



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oakview Community Elementary School	34-67447-6034771	June 11, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Oakview's ELAC, SSC, PTC and staff frequently reflected upon our data, progress and area of need/additional support.

School and Student Performance Data

Student Enrollment 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	%	0.7%	0.47%		3	2
African American	1.32%	0.47%	0.47%	5	2	2
Asian	1.85%	3.76%	2.82%	7	16	12
Filipino	%	0%	%		0	
Hispanic/Latino	25.59%	23.24%	23.53%	97	99	100
Pacific Islander	0.26%	0.23%	0.47%	1	1	2
White	64.64%	66.2%	65.88%	245	282	280
Multiple/No Response	6.33%	5.4%	6.35%	24	23	27
	Total Enrollment			379	426	425

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	92	103	60
Grade 1	67	78	72
Grade 2	60	67	79
Grade3	50	61	68
Grade 4	53	59	61
Grade 5	57	58	61
Total Enrollment	379	426	425

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	38	41	43	8.00%	10.0%	10.1%
Fluent English Proficient (FEP)	13	15	12	2.40%	3.4%	2.8%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

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
426	43.4	9.6	
Total Number of Students enrolled in Oakview Community Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	9.6
Foster Youth		
Homeless	2	0.5
Socioeconomically Disadvantaged	185	43.4
Students with Disabilities	65	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
American Indian	3	0.7
Asian	16	3.8
Hispanic	99	23.2
Two or More Races	23	5.4
Pacific Islander	1	0.2
White	282	66.2

School and Student Performance Data

Overall Performance





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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		

Conclusions based on this data:

1. Academic indicators in ELA and math resulted in blue performance levels.
2. Chronic Absenteeism continues to be a concern and area of need resulting in an orange performance level.
3. Suspension rates were reduced resulting in a green performance level.

School and Student Performance Data

Academic Performance English Language Arts

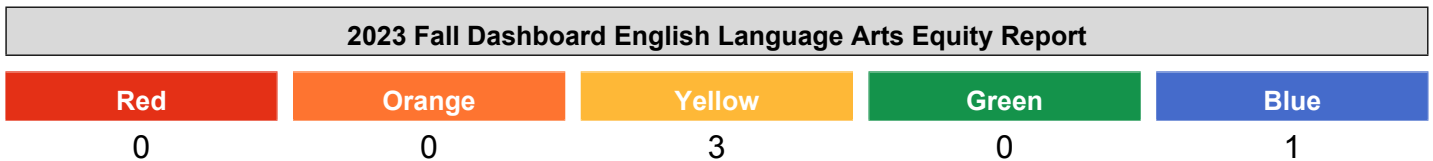
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This section provides number of student groups in each level.



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		
All Students Green 0.3 points below standard Increased Significantly +30.5 points 164 Students	English Learners 25.9 points below standard Increased Significantly +32.2 points 19 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Yellow 26.9 points below standard Increased Significantly +31.9 points 75 Students	Students with Disabilities Yellow 53.3 points below standard Increased Significantly +28.3 points 38 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.7 points below standard Increased Significantly +30 points 39 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	 Blue 11.2 points above standard Increased Significantly +31.3 points 106 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
67.1 points below standard 14 Students	Less than 11 Students 5 Students	2.4 points above standard Increased Significantly +29.6 points 142 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students increased significantly (+35.4 points) and were 31 points above standard, resulting in a blue performance level. This was a significant increase from the previous school year. Our lowest performing student groups were Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students. Socioeconomically Disadvantaged scored 26.9 points below standard which was a significant increase from the previous school year. Socioeconomically Disadvantaged students scored 53.3 points below standard which was a significant increase from the previous school year. Hispanic students scored 29.7 points below standard which was a significant increase from the previous school year.

Our entire TK-5 team is dedicated to the continuous improvement of every student. Our team fully implemented the 95% curriculum in every classroom as a Tier 1 intervention and also utilized the 95% curriculum as an intervention tool utilized by both our intervention teacher and academic intervention specialist. Our primary, TK-2 team, also utilized Heggerty materials in addition to the use of ESGI as a progress monitoring tool. Instructional assistant I's engaged in professional learning opportunities with our intervention teacher, academic intervention specialist and resource specialist. These opportunities increased IA's ability to provide strategic small group instruction. Based upon surveys and feedback, Leadership allocated collaboration time, in addition to monthly team meeting time, for collaboration time within and across grade levels to assist with the vertical alignment of instructional standards. Our shared .5 ELD teacher also provided additional support in 1-5 grade with identified ELD students,

Our team will continue our professional learning with the 95% curriculum and implementation as a Tier 1 intervention and also as an intervention tool with our intervention teacher and academic intervention specialist. Our TK-2 team will also utilize Heggerty materials in addition to the use of ESGI as a progress monitoring tool. IA's will continue to engage in professional learning opportunities to increase their knowledge and skill set of how to plan and facilitate strategic small group instruction in TK-5 grade. Our shared .5 ELD teacher will continue working with identified EL students utilizing the (new) EL Achieve Curriculum. Our entire TK-5 grade team agreed to engage and participate in a TK-2 and 3-5 "Shifting the Balance" book study. Leadership has been working with the PLI department and has set dates for continued work during the 2024-25 school year to increase our knowledge regarding the science of reading. Based upon surveys and feedback, Leadership will continue to allocate collaboration time, in addition to monthly team meeting time, for collaboration to ensure a successful implementation of our new knowledge and best instructional practice related to the "Shifting the Balance" book study. Next steps include, but are not limited to identifying common pre/post, formative and summative assessments.

School and Student Performance Data

Academic Performance Mathematics

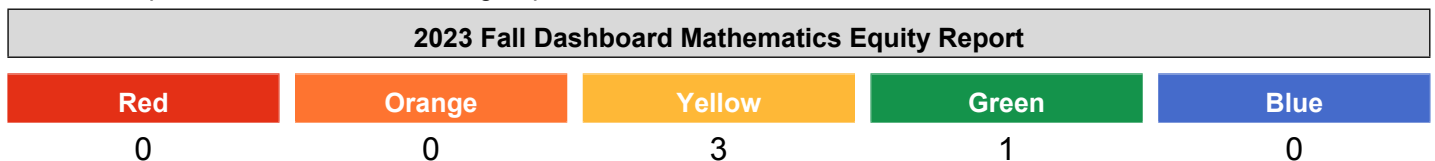
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<p>All Students</p> <p>Green</p> <p>14.8 points below standard</p> <p>Increased Significantly +15.5 points</p> <p>165 Students</p>	<p>English Learners</p> <p>22.8 points below standard</p> <p>Increased +3.4 points</p> <p>19 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>34 points below standard</p> <p>Increased Significantly +21 points</p> <p>76 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>54.6 points below standard</p> <p>Increased Significantly +18.5 points</p> <p>38 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38.4 points below standard Increased Significantly +21.3 points 39 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	 Green 4.6 points below standard Increased +13.2 points 106 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
48.4 points below standard 14 Students	Less than 11 Students 5 Students	15.4 points below standard Increased Significantly +16.5 points 143 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students increased significantly (+29.5 points) and were 15.4 points above standard, resulting in a blue performance level. This was a significant increase from the previous school year. Our lowest performing student groups were Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students. Socioeconomically Disadvantaged students scored 34 points below standard which was a significant increase from the previous school year. Students with Disabilities scored 54.6 points below standard which was a significant increase from the previous school year. Hispanic students scored 38.4 points below standard which was a significant increase from the previous school year.

Our TK-5 grade has continued our math professional development with independent contractor, Mike Fitchett, for the last 10 years. Grade level teams have the opportunity each month to reflect upon their current instructional practice, increase their learning and skill sets in identified areas of need and were allocated additional time for planning. Survey and feedback from staff reflect this as one of the most meaningful and powerful professional learning they engage in each year. Grade level teams have the opportunity to plan and observe model lessons and have access to individual coaching. Needed materials and supplies are provided to each grade level team as needed.

Our TK-5 grade team were 100% in favor of continuing our professional learning with Mike Fitchett. He was part of the team who drafted the new mathematical framework and will begin supporting our team in the three shifts. Our team's transition to the new framework will be positively impacted as of the result of the prior professional learning that has

taken place the last decade with our team. Our intervention teacher has been attending a significant amount of the professional learning sessions with Mr. Fitchett and is open to supporting TK-5 grade students in the area of mathematics next year (in addition to ELA). Materials and supplies will continue to be provided to each grade level team as needed after each learning session with Mr. Fitchett.

School and Student Performance Data

Academic Performance English Learner Progress

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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

English Learner Progress
0.654% making progress towards English language proficiency
Number of EL Students: 26 Students
Performance Level: No Performance Level

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
4	5	0	17

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

36.4% of EL students are making progress towards English language proficiency. 17 students progressed at least one level while 5 maintained and 4 decreased. The addition of a shared .5 ELD teacher was a positive and helpful addition to our school/program.

13.6% of students decreased one ELPI Level. We need to identify students in this subgroup and determine if any additional factors contributed to their lack of growth (i.e. attendance, etc.). Our shared .5 ELD teacher had limited resources/instructional tools to use with the identified 1-5 grade students she worked with. Identified EL students were chronically absent 25.5% this year which is a -17.3% (47 identified EL students). ELAC meetings were held with translated materials and interpreters, but overall attendance was low. Our shared .5 ELD teacher send invitations and communications for each meeting in the home language.

We need to identify common instructional strategies contributing to EL students' growth. Our shared .5 ELD teacher will be using the (new) EL Achieve curriculum. She will also have access to additional iPads to use to assist with instruction. We will work closely with each student's teacher and our attendance clerk to schedule Habitual Truancy Conferences (HTC) prior to a student's attendance meeting the criteria for being chronically absent. Leadership will provide additional time for general education teachers to collaborate with our shared .5 ELD teacher before school or during monthly team meetings (she is at Oakview in the AM).

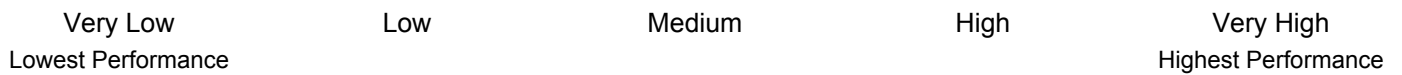
School and Student Performance Data

Academic Performance College/Career Report

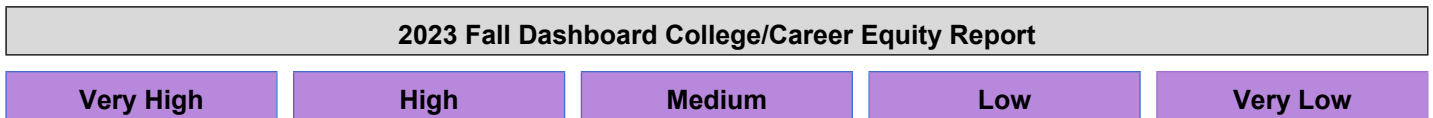
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This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

We are trying to expose all students to options an possible career paths at Oakview. Staff wear college shirts every Thursday to promote conversations regarding possible experiences after high school.

We will plan a career day for 5th grade students this spring to help expose students to various career paths that include college and vocational pathways.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

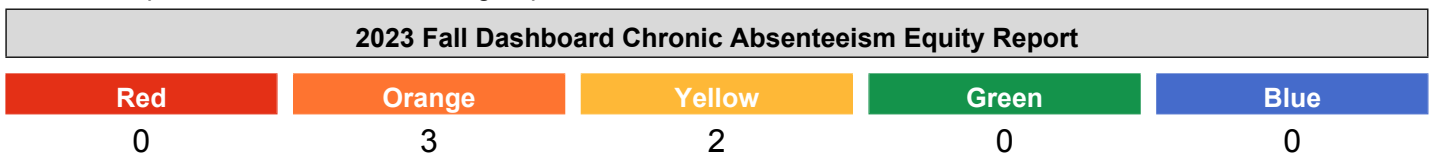
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>27.3% Chronically Absent</p> <p>Declined Significantly -17.1</p> <p>450 Students</p>	<p>English Learners</p> <p>Orange</p> <p>25.5% Chronically Absent</p> <p>Declined -17.3</p> <p>47 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>36.4% Chronically Absent</p> <p>Declined Significantly -15.9</p> <p>220 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>33% Chronically Absent</p> <p>Declined -15</p> <p>91 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 3 Students	18.8% Chronically Absent 0 16 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33.9% Chronically Absent Declined -13.2 109 Students	16.7% Chronically Absent Declined -37.5 24 Students	Less than 11 Students 1 Student	 Yellow 26.2% Chronically Absent Declined Significantly -14.9 294 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students increased +.06 to 9.3% resulting in an orange performance level. 27.3% of all students were chronically absent which was a significant decrease from the previous school year. Our lowest performing student groups were English learners, Students with Disabilities, and Hispanic students. 25.5% of English learners were chronically absent which was a decrease from the previous school year. 33% of our Students with Disabilities were chronically absent which was a decrease from the previous school year. 33.9% of our Hispanic students were chronically absent which was a decrease from the previous school year.

Our attendance clerk worked closely with our school community outreach worker. We attempted to attend parent/teacher conferences in the fall (November, 2023) and schedule habitual truancy conferences (HTC's) with minimum parent/guardian communication. We did utilize the SARB process when we had the opportunity to do so in spring, 2024. In most cases, students wanted to attend school. Other barriers related to family dynamics impacted the student's ability to attend on a regular basis.

We are including additional funds in order for our attendance clerk to have the flexibility to attend conferences/meetings with families outside of her 4-hour contracted day. The attendance clerk and principal will meet bi-monthly to review attendance data and will schedule a meeting once a month with our community outreach worker. Our shared .5 ELD teacher will also assist in supporting identified EL students and their families,

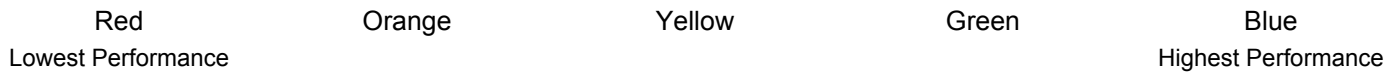
School and Student Performance Data

Academic Engagement Graduation Rate

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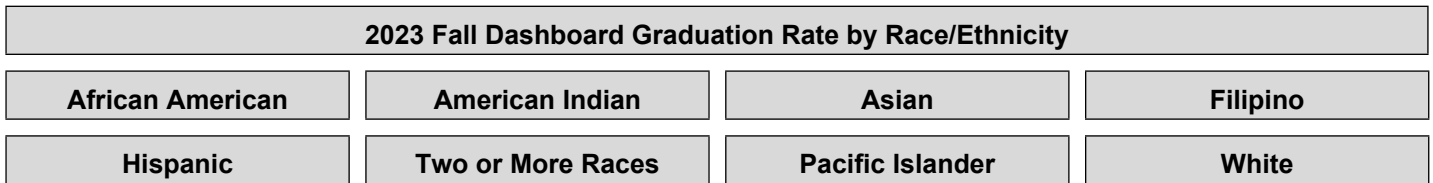
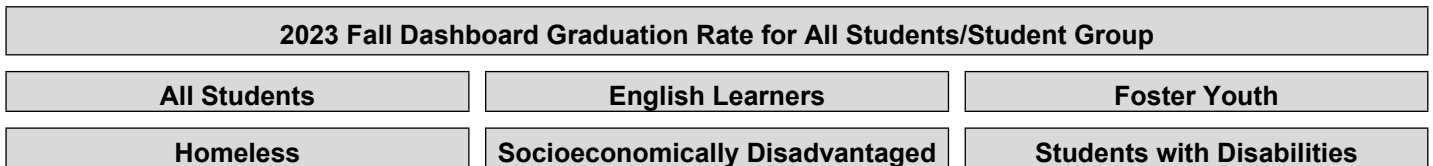
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Conditions & Climate Suspension Rate

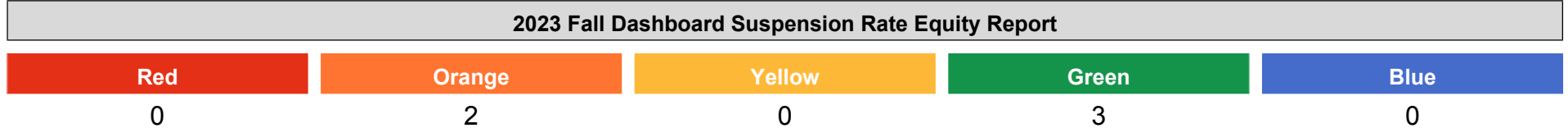
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This section provides number of student groups in each level.



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


All Students


 Green

1.5% suspended at least one day

Declined Significantly -1.1
459 Students


English Learners


 Orange

4.3% suspended at least one day

Increased 4.3
47 Students

Foster Youth



 No Performance Color

0 Students

Homeless

Less than 11 Students
8 Students


Socioeconomically Disadvantaged


 Green

2.2% suspended at least one day

Declined -0.5
224 Students




Students with Disabilities


 Green

2.2% suspended at least one day

Declined -0.4
91 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 3 Students	0% suspended at least one day 16 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.7% suspended at least one day Increased 0.9 110 Students	0% suspended at least one day Declined -8.3 24 Students	Less than 11 Students 2 Students	 Green 1.3% suspended at least one day Declined -0.6 301 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students declined significantly (-1.3) to 1.9% resulting in a green performance level. 1.5% of all students were suspended at least one day. Our lowest performing student groups were our English learners and Hispanic students. 4.3% of our English learners were suspended at least one day which was an increase from the previous school year. 2.7% of our Hispanic students were suspended at least one day which was an increase from the previous school year.

Site administrator participated in a "100 Day Challenge" with the support of her director and focused on students' ability to self-regulate. Oakview implemented a Behavior Support Team (BST) which included a primary (TK-2) and intermediate (3-5) teacher, both MTSS counselors and the site administrator. An additional recreation aide and campus safety monitor were also centrally funded. Our primary (TK-2) team and intermediate (3-5) team met each trimester to reflect upon the Tier 1, Tier 2 and Tier 3 supports we have in place. 4th & 5th grade teachers attended "Zones of Regulation" training and were provided related materials. Primary grade levels utilized "Happy Kids" curriculum. Based upon survey results, most grade level teams feel we need to identify a school-wide character education program. The lack of support and visibility of the assigned school psychologist had a negative impact on the site's ability to reflect, revise and complete behavior support plans and school-wide needs.

Our behavior support team will continue to enhance the created Google Classroom and related documents. SSC approved the purchase of "Character Strong." Leadership will allocate time for our team to collaborate to ensure a positive implementation. TK-1 will continue to have "Star of the Week" assemblies. 2-3 and 4-5 will continue to have monthly assemblies based upon the identified character trait. Student Council will continue to be one way to include student voice during their bi-monthly meetings. Our team will continue empathy gathering sessions with various stakeholder groups in an effort to continuously improve. Our shared .5 ELD teacher will also assist in supporting identified EL students and their families,

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

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 deleted.

ANALYSIS

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

Curriculum and grade level created formative assessments were on-going. Math formative assessments were developed with our independent contractor, Mike Fitchett. 95% Core Curriculum was utilized school-wide as a Tier 1 intervention. Our intervention and academic intervention specialist teachers utilized SIPPS and then the 95% Core Curriculum intervention kits during strategic small group instruction. Instructional assistant I's were also provided training in intervention materials to assist in supporting strategic small group instruction. Our new .5 shared ELD utilized various curricular components available to her. Data conversations took place with each grade level team in March, 2024. Text level data was utilized in Kindergarten for the 2nd and 3rd trimester. Oakview's 1-5 grade team opted to utilize iReady each trimester as a summative assessment. 3-5 utilized CAASPP for 3rd trimester. Leadership allocated time each trimester for grade level teams to reflect upon their data.

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

Chronic absenteeism made it incredibly challenging to work with many identified students who would have benefited from regular, on-going intervention and strategic small group support. A lack of resources for our ELD instruction was also a barrier at times for our new .5 shared ELD teacher. Oakview had a significant number of Tier 3 students whose behavior dramatically impacted classroom instruction. A large percentage of all students in TK-5 grade lacked the ability to self-regulate emotions and appropriately problem solve minor conflicts with peers, A lack of school psychologist support and availability also impacted our team's ability to discuss supports and assessment options during student study team meetings. Behavior support plans were not revised on a regular basis and new behavior support plans were not developed.

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

We established a Behavior Support Team (BST) and a Google Classroom filled with a significant amount of resources, BST members were available to schedule times to assist with Tier 2 and Tier 3 students as needed. Our attendance clerk worked closely with our school community outreach worker to schedule support meetings and habitual truancy conferences (HTC) with identified families of students who had been identified as chronically absent or were nearing the identification of being chronically absent. We referred two families to the SARB once that was an option in the spring. Our .5 shared ELD teacher will use "EL Achieve" curriculum and have access to additional technology and resources during the 2024-25 school year.

2023-24

Identified Need

In ELA, all students are performing 0.3 points below standard. Identified English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic students are all performing well below standard and also well below White peers - the only subgroup performing above standard. In math, all students are performing 14.8 points below standard. Identified English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic and White students are all performing below standard. Identified English Learners made positive growth (+2%).

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	0.3 points below standard	+3 scale score points
	English Learners	25.9 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	26.9 points below standard	

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p>Students with Disabilities 53.3 points below standard</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic 29.7 points below standard</p> <p>Two or More Races</p> <p>Pacific Islander</p> <p>White 11.2 points above standard</p>	
<p>Math State Assessment: Change in scale score</p>	<p>All Students 14.8 points below standard</p> <p>English Learners 22.8 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 34 points below standard</p> <p>Students with Disabilities 54.6 points below standard</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic 38.4 points below standard</p> <p>Two or More Races</p> <p>Pacific Islander</p> <p>White 4.6 points below standard</p>	<p>+3 scale score points</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.654%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	4.26%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Purchase 1 (10) pack of Apple iPads for use during small group instruction and intervention including but not limited to Lexia English	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4000	Fall 2024
1.2	Purchase books and materials in multiple languages for the school and classroom libraries to provide identified EL students with	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	August 2024

	access to reading materials in their primary language.				
1.3	Renew ESGI License for TK-1 grade teachers (assessment tool to assist with progress monitoring and communicating student growth with parent/guardians)	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1500	August 2024
1.4	Provide TK-1 grade teachers with necessary materials and licenses for the successful implementation of Heggerty.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	August 2024
1.5	Provide certificated staff	All Students X English Learners	LCFF Supplemental	12000	August 2024-May 2025

	<p>release time to engage in professional learning with grade level team members and math independent contractor Mike Fitchett.</p>	<p>X Low-Income Students X Foster Youth Lowest Performing</p>	<p>Site Allocation 1000-1999: Certificated Personnel Salaries</p>		
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

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 deleted.

ANALYSIS

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

Student office referrals (citations), number of students participating in CLUBS each Friday afternoon, attendance data, various surveys created by site leadership team, district annual survey empathy gathering/listening circles, feedback from Parent Teacher Club (PTC), ELAC, SSC and informal conversations/meetings with additional stakeholder groups. Principal continuously reflected upon data with the attendance clerk, the behavior support team, MTSS counselors and grade level team members.

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

Chronic absenteeism and students' lack of skills and the ability to self-regulate were barriers to our work and reaching our goals. Oakview's .5 shared MTSS was placed on leave in February 2023 and there was not consistent support until the start of the new school year. "Zones of Regulation" was being implemented and utilized school-wide. We had the opportunity to work with a new .5 shared MTSS counselor who was transitioning from secondary. A second .5 shared MTSS counselor joined our team in January,

2024 and was also transitioning from secondary. The SARB process was available to utilize in spring 2024. Weekly and monthly assemblies were held focusing on identified character traits which assisted with creating a positive climate and student engagement. 3-5 grade students had the opportunity to earn participation in CLUBS every Friday afternoons based upon behavioral goals and also to increase engagement.

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

Behavior support team was created and implemented this year. A Google Classroom was created with a significant amount of resources for team members to use. 4th & 5th grade team members attended "Zones of Regulation" training and were provided the necessary materials and resources. The two new .5 shared MTSS counselors also attended "Zones of Regulation" training. MTSS counselors started to work individually and in small groups with students. Attendance clerk attempted to schedule additional habitual truancy conferences (HTC) with families. Participation rates were extremely low for invited families. 2 families were referred to SARB in the spring. 3-5 grade students were surveyed to determine the CLUBS they wanted to have the option to participate. The opportunity to have input on CLUB options increased students' engagement and motivation to participate..

2023-24

Identified Need

The chronically absent rate for All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White were all over 25%. This is a HUGE concern and must be decreased, Overall attendance rate goal is 95% or higher. We need to identify ways to increase student engagement and identify the root cause of why a student is not attending. Attendance clerk, school community outreach worker and principal must identify new strategies to assist and support students families. We need to continue to identify enrichment opportunities for students as a tool to increase engagement. Student Council will continue as the primary source for student voice. We will identify additional opportunities for empathy gathering and increased voice from all stakeholder groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	27.3% Chronically Absent
	English Learners	25.5% Chronically Absent
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	36.4% Chronically Absent
		-0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Students with Disabilities 33% Chronically Absent African American American Indian Asian 18.8% Chronically Absent Filipino Hispanic 33.9% Chronically Absent Two or More Races 16.7% Chronically Absent Pacific Islander White 26.2% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.19%	94%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities	.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Implement Weekly TK-1 STAR & 2/3 and 4/5 Monthly WOW Assemblies	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> English Learners <input type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	Fall 2024
2.2	Support students' positive engagement and behaviors through positive recognition programs and support of CLUBS and activities.	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	2024-25 School Year

2.3	Outreach to families with students at risk for chronic absenteeism.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2500	2024-25 School Year
2.4	Attendance clerk, principal and school community outreach worker meet monthly to review students' attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			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 Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

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 deleted.

ANALYSIS

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

Student office referrals (citations), suspension data, number of students participating in 3-5 grade CLUBS every Friday afternoon, empathy gathering circles, student mentoring, surveys and input from staff/students/community.

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

Chronic absenteeism and students' lack of skills and the ability to self-regulate were barriers to our work and reaching our goals. Oakview's .5 shared MTSS counselor was placed on leave in February 2023 and there was not consistent support until the start of the new school year. (August, 2023). "Zones of Regulation" was being implemented and utilized school-wide prior to his/her leave. We had the opportunity to work with a new .5 shared MTSS counselor who was transitioning from secondary. A second .5 shared MTSS counselor joined our team in January, 2024 and was also transitioning from secondary. Weekly and monthly assemblies were held all year focusing on identified character traits which assisted with creating a positive climate and student engagement. 3-5

grade students were surveyed to determine the CLUBS they wanted to have the option to participate every Friday afternoon for 30 minutes based upon behavioral goals. The lack of support from a school psychologist made it difficult to revise behavior support plans, create new ones as needed and also work collaboratively to determine how best to support both special education and general education students.

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

A behavior support team (BST) was created and implemented this year. A Google Classroom was created with a significant amount of resources for team members to use with struggling student(s). 4th & 5th grade team members attended "Zones of Regulation" training and were provided the necessary materials and resources. The two new .5 shared MTSS counselors also attended "Zones of Regulation" training. MTSS counselors started to work individually and in small groups with students after winter break. The (2) .5 shared MTSS counselors did an introductory lesson in every TK-5 grade classroom.

2023-24

Identified Need

We want to create a welcoming school environment where all students and families feel valued and a partner in the educational process. Our suspension rate during the 1st trimester was extremely high in comparison to the 2nd and 3rd trimesters. We need to increase social skills instruction and strategies to support students in self-regulating behaviors and conflict resolution. We need to work with Student Council on how to increase students' feelings of being connected at Oakview Community. We need to continue to increase the strongly agree/agree responses in the area of "Sense of Belonging." We also need to increase the strongly agree/agree responses in the area of school safety. We need to identify how to help students feel safe at school through empathy gathering, surveys and work with our MTSS counselors. Oakview needs a school psychologist who can support our site needs and be part of Student Study Team (SST) and Behavior Support Team (BST) meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	-0.3%
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	African American American Indian Asian 0% suspended at least one day Filipino Hispanic 2.7% suspended at least one day Two or More Races 0% suspended at least one day Pacific Islander White 1.3% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	69.4%	72%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	70.4%	72%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
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3.1	School Site Council (SSC) will be held a minimum of 4 times a. year to review school-wide data and address actions to support student learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25 School Year
3.2	English Learner Advisory Council (ELAC) will be held a minimum of 4 times a year to review EL data and provide input to SSC as to which actions specifically support identified English Learners,	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2024-25 School Year
3.3	Purchase and implement "Character Counts" program/curriculum to increase students' ability to self-regulate and increase conflict management skills.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	3000	August 2024

3.4	Support students' positive engagement and behaviors through positive recognition programs and support of CLUBS and activities.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 25 School year
3.5	Provide additional supervision during recess and lunch time (rec aide)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	4420	2024 - 25 School year

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development instruction to emerging bilinguals.	August 2024 - June 2025	0.5 FTE ELD teacher	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide supplemental support to targeted	August 2024 - June	MTSS Counselor			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
students around Social emotional and executive functioning skills	2025				

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,920.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$33,920.00

Subtotal of state or local funds included for this school: \$33,920.00

Total of federal, state, and/or local funds for this school: \$33,920.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	33,920	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	33,920.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,000.00
2000-2999: Classified Personnel Salaries	6,920.00
4000-4999: Books And Supplies	9,500.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	12,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6,920.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	9,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,500.00
Goal 2	7,000.00
Goal 3	7,420.00

School Site Council Membership

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

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

Name of Members	Role
Emma DeSarno	Parent or Community Member
Jon Harms	Parent or Community Member
Michele Horner	Classroom Teacher
Stephanie Jacobs	Parent or Community Member
Noel Lessard	Classroom Teacher
Chelsea McCowen	Classroom Teacher
Megan Pappas	Parent or Community Member
Janatha Shaw	Other School Staff
Shana Walters	Principal
Brittney Yonan	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on June 11, 2024.

Attested:

Shana Walters	Principal, Shana Walters on June 11, 2024
Chelsea McCowen	SSC Chairperson, Chelsea McCowen on June 11, 2024

Budget By Expenditures

Oakview Community Elementary School

Funding Source: LCFF Supplemental Site Allocation **\$33,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase 1 (10) pack of Apple iPads for use during small group instruction and intervention including but not limited to Lexia English	4000-4999: Books And Supplies	\$4,000.00	Connected School Communities	
Purchase books and materials in multiple languages for the school and classroom libraries to provide identified EL students with access to reading materials in their primary language.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Renew ESGI License for TK-1 grade teachers (assessment tool to assist with progress monitoring and communicating student growth with parent/guardians),	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Connected School Communities	
Provide TK-1 grade teachers with necessary materials and licenses for the successful implementation of Heggerty.	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Connected School Communities	
Provide certificated staff release time to engage in professional learning with grade level team members and math independent contractor Mike Fitchett.	1000-1999: Certificated Personnel Salaries	\$12,000.00	Connected School Communities	
Implement Weekly TK-1 STAR & 2/3 and 4/5 Monthly WOW Assemblies	4000-4999: Books And Supplies	\$2,500.00	Healthy Environments for Social-Emotional Growth	Students, classes and grade levels will be acknowledged and celebrated for academic growth, positive citizenship and participating in school-wide activities and events to promote inclusiveness.
Support students' positive engagement and behaviors through positive recognition programs and support of CLUBS and activities.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth	Students, classes and grade levels will be acknowledged and celebrated for academic growth, positive citizenship and participating in school-wide activities and events to promote inclusiveness.
Outreach to families with students at risk for chronic absenteeism.	2000-2999: Classified Personnel Salaries	\$2,500.00	Healthy Environments for Social-Emotional Growth	Students, classes and grade levels will be acknowledged and celebrated for academic growth, positive citizenship and participating in school-wide activities and events to promote inclusiveness.

Oakview Community Elementary School

Purchase and implement "Character Counts" program/curriculum to increase students' ability to self-regulate and increase conflict management skills.	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	Connected School Communities	Year 4 of school-wide focus on writing. Year 1 of full implementation of Writing by Design. TK-5 continue guided reading with the goal of independence. Teacher's College used for Running Records (text levels). Focus on informational text and use of text evidence to support opinions (verbally and in writing).
Provide additional supervision during recess and lunch time (rec aide)	2000-2999: Classified Personnel Salaries	\$4,420.00	Connected School Communities	Year 4 of school-wide focus on writing. Year 1 of full implementation of Writing by Design. TK-5 continue guided reading with the goal of independence. Teacher's College used for Running Records (text levels). Focus on informational text and use of text evidence to support opinions (verbally and in writing).
5th grade students will be invited to participate in a career day. Business partners, community members and parents will be invited to participate as panel members & participants.		\$500.00	Clear Pathways to Bright Futures	
LCFF Supplemental Site Allocation Total Expenditures:		\$34,420.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		
Oakview Community Elementary School Total Expenditures:		\$34,420.00		