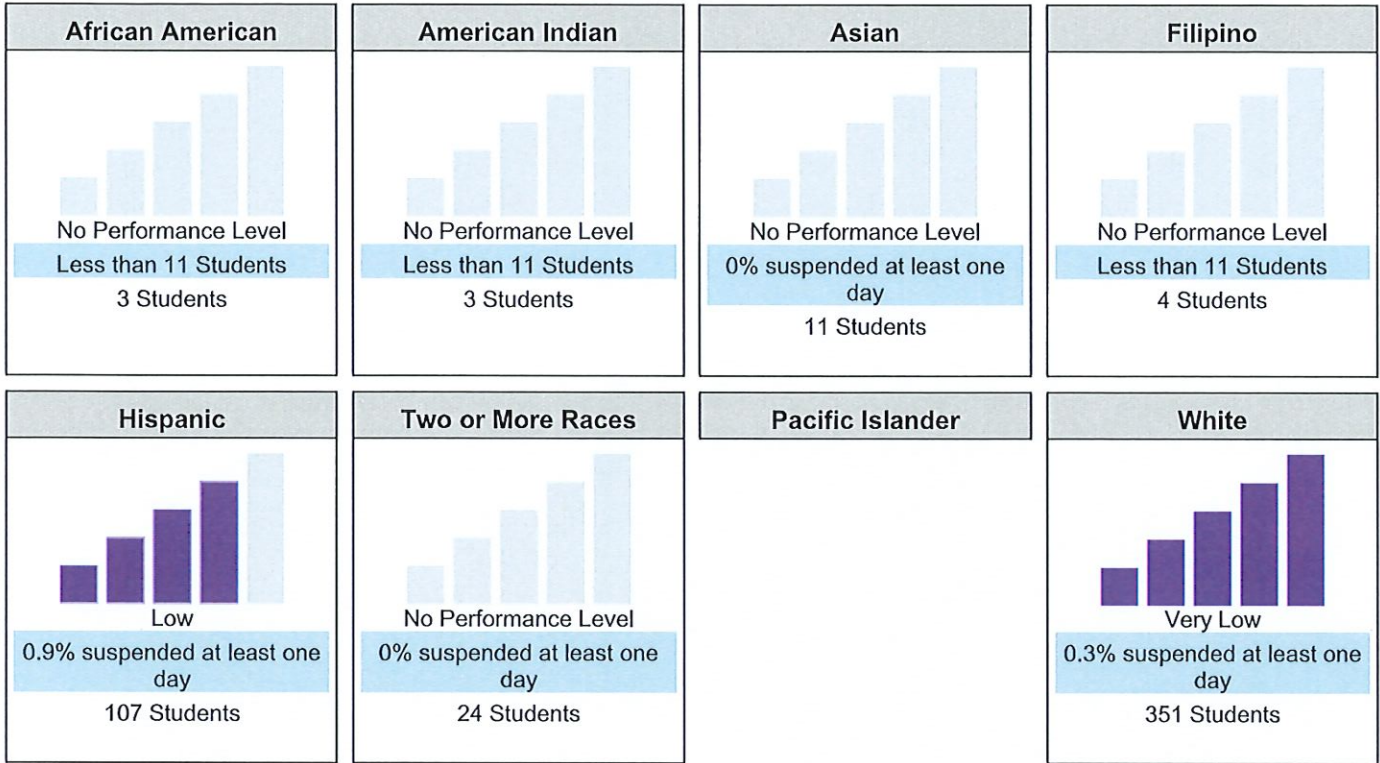


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Based on the 2022 Dashboard, the suspension rate remains in the very low status.

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

Academic Achievement: English Language Arts

LEA/LCAP Goal

Goal #1: Student Achievement: Maximize the performance of each student in all academic areas

Goal 1

Blue Oak's average scale score will increase by 3 points as measured by the State's Smarter Balanced Assessment of English language arts. Underperforming subgroups will increase scale score performance by 5 points.

Identified Need

Blue Oak needs to continue to support all students in making growth as well as for significant at-risk subgroups: SPED, SED, Hispanic.

English Language Arts Distance from Level 3 21/22 to 22/23:

All Students: +23 to +28

Socioeconomic Disadvantaged: +4 to -18

Students with Disabilities: -57 to -48

Hispanic: -6 to +10

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 CAASPP Scaled Score/Distance from Level 3 for ELA	English Language Arts Distance from Level 3: All Students: +28 Socioeconomic Disadvantaged: -18 Students with Disabilities: -48 Hispanic: +10	Increase distance from Level 3 by 3 scale points for all students and 5 scale points for identified subgroups.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will collaborate with their grade level team around balanced literacy implementation, small group instruction, and increased rigor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
5,000	LCFF - Base 4000-4999: Books And Supplies Books and supplies to support instruction
7,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Substitute teacher costs for release time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At risk students including low socio economic disadvantaged, English Learners, Foster and Homeless Youth

Strategy/Activity

Reading intervention for at risk students in grades 1-5

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
1,000	LCFF - Base 4000-4999: Books And Supplies Materials
50,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention Teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Online resources to provide students with additional differentiated support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
13,000	LCFF - Supplemental 4000-4999: Books And Supplies Lexia
1,000	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Raz Kids

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Release time for teachers to complete assessments and analyze results

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
7,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Substitute teacher costs

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the gap between CAASPP test administrations, our data is being used to set a new baseline.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

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

Academic Achievement: Mathematics

LEA/LCAP Goal

Goal 1: Student Achievement-Maximize the performance of each student in all academic areas.

Goal 2

Blue Oak's average scale score will increase by 3 points as measured on the Smarter Balanced Assessment for mathematics. Underperforming subgroups will increase by 5 points from Level 3.

Identified Need

Mathematics Distance from Level 3 21/22 to 22/23:
 All Students: +11 to +12
 Socioeconomic Disadvantaged: -20 to -34
 Students with Disabilities: -67 to -44
 Hispanic: -18 to -7

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 CAASPP scaled score/distance from Level 3	Mathematics Distance from Level 3: All Students: +12 Socioeconomic Disadvantaged: -34 Students with Disabilities: -44 Hispanic: -7	Increase distance from Level 3 by 3 scale points for all students and 5 points for identified subgroups.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Grade level teams will be provided release time for collaboration to analyze data, examine students' needs, and plan future units with support from administration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

2,000.00

Source(s)

LCFF - Base
5000-5999: Services And Other Operating Expenditures
Substitutes for teacher release time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide math materials, manipulatives, and supplies to support the foundational understanding of mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

500

Source(s)

Library Grant
4000-4999: Books And Supplies
Materials and Supplies: Manipulatives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At risk students including low socio economic disadvantaged, English Learners, Foster and Homeless Youth

Strategy/Activity

Provide additional learning opportunities to those students not showing progress toward grade level standards, skills and concepts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

50,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Intervention Teacher Costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase online subscriptions to supplement instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

10,000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
ST Math Subscription

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Compared to the 2021/2022 SBA data, Blue Oak students have continued to make progress, with a positive increase towards Level 3 by 1 scale point.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The small increase may be due to the new iReady Classroom Mathematics adoption that occurred last year. We expect to see further growth through the implementation of this program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None.

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

Suspension Rate

LEA/LCAP Goal

Goal #2: Promote the development of each student as a whole person.

Goal 3

Blue Oak will maintain its suspension rate of 1% or less for all students and all reportable subgroups.

Identified Need

Maintain or decrease the suspension rate of 1%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Rate	1% suspension rate in 2022/2023	Less than 1% suspension rate.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Positive Behavior Interventions and Supports (PBIS)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
6,000	Library Grant 4000-4999: Books And Supplies

Paw Promise Shop supplies (PBIS rewards)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Formation of student groups (B.O.L.T. Leadership Team and Bark Buddies)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

200

Source(s)

Library Grant
4000-4999: Books And Supplies
Supplies for group activities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide social emotional curriculum based lessons to all classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

2000

Source(s)

LCFF - Supplemental
None Specified
Services provided by school counselor including
Zones of Regulation

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Maintain or decrease the very low status of student suspension rates as indicated on the 2023 California Dashboard.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

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

Chronic Absenteeism

LEA/LCAP Goal

Goal #2: Promote the development of each student as a whole person.

Goal 4

The site will reduce chronic absenteeism to 5% or less for all students and all reportable subgroups.

Identified Need

Blue Oak Elementary experienced a Chronic Absenteeism rate of 14.57%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Reports	Chronic Absenteeism rate 14.57 in 2022/2023	Lower chronic absentee rates for all students, including significant subgroups to 5% or less.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Designated school team to follow up with letters and phone calls to students who begin to trend toward chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

0

Source(s)

Monitor student attendance rates

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Promote a positive school climate where students feel accepted and engaged through the use of PBIS strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

0

Source(s)

PBIS strategies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase opportunities for students to participate in clubs and school activities such as spirit days, leadership, cross country, basketball, Unified Sports, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

0

Source(s)

Clubs, Leadership, Cross Country

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Promote regular school attendance with incentives for improved attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
600	LCFF - Supplemental Incentives

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Some class incentives were provided last year for classes that decreased absentee rates each trimester. This did improve the rate from the previous year so should continue to support this goal this year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

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

Academic Achievement: Science

LEA/LCAP Goal

Goal #1: Student Achievement: Maximize the performance of each student in all academic areas

Goal 5

Blue Oak's average scale score will increase by 3 points as measured by the California Assessment of Science Test. Underperforming subgroups will increase scale score performance by 5 points.

Identified Need

62% of all students who were assessed met or exceeded standard. This is an increase from 2021-2022 which was 51%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent met or exceeded standard 2022-2023 CAST	62% of all students who were assessed met or exceeded standard	Will increase percent of students who met or exceeded standard by 3%.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher collaboration time focused on District adopted curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

0

Source(s)

Common Collaboration time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Replenish curriculum science kits/materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

2000

Source(s)

LCFF - Base
4000-4999: Books And Supplies
Replenish classroom science consumables

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our students improved on the CAST assessment by 11%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Teachers were able to provide more instruction in this area as we moved away from limited COVID schedules.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$157,300.00

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 (\$)
------------------	-----------------

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 (\$)
	\$0.00
LCFF - Base	\$24,000.00
LCFF - Supplemental	\$125,600.00
Library Grant	\$6,700.00
Parent-Teacher Association (PTA)	\$1,000.00

Subtotal of state or local funds included for this school: \$157,300.00

Total of federal, state, and/or local funds for this school: \$157,300.00

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
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Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Base	24,000.00
LCFF - Supplemental	125,600.00
Library Grant	6,700.00
Parent-Teacher Association (PTA)	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	100,000.00
4000-4999: Books And Supplies	38,700.00
5000-5999: Services And Other Operating Expenditures	16,000.00
None Specified	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
4000-4999: Books And Supplies	LCFF - Base	8,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	16,000.00

	LCFF - Supplemental	600.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	23,000.00
None Specified	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	Library Grant	6,700.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	84,000.00
Goal 2	62,500.00
Goal 3	8,200.00
Goal 4	600.00
Goal 5	2,000.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Amy Pirkl	Principal
Lindy Murray	Other School Staff
Sara Matley	Classroom Teacher
Hailey Estenson	Classroom Teacher
Charles Miller	Parent or Community Member
Camille Alliguie	Parent or Community Member
Laurel Smith	Parent or Community Member
Lori Morgenstern	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

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 10/23/23.

Attested:

Principal, Amy Pirkel on 10/23/23

SSC Chairperson, Charles Miller on 10/23/23

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, its 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/>

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