



# OAK AVENUE ROYALS

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## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oak Avenue Intermediate School	19 65052 6022966	4/17/24	July 24, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Oak Avenue Intermediate School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

Through this school plan, Oak will effectively meet ESSA's planning requirements for ATSI, which will show alignment with the district's LCAP goals and the SPSA goals. The three LCAP goals and SPSA goals focus on 1. Student Outcomes 2. Engagement 3. School Climate. This plan will be used to meet all federal ATSI planning requirements.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Oak Avenue Intermediate School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Additional Targeted Support and Improvement

Through this school plan, Oak will effectively meet ESSA's planning requirements for ATSI, which will show alignment with the district's LCAP goals and the SPSA goals. The three LCAP goals and SPSA goals focus on 1. Student Outcomes 2. Engagement 3. School Climate. This plan will be used to meet all federal ATSI planning requirements.

A component of the Every Student Succeeds Act (ESSA) requires each school receiving federal funds within a state to develop and implement an Accountability Plan that establishes long-term goals and indicators of success, addresses the needs of student groups, provides measurements of interim progress toward meeting long-term goals, and describes goals for improvement necessary to make significant progress in closing statewide proficiency gaps. As part of California's Local Control Funding Formula (LCFF), all Local Educational Agencies are required to prepare a Local Control Accountability Plan (LCAP) describing how the school intends to meet annual goals for students. This strategic plan addresses state and local priorities set forth by the California Department of Education (CDE). In addition, the LCAP must identify three years of annual goals for all students, as well as each district's Unduplicated Pupil population (Socio-economically Disadvantaged, English learners, and foster youth). The plan includes annual actions that the district will take to accomplish their goals, including an itemization of their expenditures to support their actions. Our school works closely with Temple City Unified School District's students, staff, parents, and community stakeholders to ensure that this plan is in alignment with ESSA and LCFF through the district's Local Control Accountability Plan (LCAP). Oak Avenue Intermediate School has developed goals, in partnership with SSC, designed to improve English Language Arts, mathematics, social-emotional learning, visual and performing arts, and safety in alignment with District goals, as described in our Local Control Accountability Plan (LCAP). The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. The principal, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning. The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program improvement into the SPSA.

## Educational Partner Involvement

How, when, and with whom did Oak Avenue Intermediate 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

Our school works closely with educational partners to review, implement, and monitor the Single Plan for Student Achievement (SPSA). Beginning with the staff during the Fall, the SPSA is reviewed with the staff while reinterpreting the latest data student achievement metrics are discussed and changes to the SPSA are made and annual goals are set. Throughout the school year, the SPSA is updated as new data is available through the California Dashboard and local assessments. This analysis continues getting feedback from parents, community members, and district office staff. The school conducts an annual needs assessment using various surveys and holds various family engagement meetings to get input. The SPSA is evaluated and refined with educational partner input. The draft is then proposed to the School Site Council (SSC) in May and is either approved or revised accordingly. The SPSA is reviewed at least four times a year by the School Site Council (SSC) and the Instructional Leadership Team (ILT). Our ELAC has the opportunity to give recommendations for the SPSA to our SSC at least four times per year.

We hold Title I meetings throughout the year for parents and students to help with school connectivity as well as monthly Coffee with the Principal meetings and PTA meetings. At all of these meetings, strategies are discussed with parents on how to assist their child in meeting academic content standards. A Parent-Compact is also signed by the parent agreeing to their role as partners in teaching and learning with the school site. Throughout the year, family events are held and align with our parent involvement policy.

Our Community liaison position is used to coordinate parent trainings as identified in the Local Control Accountability Plan. The District and sites have updated their respective websites to improve communication with all stakeholders. Further, each site works collaboratively with a community-based educational foundation to help support students and parents.

Principals work together with district administration once per month to review implementation and expenditures related to the SPSA and the LCAP alignment. These monthly meeting provide time for administration to regularly monitor and update the metrics, strategies, implementation, effectiveness, and budget. (Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29)

In 2023-24, our site held SSC meetings on the following dates where educational partners were able to give input: 9/20/23, 11/15/23, 2/28/24, 3/20/24 and 4/17/24.

Our site held ELAC meetings on the following dates where parents of English learners had the opportunity to give input into the SPSA: 10/4/23, 11/2/23, 12/14/23, 3/7/24, 5/16/24

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

As a school that is eligible for ATSI, we reviewed the LEA and school level budgeting as part of the required school level needs assessment. We identified that our students with disabilities as student group that needs additional supports. We found that we need to focus on engaging our parents of students with disabilities and English Learners. Parent/caregiver interest and involvement in their child's academic work can have profound effects on behavioral and academic outcomes. However, some parents face physical, linguistic, emotional, and cultural barriers that disproportionately impact the parents of students who already face additional challenges at school. As a school and a system leaders can organize and invest to lower these barriers to better engage with parents.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our school had the following red state indicators on the 2023 Dashboard: Not Applicable

Our school had the following orange state indicators on the 2023 Dashboard: Chronic Absenteeism and Suspension Rate

We will do the following to address these areas of growth: Engage in more restorative practices to reduce our suspension rate and engage in more community outreach about the need to be in school and the importance of attendance to reduce our chronic absenteeism.

The LCAP is aligned to support our school in areas where certain student groups received a red status. The LCAP will support in chronic absenteeism for our Hispanic students, students with disabilities, and white students in in Goal 2, Action 1. The LCAP will support our students with disabilities in ELA and Math as stated in Goal 1, Action 4.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Our school had the following student groups that were two or more performance levels below the "all student" performance level: In ELA our Hispanic and students with disabilities were two or more performance levels below all students. In Math Hispanic and students with disabilities were two or more performance levels below all students.

We will do the following to address these areas of growth: We are providing intensive during the day and after school intervention classes for students to improve in ELA and Math.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Annually each site holds a site engagement meeting and the following data points are highlighted. The educational partners have an opportunity to weigh in on the needs of the school related to each goal in the SPSA. The following data points are reviewed as SPSA goals, strategies, and activities are created each year. The site uses the SPSA Evaluation to also determine the necessary needs and changes to the School Plan for Student Achievement.

The District K12 Insight Local Climate Survey taken by students, parents, and staff, provides quantifiable data regarding school culture and climate.

The 2023-24 Local School Climate Survey for parents and students was administered during in winter of 2023. At our school, we had the following numbers of participants for each participating groups:

Parents - 90

Students - 527

In the K12 local climate survey, we learned the following about our engagement groups:

51% of the parents who filled out the survey had students that are English Language Learners.

11% of the students who filled out the survey have an IEP.

Here are two data points that we can celebrate:

89% of parents said that they would rate the overall experience at Oak Ave as Excellent or Good.

65% of students said that their classes are always or almost always fun.

Here are two data points that show our opportunities:

11% of parents said that the overall experience at Oak was only Fair.

51% of students said that their classes are never or seldom challenging.

During our SPSA Needs Assessment Engagement Meeting, educational partners made the following recommendations for the school site council and district parent advisory council to consider for the 24-25 school year:

1. They would like better quality school lunches.
2. They would like a better variety of STEM classes.
3. More family activities that bring the community together.

Informal, qualitative survey information is collected monthly at Coffee with the principal and leadership meetings.

Throughout the year, site ELAC, SSC, and PTA meetings provide opportunities for parents to give feedback to staff.

Talking Tours are conducted once a year with selected students to discuss their insight into the survey data.

The 2023-24 California Healthy Kids Survey for parents and students was administered during in winter of 2024. From the survey we learned that we need to focus on parent engagement.

Classroom Observations:

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

Site administration had a focus of increasing the amount of Checking for Understanding opportunities within the instructional day throughout the school year. Three staff meetings focused on the implementation of strategies taken from Teach Like a Champion. Site and district administration visited classrooms to support teachers with the implementation of checking for understanding strategies.

The school site instructional leadership team, consisting of one teacher from each grade level, walked through classrooms to conduct site level learning walks with the principal.

The purpose of classroom observations is to observe for student learning. Administrators and mentor teachers provide feedback to teachers to strengthen instruction. Additionally, probationary teachers have opportunities to observe best practices from tenured teachers on site and at other schools to further refine teaching practices. Each year, the site administrator performs three documented walk-throughs of each classroom using our TCUSD classroom observation protocol. Each tenured classroom teacher is formally observed at least once every other year with the criteria outlined by the California Standards for the Teaching Profession. In addition to regular classroom walk-throughs and observations by the site administrator, teachers work in collaboration and participate in learning walks, classroom visitations, and exchange ideas and best practices. Teachers continue to focus on a high level of student engagement, collaboration, and deeper learning. In summary, faculty members are passionate about teaching and reaching all students, treating students with respect, and all members of the school community are eager to learn and help create future leaders.



In summary, Principals would like to take their teams to visit other school sites next year and to walk together as a site leadership team at each school.

#### Local Assessments:

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA and Math for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum, Instruction, Assessment, and Professional Development that will support achieving the SMART Goals.

On the 2023-24 CAASPP, the combined percentage of students scoring met and exceeded in:

7th grade ELA will increase from 70% to 72%

8th grade ELA will increase from 68% to 70%

On the 2023-24 CAASPP, the combined percentage of students scoring met and exceeded in:

7th grade Math will increase from 63% to 65%

8th grade Math will increase from 67% to 70%

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the K-8 Iready data, we will continue to use data from the 2023 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

#### Baseline ELA IReady Data for August 2023

Grade/ Percent Exceeded or Met standard

7th/ 79%

8th/ 79%

#### Baseline Math Iready Data ELA for August 2023

Grade/ Percent Exceed or Met standard

7th/ 83%

8th/ 82%

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the Common Core Standards in ELA and Math to monitor student progress and modify instruction. Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:

#### ELA IReady Data for January 2024

Grade/ Percent Exceeded or Met standard

7th/ 86 %

8th/ 84%

#### Math Iready Data ELA for January 2024

Grade/ Percent Exceed or Met standard

7th/ 83%

8th/ 85%

#### Professional Development

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The Language and Literacy TOSA and Special Ed TOSA models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The TOSA collaborates with teachers to meet their individualized professional development support needs and conducts data chats with all EL students to help support the teacher with DELD and IELD instructional practices. An on-site Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

In order to delve into deep discussions about instructional practices and student achievement, the continued development PLCs is a focus. The PLCs meet once a month during Early Release days for collaboration time. By using common assessments or pacing the PLCs can compare data and extract key areas that need improvement and areas of success across all teams. The Instructional Leadership team, includes teacher leaders, department chairs, counselors

and administrators meet monthly to move forward with site policies, curriculum development and development of consistency across the grades. Further professional development on PLCs, data analysis and SMART goals is necessary to maximize the effectiveness of our collaborative practices. Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

The data on the following pages within this plan were also analyzed to help create the actions within this plan. Based on the needs assessment process, this plan will focus on:

1. Student Outcomes that include interventions, enrichments and EL supports
2. Engagement, which will include strategies to engage parents, students and staff
3. School Climate, which will include PBIS, mental health supports, and safe environments



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Oak Avenue Intermediate School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.65%	0.12%	0.36%	5	1	3
Asian	62.19%	62.82%	66.90%	477	517	562
Filipino	1.83%	2.19%	1.55%	14	18	13
Hispanic/Latino	24.38%	24.79%	21.90%	187	204	184
Pacific Islander	0.13%	0.24%	0.12%	1	2	1
White	6.52%	5.59%	5.71%	50	46	48
Multiple/No Response	4.30%	4.13%	2.98%	33	34	25
<b>Total Enrollment</b>				767	823	840

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	368	426	401
Grade 8	399	397	439
<b>Total Enrollment</b>	767	823	840

#### Conclusions based on this data:

1. The demographic composition of the Oak Ave student body has remained relatively stable over a three year period with an overall increase in the number of Asian students
2. Enrollment has increased since 2021/22.
3. We have increased in 17 more students since last year.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	95	119	140	12.70%	12.4%	16.7%
Fluent English Proficient (FEP)	310	322	324	41.90%	40.4%	38.6%
Reclassified Fluent English Proficient (RFEP)	187	190	257	25.2%	24.4%	30.5%

### Conclusions based on this data:

1. The percentage of RFEP students has increased since 2020/21.
2. The percentage of FEP students has decreased slightly since 2020/21.
3. English Learners comprise 16.7% of the entire student body which constitutes a significant sub-group of Oak Avenue's population.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 7	423	374	425	0	360	417	0	360	417	0.0	96.3	98.1
Grade 8	457	407	401	0	403	387	0	403	387	0.0	99.0	96.5
All Grades	880	781	826	0	763	804	0	763	804	0.0	97.7	97.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2585.	2593.		31.94	33.57		34.72	37.89		14.72	13.91		18.61	14.63
Grade 8		2603.	2598.		28.54	30.49		41.69	34.63		12.90	16.02		16.87	18.86
All Grades	N/A	N/A	N/A		30.14	32.09		38.40	36.32		13.76	14.93		17.69	16.67

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 7		31.39	31.49		53.89	56.49		14.72	12.02
Grade 8		31.51	31.61		50.87	51.04		17.62	17.36
All Grades		31.45	31.55		52.29	53.87		16.25	14.59

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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 7		37.50	35.82		45.83	51.20		16.67	12.98
Grade 8		32.26	29.79		51.61	50.52		16.13	19.69
All Grades		34.73	32.92		48.89	50.87		16.38	16.21

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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 7		18.33	21.88		71.39	68.51		10.28	9.62
Grade 8		24.32	22.80		66.00	68.39		9.68	8.81
All Grades		21.49	22.32		68.55	68.45		9.96	9.23

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 7		29.44	31.73		56.67	59.13		13.89	9.13
Grade 8		28.54	30.57		63.03	60.36		8.44	9.07
All Grades		28.96	31.17		60.03	59.73		11.01	9.10

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

### Conclusions based on this data:

- Overall performance in English Language Arts for 7th graders has increased by 3% since 2021, with 71.3% of students meeting or exceeding standards in 2022/23 school year.  
Overall performance in English Language Arts by 8th students decreased by 4% since 2021, with 65.1% of students meeting or exceeding standards in the 2022/23 school year.
- 7th-grade strength:  
An area of strength for 7th-grade students is Claim 2 writing. Students above standard are 35.8%.  
  
8th-grade strength:  
Eighth graders strongest scores are in Claim 1 Reading, 31.6% of students being above standard.
- 7th-grade areas of growth:  
Seventh grades students exceeding standard in Claim 3, listening, is 21.8%. This is the lowest level of achievement claim for our 7th grade students.  
  
8th-grade areas of growth:

Eighth-grade students continue to struggle in Claim 3: Listening as Above Standard is at 22.8%. This is significantly lower than every other ELA Standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
<b>Grade 7</b>	423	374	425	0	356	415	0	356	414	0.0	95.2	97.6
<b>Grade 8</b>	457	407	401	0	402	381	0	402	380	0.0	98.8	95.0
<b>All Grades</b>	880	781	826	0	758	796	0	758	794	0.0	97.1	96.4

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
<b>Grade 7</b>		2589.	2603.		44.10	45.65		16.01	18.60		16.57	18.84		23.31	16.91
<b>Grade 8</b>		2605.	2625.		41.04	49.21		17.16	17.89		20.15	13.42		21.64	19.47
<b>All Grades</b>	N/A	N/A	N/A		42.48	47.36		16.62	18.26		18.47	16.25		22.43	18.14

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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
<b>Grade 7</b>		43.26	46.38		35.96	37.20		20.79	16.43
<b>Grade 8</b>		37.81	50.79		43.28	31.05		18.91	18.16
<b>All Grades</b>		40.37	48.49		39.84	34.26		19.79	17.25

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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 7		38.76	37.68		41.01	46.14		20.22	16.18
Grade 8		35.32	41.84		48.01	41.32		16.67	16.84
All Grades		36.94	39.67		44.72	43.83		18.34	16.50

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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 7		34.83	37.68		50.28	50.00		14.89	12.32
Grade 8		30.60	36.84		56.22	47.37		13.18	15.79
All Grades		32.59	37.28		53.43	48.74		13.98	13.98

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**Conclusions based on this data:**

- Overall in 7th grade the percentage of students above or meeting standard is 64.2%. This is an increase of 4.1% from the 2021/22 school year.

Overall in 8th grade the percentage of students above or meeting standard is 67% which is an increase of 9% from the 2021/22 school year.
- 7th-grade strengths:  
Seventh graders who scored above standards is highest in Claim 1 Concepts at 46.3%. In Claim 2 Problem Solving/Data Analysis and Communicating 7th grade students were at 83.7% for at, nearly met and above standards.

8th-grade strengths:  
Eight graders who scored above standards is highest in Claim 1 Concepts at 50.7%. In Claim 3 Communicating Reasoning 8th grade students were at 84.1% for at, nearly met and above standards.
- 7th-grade areas in need of growth:  
7th graders need to improve in all Claims to decrease the percentage of students scoring below standard, most specifically Claim 2 Problem Solving and Modeling Data where the percentage of students Above Standard was at 16.8% our lowest performing Claim.

8th grade areas in need of growth:  
Eighth graders need to improve in Claim 2 Problem Solving & Modeling/Data Analysis to continue to decrease the percentage of students scoring below standard which was 16.8%.



# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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
7	1548.1	1545.9	1540.4	1554.2	1554.2	1545.2	1541.5	1536.9	1535.1	45	54	62
8	1567.5	1559.3	1540.4	1576.5	1572.9	1548.2	1558.0	1545.2	1532.0	61	42	51
<b>All Grades</b>										106	96	113

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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
7	35.56	31.48	32.26	22.22	29.63	30.65	24.44	24.07	12.90	17.78	14.81	24.19	45	54	62
8	31.67	33.33	25.49	41.67	35.71	25.49	16.67	14.29	25.49	10.00	16.67	23.53	60	42	51
<b>All Grades</b>	33.33	32.29	29.20	33.33	32.29	28.32	20.00	19.79	18.58	13.33	15.63	23.89	105	96	113

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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
7	53.33	48.15	51.61	22.22	29.63	20.97	11.11	12.96	4.84	13.33	9.26	22.58	45	54	62
8	46.67	50.00	37.25	38.33	23.81	27.45	8.33	19.05	15.69	6.67	7.14	19.61	60	42	51
<b>All Grades</b>	49.52	48.96	45.13	31.43	27.08	23.89	9.52	15.63	9.73	9.52	8.33	21.24	105	96	113

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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
7	15.56	14.81	8.06	26.67	24.07	30.65	26.67	29.63	32.26	31.11	31.48	29.03	45	54	62
8	13.33	7.14	5.88	43.33	28.57	25.49	26.67	47.62	35.29	16.67	16.67	33.33	60	42	51
All Grades	14.29	11.46	7.08	36.19	26.04	28.32	26.67	37.50	33.63	22.86	25.00	30.97	105	96	113

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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	
7	11.11	12.96	12.90	64.44	61.11	56.45	24.44	25.93	30.65	45	54	62	
8	16.67	9.52	13.73	70.00	66.67	52.94	13.33	23.81	33.33	60	42	51	
All Grades	14.29	11.46	13.27	67.62	63.54	54.87	18.10	25.00	31.86	105	96	113	

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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	
7	73.33	75.93	69.35	17.78	14.81	17.74	8.89	9.26	12.90	45	54	62	
8	80.00	76.19	64.71	15.00	16.67	25.49	5.00	7.14	9.80	60	42	51	
All Grades	77.14	76.04	67.26	16.19	15.63	21.24	6.67	8.33	11.50	105	96	113	

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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	
7	28.89	12.96	16.13	22.22	44.44	33.87	48.89	42.59	50.00	45	54	62	
8	30.00	21.43	13.73	36.67	40.48	27.45	33.33	38.10	58.82	60	42	51	
All Grades	29.52	16.67	15.04	30.48	42.71	30.97	40.00	40.63	53.98	105	96	113	

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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
7	8.89	16.67	11.29	75.56	70.37	69.35	15.56	12.96	19.35	45	54	62
8	3.33	2.38	3.92	90.00	88.10	78.43	6.67	9.52	17.65	60	42	51
<b>All Grades</b>	5.71	10.42	7.96	83.81	78.13	73.45	10.48	11.46	18.58	105	96	113

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Overall ELPAC results reveal that 62.8% of all English Language Learners scored at Level 3 and 4. 51% percent of 8th-graders scored at Level 3 or Level 4. The strongest performance of English Learners was seen in the Speaking Domains 67.2% scoring at Well Developed.
2. Strengths for English Learners was the Listening and Speaking Domains in Well Developed and Somewhat/Moderately levels at 68% and 88.4% respectively.
3. The biggest area of growth needed is in the Reading Domain as evidence by 40.6% of students scoring in the Beginning level.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>823</b>	<b>40.7</b>	<b>14.5</b>	<b>0.2</b>
Total Number of Students enrolled in Oak Avenue Intermediate 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	119	14.5
Foster Youth	2	0.2
Homeless	5	0.6
Socioeconomically Disadvantaged	335	40.7
Students with Disabilities	99	12

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
Asian	517	62.8
Filipino	18	2.2
Hispanic	204	24.8
Two or More Races	34	4.1
Pacific Islander	2	0.2
White	46	5.6

### Conclusions based on this data:

1. Our total enrollment increased slightly this year.

2. We have a diverse population of Asian, Hispanic and White students. Our Hispanic population is steadily increasing while our Asian population is declining.
3. Our percent of socioeconomically disadvantaged students is high and a focus of our supports.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Blue		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. The overall suspension rate increased 1.5%. We want to decrease the suspension rate by looking at other means of correction and restorative practices to increase positive behavior on campus and be less punitive with the approach to behavior modification.

2. Overall student performance in English Language Arts and Math shows that Oak Avenue students remain way above state averages. ELA is in the Green category and increased by 4.7% while Math is in the Blue category and increased 16.1%.
3. Chronic absenteeism increased 2.2% and moved Oak into the Orange category. Outreach needs to be intensified to increase overall attendance and lower chronic absenteeism.



# School and Student Performance Data

## Academic Performance English Language Arts

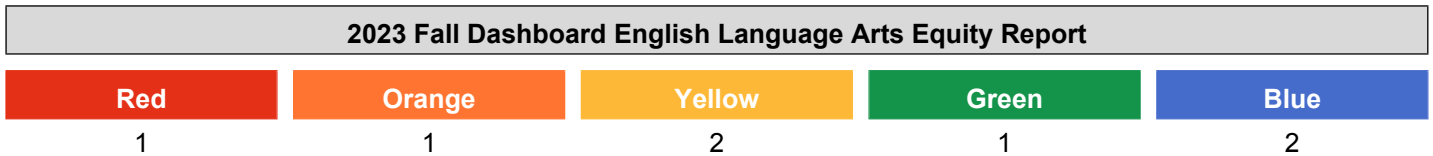
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 42.6 points above standard Increased +4.7 points 765 Students	<p><b>English Learners</b></p>  Yellow 30.8 points below standard Increased +3 points 162 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 9.1 points above standard Maintained -2.6 points 325 Students	<p><b>Students with Disabilities</b></p>  Red 98.1 points below standard Decreased -3.7 points 95 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 70.1 points above standard Increased +3.6 points 497 Students	71.5 points above standard Decreased -10.2 points 17 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.2 points below standard Decreased -10.8 points 181 Students	 Blue 42.2 points above standard Increased Significantly +21.8 points 30 Students	Less than 11 Students 2 Students	 Green 10.5 points above standard Maintained +0.3 points 41 Students

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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.7 points below standard Increased +4.3 points 83 Students	41.6 points above standard Maintained +2.1 points 79 Students	35.9 points above standard Increased +6 points 348 Students

**Conclusions based on this data:**

1. Students with Disabilities decreased 3.7 points and are the only subgroup scoring in the Red designation. Our school meets ATSI criteria in 2023-24 due to our SWD student group performing in the red for this indicator.
2. Our Current English Learners improved by 4.3 points scoring in the Yellow designation but were still 30.8 points below standard.
3. Our largest student population, Asian students, increased 3.6 points earning the Blue designation and were 70.1 points above the standard. Our highest scoring subgroup.

# School and Student Performance Data

## Academic Performance Mathematics

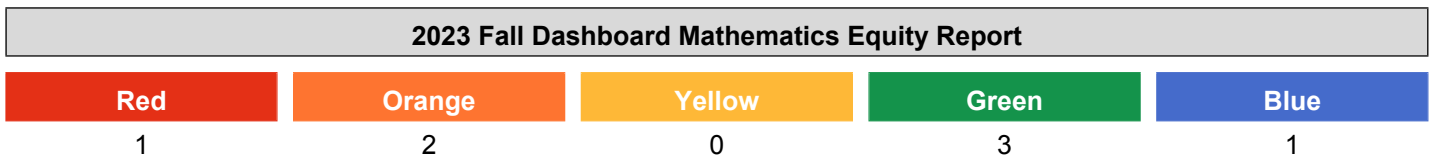
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 39.4 points above standard Increased Significantly +16.1 points 756 Students	<b>English Learners</b>  Green 23 points below standard Increased +8.8 points 159 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Green 0.3 points below standard Increased +9.2 points 320 Students	<b>Students with Disabilities</b>  Red 149.3 points below standard Decreased -9.5 points 95 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 82.3 points above standard Increased +10.6 points 496 Students	66.1 points above standard Increased Significantly +24.4 points 17 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 81.4 points below standard Maintained -2.5 points 181 Students	 Green 3.8 points below standard Increased Significantly +18.1 points 30 Students	Less than 11 Students 2 Students	 Orange 40.1 points below standard Decreased -9.9 points 41 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.7 points below standard Increased +12.1 points 80 Students	44.5 points above standard Increased +3.3 points 79 Students	18.1 points above standard Increased +14.7 points 346 Students

#### Conclusions based on this data:

1. Overall, our students performed extremely well, scoring in the Blue designation and increasing performance by 16.1 points.
2. Our Students With Disabilities decrease by 9.5 points and earned the Red designation. This is our lowest scoring subgroup. Our school meets ATSI criteria in 2023-24 due to our SWD student group performing in the red for this indicator.
3. Current English Learners increased 12.1 points but were still 89.7 points below standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

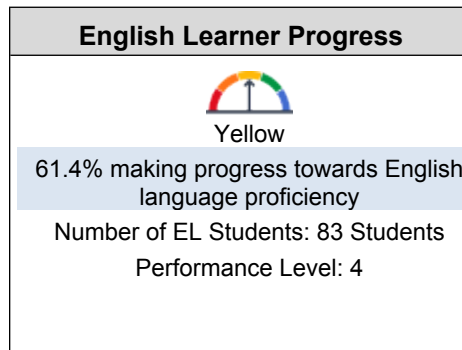
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 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
13	19	9	42

#### Conclusions based on this data:

1. English Learners are scoring 61.4 points above standards and are making progress towards English Language Proficiency.
2. About 50% of English Learners progressed at least one ELPI level.
3. 13% of English Learners decreased one ELPI level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 11.7% Chronically Absent Increased 2.2 861 Students	<b>English Learners</b>  Green 9.6% Chronically Absent Declined -0.8 136 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b>  Orange 17.9% Chronically Absent Increased 1.4 386 Students	<b>Students with Disabilities</b>  Red 31.1% Chronically Absent Increased 5.7 106 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	 No Performance Color 0 Students	 Yellow 3.5% Chronically Absent Increased 1.1 545 Students	5.6% Chronically Absent Increased 5.6 18 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 29.4% Chronically Absent Increased 2.2 211 Students	 Orange 16.2% Chronically Absent Increased 1.5 37 Students	Less than 11 Students  2 Students	 Red 25.5% Chronically Absent Increased 16.1 47 Students

**Conclusions based on this data:**

1. Students With Disabilities had the highest percentage of students who are chronically absent at 31.1%. Our school meets ATSI criteria in 2023-24 due to our SWD student group performing in the red for this indicator.
2. The areas of concern are our Hispanic, Students with Disabilities and the Socioeconomically Disadvantaged subgroups
3. Overall schoolwide our chronic absenteeism rate increased 2.2% and were designated in the Orange Category.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

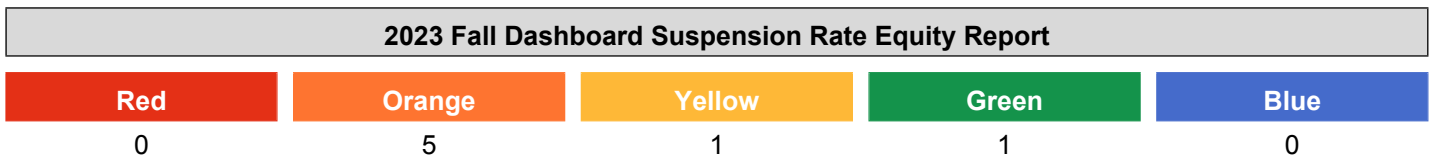
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 4.1% suspended at least one day Increased 1.5 864 Students	<p><b>English Learners</b></p>  Orange 4.4% suspended at least one day Increased 0.7 136 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students 4 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 6.2% suspended at least one day Increased 2.5 388 Students	<p><b>Students with Disabilities</b></p>  Orange 9.4% suspended at least one day Increased 4 106 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 1 Student</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Yellow 2% suspended at least one day Increased 1.6 547 Students</p>	<p align="center">0% suspended at least one day Maintained 0 18 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange 9.4% suspended at least one day Increased 2.4 212 Students</p>	<p align="center"> Green 5.4% suspended at least one day Declined -0.3 37 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Orange 4.3% suspended at least one day Increased 0.6 47 Students</p>

**Conclusions based on this data:**

- 4.1% of students were suspended at least once during the 2022/23 school year.
- Our suspension rate increased by 1.5% overall with an increase in most subgroups indicating a need for continued implementation of PBIS and alternate strategies to support our students.
- We will review our supports and interventions for all students and we are in the process of a school wide roll out of PBIS.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academics based on California's Common Core State Standards

On the 2023-24 CAASPP, the combined percentage of students scoring met and exceeded in:

7th grade ELA will increase from 70% to 72%

8th grade ELA will increase from 68% to 70%

7th grade Math will increase from 63% to 65%

8th grade Math will increase from 67% to 70%

We will reclassify 100% of our EL students who are eligible based on ELPAC scores.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: Student Academic Outcomes

Support high-quality learning in the 21st century through the implementation of a tech-enriching, articulated standards-based curriculum, instruction, and assessment to ensure multiple pathways to college and career readiness and life-long success for all students.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Targeted intervention will address the need to increase the academic achievement of students with disabilities in Math and English.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math iReady Diagnostic Assessments (3 Total)	69% of 7th grade students scored proficient on the 22-23 end of the year Math I-Ready Assessment.  67% of 8th grade students scored proficient on the 22-23 end of the year Math I-Ready Assessment.	7th Grade Percent Proficient Goal for each checkpoint/grade level: #1 70% #2 72% #3 74%  8th Grade Percent Proficient Goal for each checkpoint/grade level: #1 68% #2 70% #3 72%
ELA iReady Diagnostic Assessments (3 Total)	68% of 7th grade students scored proficient on the 22-23 end of the year ELA I-Ready Assessment.	7th Grade Percent Proficient Goal for each checkpoint/grade level: #1 69% #2 71%

	65% of 8th grade students scored proficient on the 22-23 end of the year ELA I-Ready Assessment.	#3 73% 8th Grade Percent Proficient Goal for each checkpoint/grade level: #1 67% #2 69% #3 71%
Math CAASPP/SBAC	% of 7th grade students scored proficient on the 22-23 Math CAASPP assessment.  % of 8th grade students scored proficient on the 22-23 Math CAASPP assessment.	7th grade Math will increase from _63__% to _65__%  8th grade Math will increase from _67__% to _70__%
ELA CAASPP/SBAC	% of 7th grade students scored proficient on the 22-23 ELA CAASPP assessment.  % of 8th grade students scored proficient on the 22-23 ELA CAASPP assessment.	7th grade ELA will increase from _70__% to _72__%  8th grade ELA will increase from _68__% to _70__%
100% of eligible students will reclassify	27 students are eligible to be reclassified	Our English Learners will increase in the number of reclassifications to 100% reclassified
ELA and Math California Dashboard	ELA Color: Green Math Color: Blue Students with Disabilities: Red for ELA and Math	24-25 Expected ELA Color: Blue Growth Needed: Increase by 3% or more  24-25 Expected Math Color: Blue Growth Needed: Maintain, No growth needed Students with Disabilities: Orange for Math and ELA

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students will have the opportunity to participate in universal access and evidence-based practices within their Tier I instructional programs. Students who need more support will receive Tier II or Tier III interventions during the school day. Other intervention opportunities may occur before or after school or during the summer. Additional supports will be provided to help students succeed with reaching reclassification criteria.	All Students	31,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries a. After School intervention targeted for students struggling in English, Math, ELD and for students with IEPs that need support. (A total of 6 teachers providing up to 2 hours of after school tutoring at their instructional

			<p>rate for approximately 25 weeks.)</p> <p>45,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries b. During the day Math Intervention classes for students who are struggling in Math. (Two overloads for math teachers for 3 quarters). Students are identified for intervention after 1st quarter grades are published.</p> <p>4,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures c. Busses for academic based field trips.</p> <p>15,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures d. Licensing fees for software being utilized for supplemental materials in academic classes. (Quizzes, Delta Math etc)</p> <p>10,000 Title I Part A: Allocation 4000-4999: Books And Supplies e. Supplemental books for English classes. (Novels, AR Books etc.)</p> <p>6,195 Title III 4000-4999: Books And Supplies f. Materials to support English Learners</p> <p>18,000 Title I Part A: Allocation 4000-4999: Books And Supplies g. Technology for student use (IPADS, chromebook, laptops) to use for intervention</p>
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1.2	Students will have the opportunity to participate in enrichment activities and evidence-based practices within their Tier I instructional programs. Other enrichment opportunities may occur before school, after school, on weekends, or during the summer.	Students who have a Fail or D in English and are below grade level on CAASPP and/or IReady scores.	<p>10,000 General Fund 5000-5999: Services And Other Operating Expenditures h. Busses for Athletics</p> <p>1,000 General Fund 4000-4999: Books And Supplies i. Supplies for electives to showcase programs for Open House, Back to School Night Etc.</p> <p>116,000 Prop28 4000-4999: Books And Supplies j. Supplies for Performing Arts</p>
1.3	Student will have the opportunity to participate in various showcase programs to help them achieve success in meeting 21st century learning expectations and to offer a broad course of study.	At promise Students demonstrating need for ELA and/or Math Interventions as evidenced by grades, teacher recommendation and iReady scores. All students needing additional academic support in the 4 core subjects.	<p>32,000.20 Title I Part A: Allocation 4000-4999: Books And Supplies k. Supplies and equipment for STEAM and Advanced STEAM</p>
1.10			
1.11			

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The following strategies were fully implemented in Goal 1:

After school intervention classes are ongoing for the rest of the school year. They are well attended. We will have a better measure of success after final grades are posted and we can evaluate if students increased grades. We will also be able to measure if this program raised CAASPP scores for ELA and Math when scores are released over the summer. Next year we will continue this strategy to help our struggling students.

The following strategies were partially implemented in Goal 1:

Supplies for STEAM and Licenses for software intervention programs. We are in the process of utilizing these resources and evaluating whether they are having an impact on student learning. Our core academic departments will debrief following the close of the school year to make a decision about specific programs for next year.

The following strategies were NOT implemented in Goal 1:  
BenQ Boards were ordered but have not been installed.

The following strategies were effective in Goal 1:  
More data is needed to evaluate the effectiveness of these strategies. Student academic marks and CAASPP Scores will be available in June and July respectively.

The following strategies were ineffective in Goal 1:  
It is too early to deem any strategy ineffective with current data available.

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

**Strategy 1: Software Licensing Fees**

Expenditures projected to be used were: 15,000 . ELD did not order software to facilitate intervention with struggling students. This was a big expenditure that never materialized. We anticipate that we will only expend \$ 1000.

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.

When looking at our expected outcome for this goal, we anticipate being able to meet our goal.

As a result of this analysis, the new goal will be to increase CAASPP ELA and Math Scores by 2-3% for the 2024-25 school year.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Staff, students, and family engagement

TCUSD is committed to engaging our students throughout the day using Tier 1 engagement strategies and utilizing data within the PLC process. In the 23-24 school year, the site will commit to implementing 3 common formative assessments by course alike teams, to increase the number of students who are actively engaged 50% of the day.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: Engagement

Create equitable engagement opportunities for rigorous academic and social-emotional success for all students through innovative, inclusive, and responsive instruction and support.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continue to implement PLC course alike teams by driving the use of common assessments and utilizing data to guide lesson objectives. Our staff will utilize strategies to increase engagement for students with disabilities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Implementation	The number of common formative assessments actually developed and given to students is not measurable as data was not collected.	Course alike teams will develop and implement 3 common formative assessments and analyze student data throughout the school year.
Learning Walks	Participants willing to engage in learning walks signed up and agreed to engage in this process this year.	All teachers will engage in learning walks three times during the course of the school year, with at least one time being in a course alike class.
Attendance	All students who had an unexcused absence received a personal phone call from a school clerk to check on the welfare of the student.	Any student who is absent and unexcused will get a personal phone call from a clerk inquiring about the welfare of the student.
Family Engagement	ELAC meetings were attended consistently by one EL parent.	Increase the number of EL parents participate in ELAC through out the year.
Chronic Absenteeism	23-24 CA Dashboard Color: Orange Students with Disabilities: Red	24-25 Expected color: Yellow Goal for maximum number of chronically absent students: Decline by 1% Students with Disabilities: Red

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Our school will create an engaging environment for staff, students, and families. We will provide Professional Development and professional growth for staff to ensure students receive high-quality research-based instruction using the CCSS and Professional Learning Communities. Professional Learning Community (PLC) practices will reinforce the importance of teacher collaboration, the use of data to assess student learning,	All students	<p>10,000 Title I 1000-1999: Certificated Personnel Salaries a. Summer planning time for teachers to collaborate and further implement PLC practices. Align curriculum, analyze data, work to improve tier 1 practices.</p> <p>54,545 General Fund 4000-4999: Books And Supplies b. Provide staff and students with necessary supplies and materials to support instruction and engagement.</p> <p>3,200 General Fund 5000-5999: Services And Other Operating Expenditures c. Provide contracted services to support staff and students (Library membership, laminator contract, ASB works dues, movie licensing)</p> <p>10,000 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures d. Professional learning, travel and conferences for teachers and administration to promote collaboration, improve tier 1, 2, and 3 practices.</p> <p>4,520 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries e. Learning walks and collaboration time for</p>

			<p>teachers to work together to improve Tier 1 practices.</p> <p>15,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures f. Professional learning, travel and conferences for teachers and administration to promote collaboration, improve tier 1, 2, and 3 practices.</p>
<b>2.2</b>	Our school will create an engaging environment for families. Families will have engagement opportunities throughout the year to help build relationships with school staff and connect to student learning.	All Students	<p>5,000 Title I Part A: Allocation 4000-4999: Books And Supplies g. Family Engagement events, such as Coffee With The Principal, Counseling Nights and ELD Nights to engage parents in the educational process and create a strong partnership between home and school. Topics to include: how to support students academic growth, mental and emotional well being, Transition from elementary school to middle school. Snacks will be provided for parents.</p> <p>2,154 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries h. Childcare for family engagement events</p>
<b>2.3</b>	Our school will create an engaging environment for students. Students will have opportunities for high, quality engagement activities within the classroom and through school events, which will lead to an increase in daily attendance and decrease chronic absenteeism.	All Students	<p>10,000 General Fund 4000-4999: Books And Supplies i. Classroom Learning Pod Desks. Classrooms will be outfitted with specialized desks that enable teachers to move students into learning pods to promote social interaction and student speak during class.</p> <p>3,000 Title I Part A: Allocation</p>

			<p>5000-5999: Services And Other Operating Expenditures j. Assembly for SEL, anti-bullying campaigns</p> <p>7,700 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries k. Counselors to come in during summer to schedule students.</p>
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Strategy 1- Provide contracted services to support staff and students (Library membership, laminator contract, ASB works dues, movie licensing)- Licenses and memberships have been implemented and being utilized.  
 Strategy 2- Professional learning, travel and conferences for teachers and administration to promote collaboration, improve tier 1, 2, and 3 practices. This is partially implemented. There are two more conferences teachers are signed up for and attending the end of April and May. There is still time for teachers to attend conferences.  
 Strategy 3 Learning walks and collaboration time for teachers to work together to improve Tier 1 practices.- In the process of being implemented.  
 Assembly for SEL, anti-bullying, not implemented yet. Have not found a program we want to book yet.

Strategies that have been implemented are effective.

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

Classroom Learning Pod Desks. 0 has been spent this year for this expenditure.  
 Classrooms will be outfitted with specialized desks that enable teachers to move students into learning pods to promote social interaction and student speak during class. Desks have not been ordered yet. We are looking at different options.

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.

We are keeping this goal for next year as we are making progress but are not fully implemented. Our PLC work is ongoing.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate

Oak Avenue will develop Tier 1 and 2 interventions to support the social-emotional well-being of all students with the intent of receiving PBIS recognition at the Gold Level.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 3: School Climate

Create innovative learning environments that are safe, healthy, positive, welcoming, and attractive for all learners that fosters a sense of belonging and accessibility for the entire school and community.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tiered Fidelity Inventory (TFI)		
Discipline Data	We had 7 unique assertive discipline entries for Quarter 1	Have 6 or less unique assertive discipline entries average per quarter
CA Dashboard Suspensions	23-24 Suspension color: Orange Student groups to monitor: All Students	24-25 Color Goal: Green Goal for Maximum number of suspended students: Less than 24

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Our school will implement Positive Behavior Interventions and Supports (PBIS) in order to improve positive relationships across the campus and decrease the number of disciplinary referrals.	All Students.	10,000 Title I Part A: Allocation 4000-4999: Books And Supplies a. PBIS rewards that students redeem points for. Pens, pencils, fidget toys, ear buds

			<p>compatible with student devices, etc.</p> <p>5,000 General Fund 4000-4999: Books And Supplies b. PBIS rewards that students redeem points for. Snacks, drinks, candy etc.</p> <p>7,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries c. Implement Year 2 PBIS strategies school-wide with a focus on rewarding positive behaviors and reducing negative behaviors such as bullying. Funding for PBIS Coordinator and PBIS committee for extra hours.</p> <p>5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries d. Provide teachers with extra hours to mentor students</p>
3.2	Provide opportunities to support the social-emotional learning needs of our students and improve the overall mental health awareness on the school campus.	All students	<p>8,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries e. Counselors will provide socio-emotional support and safety instruction towards developing healthy mindsets and behaviors conducive to student learning and human development. Counselors will provide Tier 1 socio-emotional and positive behavioral lessons. Counselors will review academic, socio-emotional and behavioral progress of students and will provide Tier 2 supports as necessary. Supports include small group learning, coping and social skills, goals setting, progress monitoring, and family support. Counselors will work with classroom teachers, students, and families to</p>

			ensure best approaches to supporting the whole development of students.  5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries f. Provide counselors with hours to create and modify our PAWS lessons.
3.3	Create an school environment that is safe and welcoming to our staff, students, and families.	All students	5,000 Title I Part A: Allocation 4000-4999: Books And Supplies g. Provide character development to support a bully-free campus for students
3.6			
3.7			

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The following strategies were partially implemented:

Strategy 1 PBIS rewards that students redeem points for. Pens, pencils, fidget toys, ear buds compatible with student devices, etc. We are still purchasing items and stocking our rewards. The items purchased are effective.

Strategy 2 PBIS rewards that students redeem points for. Snacks, drinks, candy etc. Partially implemented. we are still purchasing rewards for the end of this year.

Strategy 3 Funding for PBIS Coordinator and PBIS committee for extra hours. Partially implemented. We are in the process of applying for LACOE recognition for our PBIS program.

All the above strategies are effective and will be continued for the next school year.

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

We are still in the process of purchasing. There should be no material difference in budgeted expenditures and actual expenditures.

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.

There will not be a change in goal 3 depending on the outcome of our recognition level. If we reach the Gold level this year our Goal will be Platinum recognition for next year.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$176,085.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$458,314.20
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$10,000.00
Title I Part A: Allocation	\$180,700.20
Title I Part A: Parent Involvement	\$2,154.00
Title II Part A: Improving Teacher Quality	\$14,520.00
Title III	\$6,195.00

Subtotal of additional federal funds included for this school: **\$213,569.20**

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 (\$)
General Fund	\$83,745.00
LCFF - Supplemental	\$45,000.00
Prop28	\$116,000.00

Subtotal of state or local funds included for this school: **\$244,745.00**

Total of federal, state, and/or local funds for this school: **\$458,314.20**

# 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
General Fund	84,645	900.00
Title I Part A: Allocation	180,700.20	0.00
Title I Part A: Parent Involvement	2,154	0.00
Title III	6,195	0.00
Title II Part A: Improving Teacher Quality	14,520	0.00
LCFF - Supplemental		
District Funded	5,612	5,612.00
Facilities	36,813	36,813.00
Donations		

## Expenditures by Funding Source

Funding Source	Amount
General Fund	83,745.00
LCFF - Supplemental	45,000.00
Prop28	116,000.00
Title I	10,000.00
Title I Part A: Allocation	180,700.20
Title I Part A: Parent Involvement	2,154.00
Title II Part A: Improving Teacher Quality	14,520.00
Title III	6,195.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	123,220.00
2000-2999: Classified Personnel Salaries	2,154.00
4000-4999: Books And Supplies	272,740.20
5000-5999: Services And Other Operating Expenditures	60,200.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	General Fund	70,545.00
5000-5999: Services And Other Operating Expenditures	General Fund	13,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	45,000.00
4000-4999: Books And Supplies	Prop28	116,000.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	63,700.00
4000-4999: Books And Supplies	Title I Part A: Allocation	80,000.20
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	37,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,154.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	4,520.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	10,000.00
4000-4999: Books And Supplies	Title III	6,195.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	288,195.20
Goal 2	125,119.00
Goal 3	45,000.00

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jordan Lessem	Principal
Winnie Joe	Classroom Teacher
Josh Cumming	Classroom Teacher
Jamie Sanders	Classroom Teacher
Cecilia Porter	Other School Staff
Linda Liu	Parent or Community Member
David Seltman	Parent or Community Member
Phebe Thay	Parent or Community Member
Kayla Phan	Secondary Student
Kaitlyn Nguyen	Secondary Student

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**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 17, 2024.

Attested:



Principal, Jordan Lessem on 04/17/24



SSC Chairperson, Jamie Sanders on 04/17/24

## **Title I, Part A School-Level Parent and Family Engagement Policy**

### **Oak Intermediate 2024-25**

Oak Intermediate with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

Parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]). This is achieved through educational partners involvement within the School Site Council (SSC) and English Language Advisory Council (ELAC).

Parents/Guardians may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]) by attending SSC meetings or giving input at the annual needs assessment meeting.

TCUSD has a district-level parent and family engagement policy that applies to all parents and family members in all schools served by the district, and how the district may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]). To involve parents and family members in this process, Oak has representatives that attend the District's Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC).

If parents and family members find that the plan under ESSA Section 1112 is not satisfactory, parents may share these concerns at SSC, ELAC, DELAC, PAC, at the annual needs assessment meeting, or at a Board of Education meeting. If the suggestions are not made to the plan, the district shall submit the parent comments with the plan when the district submits the plan to the State (ESSA Section 1116[b][4]).

Oak holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]). This information may be shared at PTA, Coffee with the Principal, SSC, ELAC and through a virtual meeting. Through these engagement opportunities, the school offers a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]).

By participating in ELAC or SSC, parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and

improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3

Oak provides parents and family members a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards through Back to School Night presentations, the School Plan for Student Achievement (SPSA), and the parent handbook; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C

If an educational partner believes that the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, the parent/guardian may submit comments on the plan when the school makes the plan available to the Board of Education in July at the scheduled Board meeting (ESSA Section 1116[c][5

Oak's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before the first day of school through by posting it on the district website and notifying families through ParentSquare that they may review it digitally or request a copy from the school office.

## **Oak Avenue Intermediate School 2024-25 School • Parent - Student Compact**

The compact outlines ways Oak Avenue's staff, students and parents will work together to enhance student success. We are committed to working together, with each of us doing our best to promote the achievement of every student. Students perform better in school when they have the combined support from teachers, support staff, and parents. Please become partners in learning with us by reviewing this school compact with your child and refer to this agreement throughout the school year.

### **STUDENT PLEDGE**

**I understand that education is important. I am responsible for my own success. I pledge to:**

- Arrive on time; be in my seat ready to learn when school begins.
- Do my best on my school assignments, completing and returning all my work on time.
- Ask my instructors for help when I don't understand something.
- Show respect by following all school and classroom rules, including dress code.
- Limit unnecessary electronic activities (i.e. TV, Computers, Video Games, Cell Phones, iPods, Social Networks) and focus on reading books and studying.
- Get 8 to 10 hours of sleep each night.

### **PARENT/GUARDIAN PLEDGE**

**I understand that my participation in my child's education will support their achievement and attitude. I pledge to:**

- Help my child get to school every day, on time and follow Oak Avenue's dress code,
- Provide a quiet study time at home and encourage good study skills.
- Know how my child is progressing by reviewing my child's agenda or online grades, talking to the instructors when I have questions or concerns, and being involved in student conferences.
- Be aware of my child's media viewing/use including TV, computer, social networks and inappropriate use of the Internet.
- Check my child's daily homework assignments by accessing the Aeries Portal, Google Classroom or their assigned team's Homework Calendar to encourage and monitor the completion of all homework.
- Support the school's homework, discipline and attendance policies.

### **STAFF PLEDGE**

**We understand the importance of high standards and our position as positive role models. We pledge to:**

- Provide motivating and interesting learning experiences as we work towards excellence.
- Explain behavioral and academic expectations to students and parents.
- Provide a challenging and enriching Instructional program, which addresses the individual needs of students.
- Update grades and assignments in Ed line weekly, to inform students and parents of the student's progress.
- Provide a safe, positive, welcoming, and orderly learning environment.
- Support the partnership between parent, student, and staff through regular communication.

**PLEASE SIGN AND KEEP THIS PAPER IN YOUR STUDENT'S PLANNER.  
We promise to work together to fulfill this agreement**