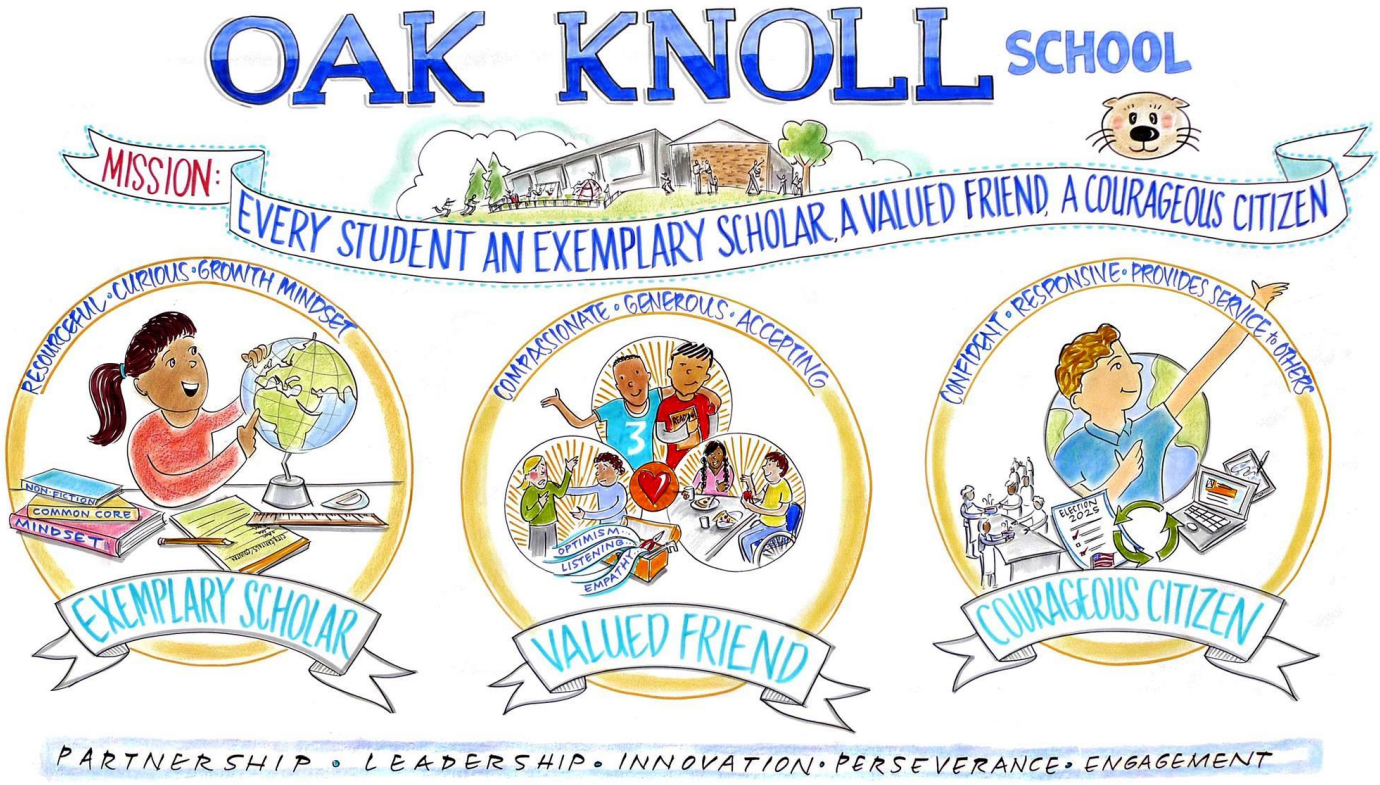
School Year: **2022-23**



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
Oak Knoll Elementary	41689656044176	September 21, 22	October 27, 2022

Purpose and Description

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

Schoolwide Program

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

The Oak Knoll School Site Plan addresses the whole child. The MPCSD LCAP is the backbone of our site plan and our Oak Knoll site goals are written under each area of the LCAP. At Oak Knoll, we have a wrap-around multi-tiered system of support in place to ensure all students are making progress towards their goals and feeling connected to school. We track the data and ongoing progress of all students in reading, writing, math, and wellness. Using assessment and observation data, helps teachers, interventionists, specialists and school administrators keep tabs on each and every student's progress, strengths and needs. At Oak Knoll, academic and social-emotional support comes in many forms depending on the individual needs of the student. We work hard and collaboratively to ensure that ALL students are making necessary progress and feel connected to the school and their classmates. There are intentional, built-in safety nets to ensure that all student needs are identified and being addressed. School administrators are very involved and in-touch with this work through monitoring data, teacher meetings, and ongoing student and classroom observations. Teachers are the "hub of the wheel" of support and are incredible when it comes to knowing their students. When a student is in need of extra support his/her classroom teacher provides targeted instruction. We have a robust intervention team of professionals who support teachers, parents, and students. If the classroom teacher and the student data identifies that a student needs more support or a different approach, our intervention team is activated and an intervention plan is put into place. We work closely with parents and see them as partners in this work.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

At Oak Knoll we survey our community yearly. Our site survey is given to parents and the data helps us plan, revise, and reinforce programs at Oak Knoll. During the 2016-17 school year MPCSD worked together with Panorama to design a district-wide survey. The Feedback Analytics Team worked on the survey design with the input of the school site councils and staff. The MPCSD Panorama survey was given to staff, parents, and 3rd-5th grade students and measured a variety of scales (groups of questions designed to measure a specific topic: mindset, school climate, etc.). Survey's were open during January and schools received and reviewed the data during Feedback February. The Oak Knoll teachers engaged in a staff meeting and in one-on-one meetings with admin to share data reflections and goals related to the survey outcomes. For the 2022-2023 school year we will again use Panorama for our student, staff, and community survey and work to customize the survey more. For a full summary of the 2021-2022 survey please visit our webpage @ oakknoll.mpcsd.org.

For the purposes of this needs assessment, here are the overall outcomes, highlights and trends from the 2021-22 Oak Knoll Survey:

Highlights:

Students responded 75% favorably on the scale measuring Classroom Engagement.

Students responded 71% favorably on the scale measuring Classroom Rigorous Expectations. 81% percent responded favorably to a question asking about how often a teacher will encourage them to keep trying when they feel like giving up, however only 60% responded favorably to a question asking about how often a teacher asks them to think deeply. This is an area we can focus on this year as we are further and further from the pandemic and hybrid learning which focused on priority standards.

Students responded76% favorably on the scale measuring Pedagogical Effectiveness. This scale measured the perceptions of the teaching and the amount of learning taking place in a teacher's class.

Students responded 76% favorably on the scale measuring Classroom sense of belonging. This was down 9% from hybrid learning and the smaller cohort size.

Parents responded 91% favorably on the scale measuring School Climate and increased Family Engagement score by 6% to 53%.

The Oak Knoll net promoter score is 95%.

Themes that emerged in comments beyond the overwhelming amount of support and kindness shared about Oak Knoll's teachers, staff, administrators, and programs:

Community- Parents provided positive feedback to our Community Coffee program which began last year and is continuing this year, additionally they wanted more opportunities to volunteer in classrooms which we can offer this year.

Connections - Our data indicated that during the pandemic our specialists and support staff were not as connected to families. In our Site Council meeting we struggled to try and parse out what components of this came from the entire year versus what were pandemic related as students took the survey during the height or Omicron and we had to return to significant social distancing which hit our specialist classes the hardest.

Communications - We received a tremendous amount of positive feedback about our communications during COVID, the streamlining into Parent Square.

Academic- Parents reported being worried about how prepared their elementary schooler would be after the pandemic and hybrid learning. Parents reported wanting more differentiation in math in the upper grades.

Diversity- Parents asked for more diversity and cultural awareness. We received positive feedback about our antiracists community read.

At Oak Knoll, we believe that feedback is key in helping us analyze the current situation, reflect, and improve our school for our students and families. Oak Knoll is truly a school built on collaboration between administration, teachers, and parents.

Classroom Observations

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

The principal attended Breakthrough Coaching in the 2020-21 year. Since that professional development, she has scheduled one to two out of office days for both site administrators to allow them to observe classrooms and provide support to classroom teachers with greater frequency.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

SBAC and local benchmarks are used to progress monitor. SRI, F&P assessments are used. Piloting Mini-MIRA assessment in math grades 3-5 in partnership with Callahan.

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

Formative data is used by teachers and teacher teams. Additionally local benchmarks, district adopted assessments and SBAC scores are used during CASO days (3 full release days per year).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Met

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

Professional Development in RULER program from Yale, SVMI math tasks, additional Twig training provided. Kindergarten state conference for K teachers.

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

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

Instructional Coach focused on social emotional goals and academic goals for students.

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

Teacher's collaborate on restructured Thursdays

Teaching and Learning

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

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

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

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

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

Opportunity and Equal Educational Access

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

Evidence-based educational practices to raise student achievement

Parental Engagement

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

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

Funding

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

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Oak Knoll's Site Council meets six to review, plan and analyze school data, school goals and school improvements. An equal number of teachers and parents serve on the site council. One parent is the lead/president of site council and co-facilitates the meetings and scope and sequence of the year, along with the school principal. Meeting dates are posted in the school calendar, and agendas are posted at the school. Meetings are open to all parents and staff members.

Resource Inequities

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

All students have access to grade level curriculum and technology. Students who require extra support based on their academic and social emotional needs receive support from their classroom

teacher, instructional aides, interventionists, and the school counselor. Currently there are no inequities identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0.16%	0.3%	0.51%	1	2	3
Asian	12.4%	12.9%	13.01%	77	76	76
Filipino	0.16%	0.3%	0.86%	1	2	5
Hispanic/Latino	8.86%	8.7%	9.25%	55	51	54
Pacific Islander	0.48%	0.5%	0.17%	3	3	1
White	66.02%	64.9%	64.04%	410	382	374
Multiple/No Response	11.27%	11.5%	11.30%	70	68	66
			Total Enrollment	621	589	584

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	84	92	86
Grade 1	108	88	96
Grade 2	103	107	87
Grade3	120	99	108
Grade 4	96	112	101
Grade 5	110	91	106
Total Enrollment	621	589	584

Conclusions based on this data:

1. Our enrollment has decreased over the years, as planned.
2. Oak Knoll has students coming from many parts of the world, however our diversity by student group is limited.
3. almost 9% of our population is Hispanic and almost 13% of our population is Asian.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	29	29	17	4.7%	4.90%	2.9%
Fluent English Proficient (FEP)	50	45	64	8.1%	7.60%	11.0%
Reclassified Fluent English Proficient (RFEP)	19	1	26	35.8%	0.20%	24.29

Conclusions based on this data:

1. Oak Knoll has a diverse EL population with students speaking languages that span the globe
2. Students who have been reclassified have previously out performed their peers on the ELA portion of the SBAC which supports our process for reclassifying students.
3. Fewer students were reclassified last year due to the pandemic

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	98	102	109	97	0	109	97	0	109	99	0.0	100
Grade 4	110	110	101	109	0	110	109	0	110	99.1	0.0	100
Grade 5	121	91	112	117	0	110	117	0	110	96.7	0.0	98.2
All Grades	329	303	322	323	0	329	323	0	329	98.2	0.0	99.4

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2483.	NA	2502.	55.67	NA	57.8	20.62	NA	21.1	14.43	NA	14.7	9.28	NA	6.4
Grade 4	2548.	NA	2548.	66.06	NA	50	17.43	NA	26.5	11.93	NA	14.3	4.59	NA	9.2
Grade 5	2587.	NA	2596.	55.56	NA	58.2	35.04	NA	20	6.84	NA	15.5	2.56	NA	6.4
All Grades	N/A	N/A	N/A	59.13	NA	55.33	24.77	NA	22.53	10.84	NA	14.83	5.26	NA	7.3

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46.39	NA	50.46	40.21	NA	46.79	13.40	NA	2.75
Grade 4	62.39	NA	46.94	29.36	NA	48.98	8.26	NA	4.08
Grade 5	60.68	NA	43.64	36.75	NA	50.91	2.56	NA	5.45
All Grades	56.97	NA	47	35.29	NA	48.9	7.74	NA	4.10

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.93	NA	41.28	60.82	NA	50.46	8.25	NA	8.26
Grade 4	51.38	NA	34.69	40.37	NA	57.14	8.26	NA	8.16
Grade 5	54.70	NA	52.73	41.03	NA	44.55	4.27	NA	2.73
All Grades	46.44	NA	43.22	46.75	NA	50.47	6.81	NA	6.31

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	45.36	NA	24.77	44.33	NA	69.72	10.31	NA	5.50
Grade 4	41.28	NA	17.35	55.96	NA	77.55	2.75	NA	5.10
Grade 5	38.46	NA	39.09	59.83	NA	56.36	1.71	NA	4.55
All Grades	41.49	NA	27.44	53.87	NA	67.51	4.64	NA	5.05

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	47.42	NA	37.61	44.33	NA	57.80	8.25	NA	4.59
Grade 4	46.79	NA	20.41	49.54	NA	74.49	3.67	NA	5.10
Grade 5	51.28	NA	44.55	44.44	NA	50.91	4.27	NA	4.55
All Grades	48.61	NA	34.70	46.13	NA	60.57	5.26	NA	4.73

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Oak Knoll continues to hold strong overall in ELA, with room for continued improvement.
2. 91% of 5th grade students performed at or above standard in ELA. 4th grade held strong. 3rd grade took a dip at 76% at or above standard.
3. 59% of 3rd-5th students performed in the Standards Exceeding range.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	98	102	109	98	0	109	98	0	109	100	0.0	100
Grade 4	110	110	101	110	0	110	110	0	110	100	0.0	100
Grade 5	121	91	112	121	0	110	121	0	110	100	0.0	98.2
All Grades	329	303	322	329	0	329	329	0	329	100	0.0	99

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2509.	NA	2501.	59.18	NA	55	26.53	NA	29.4	7.14	NA	11	7.14	NA	4.6
Grade 4	2565.	NA	2541.	60.00	NA	43.9	25.45	NA	34.7	10.91	NA	16.3	3.64	NA	5.1
Grade 5	2602.	NA	2595.	64.46	NA	64.8	19.01	NA	13	13.22	NA	15.7	3.31	NA	6.5
All Grades	N/A	N/A	N/A	61.40	NA	54.56	23.40	NA	25.7	10.64	NA	14.3	4.56	NA	5.4

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	68.37	NA	51.38	24.49	NA	44.95	7.14	NA	3.67
Grade 4	73.64	NA	54.08	19.09	NA	38.78	7.27	NA	7.14
Grade 5	71.90	NA	62.96	22.31	NA	26.86	5.79	NA	10.19
All Grades	71.43	NA	56.19	21.88	NA	36.83	6.69	NA	6.98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	66.33	NA	64.22	24.49	NA	29.36	9.18	NA	6.42
Grade 4	66.36	NA	43.88	28.18	NA	50.00	5.45	NA	6.12
Grade 5	57.85	NA	57.41	38.02	NA	36.11	4.13	NA	6.48
All Grades	63.22	NA	55.56	30.70	NA	6.48	6.08	NA	6.35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	62.24	NA	49.54	34.69	NA	46.79	3.06	NA	3.67
Grade 4	64.55	NA	48.98	28.18	NA	45.92	7.27	NA	5.10
Grade 5	56.20	NA	57.41	38.02	NA	39.81	5.79	NA	2.78
All Grades	60.79	NA	52.06	33.74	NA	44.13	5.47	NA	3.81

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall increase of 3%, with over 60% of students performing in the above standards range.
2. Performance is similar across claim level data. This supports solid implementation of math standards and a need to focus on the student level data.
3. Cohort data supports looking at the transition between 3rd and 4th grade math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	*	*	*	*	*	7	4
Grade 1	*	*	*	*	*	*	4	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
All Grades							22	17

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	52.94	36.36	29.41	4.55	17.65	9.09	0	22	17

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	77.27	52.94	9.09	29.41	4.55	17.65	9.09	0	22	17

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	41.18	36.36	35.29	18.18	23.53	13.64	0	22	17

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	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	81.82	70.59	13.64	29.41	4.55	0	22	17

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	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	50.00	52.94	40.91	35.29	9.09	11.76	22	17

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	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	18.18	41.18	68.18	52.94	13.64	5.88	22	17

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	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	36.36	64.71	50.00	35.29	13.64	0	22	17

Conclusions based on this data:

1. 38% of students are performing at a level 3, with 44% at a 4. This is encouraging and means students are close to reclassifying.
2. Progress on the different tasks seems normal, with listening and speaking being the strength followed by writing and reading.
3. Goal setting with students and being transparent about their progress on this measure will help them understand the expectations. Asterisk indicates less than 10 students, data not available due to small sample size.

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

Equity+Bias Goal

LEA/LCAP Goal

Broad Goal: Over a three-year period of time, MPCSD staff will implement plans to increase knowledge and understanding of the experiences of a diverse student body and provide support for teachers, staff, and students to understand how their own unconscious biases lead to behaviors, habits, values, and practices that allow inequities to exist. As a result, staff will develop a culturally responsive learning environment in order for all students to learn at a high level and stay engaged as measured by a staff self-reflective Panorama survey.

*- SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Goal 1

1.1 Increase staff collaboration and build on our open-door policy. Focus our time with teachers on looking for Meaningful Work and student engagement
1.2 Continue to increase staff knowledge and understanding of the experiences of a diverse student body and support teachers, staff, and students to understand how their own unconscious bias leads to behaviors, habits, values, and practices that allow inequities to exist
1.3 Ensure Oak Knoll Representative on MPCSD Equity Team and time at Staff meetings for equity work
1.4 Increase the number of diverse storylines and heroes in our classroom libraries based on student interest and identity in each classroom
1.5 Re-launch Learner Profile
1.6 Increase percent of underrepresented students reportedly feeling "engaged" or "very engaged" in their learning on the annual Panorama survey.
1.7 Examine systems and reflexive practices on student behavior with an equity lens

Identified Need

Oak Knoll continues to be strong in the area of curriculum and instruction, and we are focusing more on this work in 2022-2023. Our mission, to help all of our students become exemplary scholars, valued friends, and courageous citizens is embraced by all of our teachers and is the backbone of how we plan our curriculum. We have three dedicated rounds of PACT (Peer-Admin-Coach-Teacher), and incorporate it into our weekly schedule so that all teachers will benefit from regular opportunities to be both givers and receivers of ongoing feedback. We are increasing teacher-team release time for dedicated planning around math differentiation. We are increasing opportunities for teachers to add more diverse books and books with higher levels of student interest to their classroom libraries.

This year to continue our work with the social justice standards from Learning for Justice (formerly Teaching Tolerance) we have a 5 book Community Read with Author visits we are calling Writing Is An Act of Courage. We are bringing in 4 local authors of our books, and have chosen two male and 2 female authors, 3 of whom are BIPOC. Our new teachers will also receive training on community circles and restorative circles from our instructional coach, which will strengthen our classroom learning communities.

We believe that our work around equity, peer coaching and observation, and grade-level team collaboration will accelerate student growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student performance on local measures	See data report for 2021-2022	Increase % at or above on all local measures
Increase number of diverse heroes/storylines in classrooms	Each classroom will add at least 5 titles in addition to the 5 community read titles to their classroom library and the library will add at least 30 books with diverse heroes and storylines	Increase on Panorama survey results for connection to school, increased diversity on classroom libraries
3 completed rounds of PACT	All class room teachers will participate in at least 3 round of PACT, specialists and interventionists will participate in at least 1 round of PACT	More teachers reporting higher levels of competence and comfort on Panorama
Percentage of Oak Knoll staff participation in the annual Panorama focusing on Equity and Bias.	2021-22 64%% of Oak Knoll staff participation in the annual Panorama focusing on Equity and Bias.	2022-23 67%% of Oak Knoll staff participation in the annual Panorama focusing on Equity and Bias.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Plan and engage in 3 intense rounds of PACT (Peer-Admin-Coach-Teacher) with classroom teachers focusing on promoters of learning and equity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Site Formula Funds

	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Out of Office days for Admin (2 days a week for Principal 1 day a week for Assistant Principal)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Site Formula Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher- Admin Data meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Release Time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Writing as an Act of Courage read alouds aligned with Social Justice Standards and author visits talking about vulnerability in writing.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Site Formula Funds 4000-4999: Books And Supplies Books and Author visits

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development and staff meetings dedicated to asset based student centered conferences, and on the social justice standards

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Site Formula Funds None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Training with Conscious Teaching with Grace Dearborn, Conscious Classroom Management

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Learner Profile launch - new posters, new student friendly language to support student understanding of the characteristics and actions they can take and adopt to grow as successful learners, friends, and citizens

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Site Formula Funds 4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Mission post cards - post cards with each component of the mission that teachers can send home to increase school-home connections

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Trimester 2 conferences instead of report card comments for families of underrepresented students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Site Formula Funds

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students in grades K-3

Strategy/Activity

SED team alignment and vision work

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Site Formula Funds 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2022-23 SPSA goals are directly aligned to the Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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

2022-23 SPSA goals are directly aligned to the Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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.

2022-23 SPSA goals are directly aligned to the Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement Goal

LEA/LCAP Goal

Over a three-year period of time, MPCSD staff will focus greater attention on the individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, mathematics, with the desired effect of increasing the percentage of students performing at or above grade level by nine (9) percentage points in each cohort and each subgroup* of the cohort over the three-year period of time as measured by the Smarter Balanced Assessment. (An average of 3% growth each year, over three years.) Additionally, the overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.

* - SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI) and gender identity status

Goal 2

2.1 Establish practices to ensure equitable access (including priority access, as appropriate) to academic supports such as tier 1 core programs, tier 2 supports, extended learning opportunities, and/or counseling for youth in foster care and homeless housing status.
2.2 Increase interventions in math targetting students who need remediation
2.3 Writing as an act of courage program/Community Reads and Author Visits. Bring in 4 local authors, two of each gender, from diverse backgrounds, three representing underrepresented populations to share about the writing process and how the act of writing is a courageous act. Tie this work to the Courageous Citizens portion of our Mission, and continue to support and provide feedback to our young writers to help them grow.
2.4 Reestablish pre-pandemic math practices that provide hands-on, differentiated support and extensions, supporting students to show accelerated growth in mathematics. These practices include but are not limited to: counting collections, choral counting, math talks, target number, Problem of the Month, MARS tasks, Dreambox & Reflex math, use of rubrics for mathematical problem solving, progressive assessments, and more
2.5 Provide supplemental curriculum resources in ELA, Math, and science
2.6 Kinder Strong Start
2.7 Tutoring during Spanish for grades K-1 and 4-5
2.8 Math aides focus on grades 2-3
2.9 Professional Development opportunities and training on MPCSD MTSS Framework and General Education interventions and supports
2.10 Individualized assessment time for kinder and first-grade teachers to increase the efficacy of differentiated and targetted instruction
2.11 Admin, ELL, Literacy specialist collaboration to monitor student progress and align best practices on student supports
2.12 Using research-based methods create a site based Spelling and Word Work articulation team to provide necessary alignment supporting asset-based age-appropriate student growth plans K-5
2.13 Increase student engagement in mathematics: pilot mini-mira assessment through Math Annex - asset-based assessment for students in grades 3-5

Identified Need

These identified needs paired with those in goal area 1, 3, and 4 will all contribute to the goals listed in this section. It is clear to us, and reflected in our data across the past four years, that WHAT we choose to spend our time, energy and resources on impacts our outcomes. One of our biggest accomplishments this past year was bringing the number of LTELS to zero (goal area 3).
Our identified needs for 2022-23 are to keep many of our strategies and actions in place and to reestablish practices from before the pandemic. We will increase the amount of time we spend talking about all students, monitoring benchmark data along the way, and continuing to improve our instructional practices through increased collaboration time, professional development, and feedback. We continue to question ourselves and continually reflect on our practice. We are increasing our focus on teacher collaboration.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 F&P: Number of underrepresented students from the following groups meeting or exceeding standards will increase by 2-3% • Hispanic/Latino, African American, Pacific Islander • Socio-economically Disadvantaged • Non-native English speaker • Students with Disabilities • Foster Youth	2022 K-2 F&P Actuals: HI, AA, PI: baseline 95% Socio-economically Disadvantaged: 100% English Learners & RFEP: 93% SWD: 93%	2023 K-2 F&P Actuals: HI, AA, PI: 98% Socio-economically Disadvantaged:100% English Learners & RFEP: 96% SWD: 96%
K-2 Writing Rubric: Number of underrepresented students from the following groups meeting or exceeding standards will increase by 2-3% • Hispanic/Latino, African American, Pacific Islander • Socio-economically Disadvantaged • Non-native English speaker, • Students with Disabilities, • Foster Youth	2021 Writing Data is incomplete due to the fact that MPCSD did not formally collect the data to focus on Staff wellness. 2022-23 local data will be collected as baseline moving forward.	2021 Writing Data is incomplete due to the fact that MPCSD did not formally collect the data to focus on Staff wellness. 2022-23 local data will be collected as baseline moving forward.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3-5 SBAC ELA: Number of underrepresented students from the following groups meeting or exceeding standards will increase by 5% • Hispanic/Latino, African American, Pacific Islander • Socio-economically Disadvantaged • Non-native English speaker (EL + RFEP) • Students with Disabilities • Foster Youth	2022 SBAC ELA Baseline: HI, AA, PI: 66% Socio-economically Disadvantaged:50% English Learners & RFEP: 71% SWD: 24%	2023 SBAC ELA: HI, AA, PI: 71% Socio-economically Disadvantaged: 55% English Learners & RFEP: 76% SWD: 29%
3-5 SBAC Math: Number of underrepresented students from the following groups meeting or exceeding standards will increase by 5% • Hispanic/Latino, African American, Pacific Islander • Socio-economically Disadvantaged • Non-native English speaker, • Students with Disabilities • Foster Youth	3-5 SBAC Math 2022 Baseline HI, AA, PI: 63% Socio-economically Disadvantaged: 42% English Learners & RFEP:67% SWD: 43%	3-5 SBAC Math 2023 HI, AA, PI: 66% Socio-economically Disadvantaged: 45% English Learners & RFEP:70% SWD: 46%
Overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.	3-5 SBAC ELA 2022 Baseline All students: 56% 3-5 SBAC Math 2019 Baseline All students: 55%	3-5 SBAC ELA 2023 Baseline All students: 58% 3-5 SBAC Math 2019 Baseline All students: 57%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PACT time and Collaboratively Planned Inservice days supporting math differentiation

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded embedded cost - innovative solution for sustainability

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are performing below benchmark for two consecutive benchmarks, or scored below 3 on Math SBAC

Strategy/Activity

ADAM and Bridges program to identify the different skills and core competencies that students currently possess and determine which areas in math a student still needs to master. Use Bridges math program to supplement and remediate as additional math that is from prior grade level standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries 0.5 Intervention staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified through our MTSS process in grades 3-5 as needing support

Strategy/Activity

Offer grade level support from a 0.4 FTE math support teacher working to target grades 3-5 to ensure students who might be in danger of incomplete learning of the current year's materials are supported in their learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Create a 5 book series called Writing is an Act of Courage aligned to social justice standards. Bring in 4 of the local authors from the 5 books to discuss the challenges of being of an authors and offer students direct support on how to be courageous authors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Cost is in goal area 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students in grades 3-5

Strategy/Activity

Author visit - Stuart Gibbs. Stuart Gibbs is the author of numerous best sellers for children and also an environmental activist. He will speak on how to use writing to be a courageous citizen.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1677.00	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures

	Speaker

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use PACT time and Collaborative Planned Inservice days for grade level examination of differentiation in math

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Site Formula Funds None Specified Professional Development - embedded and sustainable cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Mystery Science curriculum provided to supplement Twig science

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3200	Site Formula Funds 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in classes whose teachers are actively using

Strategy/Activity

Freckle to supplement Teachers College Reading and Writing program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2400	Parent-Teacher Association (PTA) None Specified PTO

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Brain pop supplemental curriculum for K-5 Spanish, ELA, Science, Social Studies, and Math

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Site Formula Funds 5000-5999: Services And Other Operating Expenditures subscriptions

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reflex Math Program grades 3-5, Dreambox Math program K-2

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Targeted classrooms in K-4

Strategy/Activity

Bring all enrolled Kinders onto campus for a pre-screen to support creating balanced classes of kinders and to identify students who need supports in advance of the first day of school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Students identified as struggling in math

Strategy/Activity

Teachers tutor small group during in person Spanish in grades K-1 and 4-5

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Site Formula Funds 1000-1999: Certificated Personnel Salaries Embedded in schedule

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Math aides receive additional training and support a schedule for greater push in support for grades 2-3

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff professional development on MTSS and roles and responsibilities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Site Formula Funds None Specified Collaboration Days

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-1 students

Strategy/Activity

F&P Guest teachers to allow teachers to do assessments one on one

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	District Funded None Specified

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create an after school team with grade level representatives, lead by our Instructional Coach, with our Literacy specialists to research best practices, and create an aligned plan for K-5

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1700	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide training and time for teachers to learn about the mini-mira and analyze data from the fall and spring assessments

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2022-23 SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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

2022-23 SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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.

2022-23 SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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

English Language Development Goal

LEA/LCAP Goal

Over a three-year period of time, bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years.

...Reclassify all English Language Learners by their 6th concurrent year in MPCSD.

Goal 3

3.1 Professional development for new EL teacher
3.2 Bring to zero the number of "long-term" English Language Learners (who have been in MPCSD longer than five years)
3.3 RFEP student group ELA data will at least mirror overall school data on SBAC

Identified Need

This year we have a new EL specialists and will focus on ensuring that the teacher has professional development. We are also increasing the amount of time our EL specialist works directly with the classroom teachers, to collaboratively work to accelerate the progress of our EL students. The EL teacher will also do more group work to focus on oral language development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Bring to zero the number of "long-term" ELLs	2021-2022: goal accomplished	Bring to zero the number of "long-term" ELLs
RFEP student group ELA data will at least mirror overall school data	2021-2022 75% RFEP student proficient 78% ALL student proficient	RFEP student group ELA data will at least mirror overall school SBAC data

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Professional development and conferences for new EL teacher

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Site Formula Funds None Specified EL Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL teacher push in support with teacher coaching to increase teacher competencies in supporting EL students by training classroom teachers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students who are identified for a 2x10

Strategy/Activity

2 x 10 strategy - teachers spend two minutes a day for ten days connecting with a student to build relationships

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as English Language Learners

Strategy/Activity

EL Aide to provide additional intervention and support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students and families

Strategy/Activity

EL focus group before book fair and at Family Picnic

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Site Formula Funds None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students and families

Strategy/Activity

Offer conferences in T2 instead of report card comments

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2022-23SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-223 SPSA goals will occur during the 2023-24 update cycle.

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

2022-23SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-223 SPSA goals will occur during the 2023-24 update cycle.

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 plan to increase the amount of time the EL Specialist is observing EL students and working collaboratively with the classroom teacher. We also plan to include a round of Teacher, Peer, Admin specifically for EL strategies. Our EL specialist schedule has time dedicated to working with groups to increase oral language.

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's from Low Income Families Goal

LEA/LCAP Goal

Over a three-year period of time, MPCSD will increase by 3% our students' sense of belonging and engagement in learning for our students of Low SED families as measured by the annual Panorama student, parent survey results, and feedback from focus groups.

Goal 4

4.1 Increase the number of diverse storylines and heroes in our classroom libraries based on student interest and identity in each classroom
4.2 Increase home-school connections for students of Low SES families
4.3 Principal rides the bus days
4.4 Provide specific and targeted scholarships to families who need additional support in collaboration with PTO. District Family Engagement Coordinator will work with School Counselor to identify families in need of support
4.5 Continue community circles in each classroom
4.6 Offer Universal meals program for breakfast and lunch service as well as scholarships for Outdoor Ed
4.7 RULER program implementation of Class Charter in all classrooms
4.8 Collaborate with 5th grade students to run Squads providing our 5th graders with a sense of ownership over Oak Knoll
4.9 Principal and PTO family book club for the book How to Raise an Adult

Identified Need

2021-22 quantitative and qualitative data reflects Oak Knoll's theory of action: If our students feel safe, have a strong sense of belonging, and feel connected to their teachers and peers, they will do well academically and socially. We saw a dip in our sense of belonging in our fourth-grade cohort, and then a dip in our fourth grade data for SBAC. Oak Knoll is unique, always pushing against the pressures of Silicon Valley which have increased during the pandemic to preserve childhood and well-being. We will focus our work on creating a sense of belonging and create opportunities for students to contribute to legacy projects on our campus. We also asked students about the teaching they have experienced in the areas of our mission. Teaching the elements of our school mission continues to be a school priority and therefore we will continue to gather evidence of this instruction, as well as student feedback. Many of our actions in this area are around student ownership, a sense of belonging, and compassion. The positive and strong climate at Oak Knoll school is evident on every measure and we will continue to create a place where students, teachers and parents love to be.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of classrooms will have a RULER Charter and Mood Meter	New	100% of classrooms will have a class charter and use the mood meter at least once per week

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3% increase of percentage favorable on the student 3rd-5th survey scale Sense of Belonging.	2021-2022 Actual: 73% favorable	76% favorable
The principal will ride the bus at least 2 days	2 days of bus riding minimum	2 days of principal riding the bus to greet students and families
The principal will host a parent book club via zoom for families with the book How to Raise an Adult	Book club will be offered to all families and hosted.	Book club will be offered to all families and hosted.
180 days of KNOL including Embracing our differences month.	100% of school days will have KNOL	100% of school days will have KNOL

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Conscious Classroom Teaching training for staff

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Site Formula Funds 4000-4999: Books And Supplies Costs in previous goal area

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Mission post cards - post cards with each component of the mission that teachers can send home to increase school-home connections

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Site Formula Funds Cost in previous goal area

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselor lessons SEL/KNOL

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5400	Other 1000-1999: Certificated Personnel Salaries Measure B

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who need supports in school

Strategy/Activity

Create new Google form to ensure that parents are requesting the targeted supports we are offering and that students have everything they need to thrive in school. Scholarships for students in need for outdoor ed, otterwear, halloween costumes, yearbooks, and book fair

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Parent Teacher Association/Parent Faculty Club (PTA/PFC) None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Lunch Interest Clubs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	Other 1000-1999: Certificated Personnel Salaries Measure B

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher-Admin Meetings 3x a year

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Costs in previous goal areas

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Training and professional development of the RULER program Charter in classrooms by School Counselor and Instructional Coach so ensure all students feel part of their classroom charter.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Site Formula Funds 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Families from disadvantaged communities

Strategy/Activity

Free copies of the book for parent book club

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Parent-Teacher Association (PTA) None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Any student who needs or desires additional food

Strategy/Activity

Universal breakfast and lunch and snacks

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Parent-Teacher Association (PTA) None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2022-23 SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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2022-23 SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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

Integrated-Well being Goal

LEA/LCAP Goal

Broad Goal: Over a three-year period of time, MPCSD staff will support the social-emotional development of each child, paying close attention to our underrepresented students, with a particular focus on increasing student emotional regulation skills with the desired effect of building student resilience, communication, compassion, and persistence. This will be evidenced by a ten (10) percentage point increase in the overall score of the Panorama Student SEL Survey's "Emotional Regulation" composite score.

* - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Goal 5

5.1 Implement RULER in all classrooms with all four components of the RULER program
5.2 Pilot a Brave Room for grades 3-5
5.3 Create a new school wide incentive program and redesign the focus on the school yard to provide students with more avenues to resolve their conflicts
5.4 KNOL
5.5 Provide Counselor directed lessons monthly to all students focused on emotional regulation and Kimochi lessons in grade K

Identified Need

At Oak Knoll, we believe parent engagement is key in creating a school where students feel connected and thrive. Having parents feeling welcome and connected at Oak Knoll is always a school priority and we will continue to provide ways for parents to engage without necessarily having to volunteer. We will continue to offer Thursday morning Community Coffees each week to welcome and connect our families. Additionally, we are reimaging our school yard. We will create a school yard charter using the RULER protocol, have new yard vests that say "How May I help?" and create a school wide positive incentive program called Otterly Awesome.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase % favorable as measured by Panorama student survey for classroom sense of belonging	2021-2022 Actual: 76%	Show an increase
Increase % favorable as measured by Panorama student survey for classroom engagement	2021-2022 Actual: 75%	Show an increase
Increase in Panorama Student SEL Survey's "Emotional Regulation" composite score.	Baseline	Show an increase

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students whose parents attend

Strategy/Activity

Community Coffee

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified PTO: Community Connections

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

TOSA and Counselor support all classrooms in creation of their Charter from RULER, with staff created charter modeled at Staff Meeting

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Site Formula Funds None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff professional development on Meta Moment and Blueprint tools

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	Site Formula Funds None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students in grades 3-5

Strategy/Activity

Create a Brave Room to help students with emotional regulation and self awareness

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	District Funded None Specified SEL Funding

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create a school wide incentive program called "Otterly Awesome" having the entire school work to earn lunch celebrations that are cultural (example Mariachi band, Taiko drummers etc)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified

	PTO
1000	Site Formula Funds None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students who ride the bus from East Palo Alto

Strategy/Activity

Principal rides the bus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

New yard vests "How May I Help?" and increased yard aide trainings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Site Formula Funds None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Alphabet Rockers Assembly and programming

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Site Formula Funds None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

KNOL

Strategy/Activity

School Counselor led morning news show featuring Mood Meter Mondays for emotional vocabulary, Brain Time to learn about growth mindset, Tool Time to learn about tools for emotional regulation

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified costs detailed in previous goal areas

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2022-23 SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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

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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.

2022-23 SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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

Parent Engagement Goals

LEA/LCAP Goal

Over a three-year period of time, increase by 20% the total level of underrepresented parent participation in school programs and district events with the intent to create opportunities for learning, feedback, and governance (either by increased levels of participation in existing programs or by increasing the number of programs).

Parent connections, sense of belonging

Goal 6

6.1 100% of all under represented families will have a conference with their child's teacher
6.2 K-2 College Bound tech night
6.3 Friends and Family Day in February
6.4 Build on pilot program from 2021-2022 to offer Parent Circles to all families with children in K-1 to increase the school-home connections
6.5. Continue consistent use of Parent Square and Seesaw to communicate regularly with families using the parent's choice of format (phone, text, email)

Identified Need

Our underrepresented families have traditionally been less involved as volunteers in the school. Volunteering is one way that parents feel connected to the school. With positive outreach and efforts we hope that parents who do not volunteer still feel connected to Oak Knoll and their child's teacher. We are intentionally offering some options such as the Principal's book club over zoom to provide greater access for families who might live further away or struggle to find child care.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of families who complete the panorama survey	2021-2022 Baseline: 255 families responded	Mirror average percentage of Oak Knoll Families within 10%
Percentage of families who are underrepresented to have at least one conference with their child's teacher	New	100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Create a parent community committee focused on connecting families and hosting events including Community Coffee

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who ride the bus from East Palo Alto

Strategy/Activity

Principal rides the bus days

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students whose families attend

Strategy/Activity

Instructional Coach will offer a College Bound Technology night for all K-2 families who might need additional support in learning the different technology systems that are used to support their child's education. Coach in bilingual and training will be offered in Spanish and English.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Return to Friends and Family day where each child can bring a family member or friend to school to share in their learning together with a personalized reach outs to College Bound families to support bringing a friend or family to our day.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2022-23 SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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

2022-23 SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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.

2022-23 SPSA goals are directly aligned to the NEW Local Control Accountability Plan Goals. Analysis of the 2022-23 SPSA goals will occur during the 2023-24 update cycle.

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
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$63,277.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$8,000.00
None Specified	$0.00
Other	$13,400.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	$3,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$1,700.00
Parent-Teacher Association (PTA)	$3,650.00
Site Formula Funds	$33,527.00

Subtotal of state or local funds included for this school: $63,277.00

Total of federal, state, and/or local funds for this school: $63,277.00

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
Site Formula Funds	$53,250.00	19,723.00
Title I	0.00	0.00
Local Categorical	$31,297.00	31,297.00
Other	$25,621.00	12,221.00
Foundation	$10,000.00	10,000.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	8,000.00
None Specified	0.00
Other	13,400.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	3,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,700.00
Parent-Teacher Association (PTA)	3,650.00
Site Formula Funds	33,527.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	16,300.00
4000-4999: Books And Supplies	6,200.00
5000-5999: Services And Other Operating Expenditures	8,400.00
5800: Professional/Consulting Services And Operating Expenditures	7,177.00
None Specified	25,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	District Funded	8,000.00
	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	13,400.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	3,000.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,700.00
None Specified	Parent-Teacher Association (PTA)	3,650.00
	Site Formula Funds	0.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	2,900.00
4000-4999: Books And Supplies	Site Formula Funds	6,200.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	8,400.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	7,177.00
None Specified	Site Formula Funds	8,850.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,100.00
Goal 2	16,177.00
Goal 3	1,250.00
Goal 4	18,150.00
Goal 5	12,600.00

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

4 Classroom Teachers

2 Other School Staff

7 Parent or Community Members

Name of Members	Role
Laura Webb	Parent or Community Member
Becky Bullard	Parent or Community Member
Christina Larsen	Parent or Community Member
Prachi Shah	Parent or Community Member
Corey Binns	Parent or Community Member
Anna White	Parent or Community Member
Meredith Nonenburg	Parent or Community Member
Alicia Payton-Miyazaki	Principal
Cathy Petersen	Other School Staff
Karen Clancy	Other School Staff
Alison Ziff	Classroom Teacher
Michelle Tom	Classroom Teacher
Megan Jagelka	Classroom Teacher
Alison Howard	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 9/21/22.

Attested:

Principal, Alicia Payton-Miyazaki on 10/7/22

SSC Chairperson, Laura Webb on 10/10/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

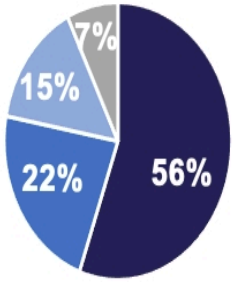
Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Oak Knoll School

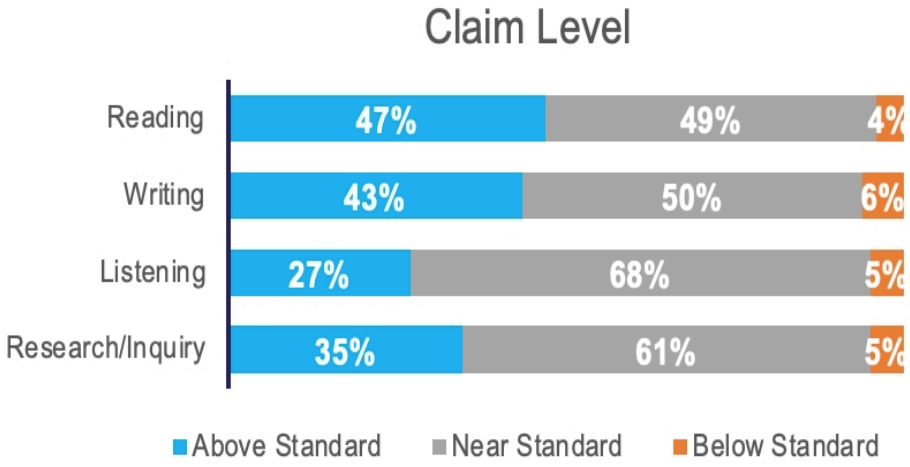
ELA



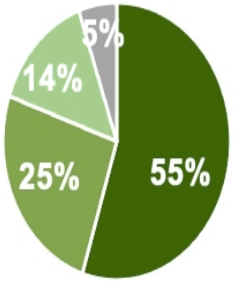
78%

Met or Exceeded Standard
N = 317

■ Standard Exceeded ■ Standard Met
■ Standard Nearly Met ■ Standard Not Met



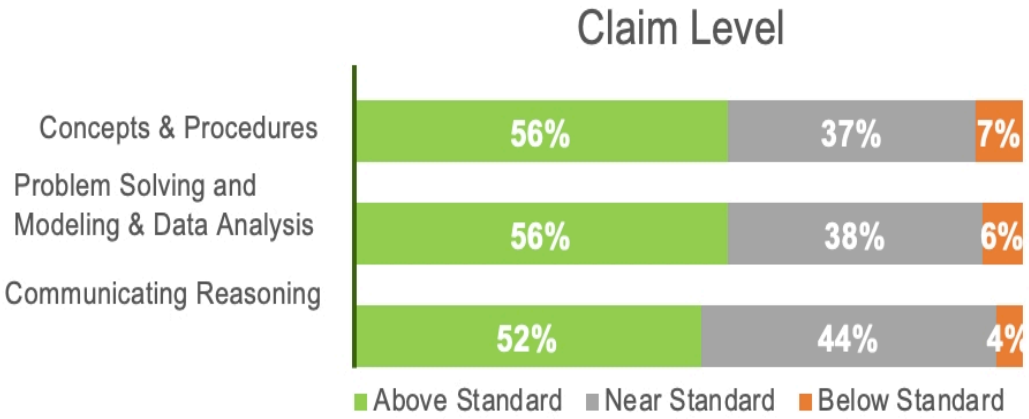
Mathematics



80%

Met or Exceeded Standard
N = 315

■ Standard Exceeded ■ Standard Met
■ Standard Nearly Met ■ Standard Not Met



Oak Knoll School

ELA

Mathematics

% Met or Exceeded Standard

Compared to 2019 (ELA)	ELA		Mathematics	Compared to 2019 (Mathematics)
- 6%	78%	ALL	80%	- 5%
- 1%	64%	College Bound	59%	- 9%
+ 3%*	72%	HI, PI, and AA	69%	+ 6%*
- 26%*	24%	Students with Disabilities	35%	- 6%*
- 2%*	44%	Socioeconomically Disadvantaged	38%	+ 2%*
+ 9%*	71%	ELs + RFEP students	67%	0%*
+ 33%*	62%	English Learners	50%	- 6%*
- 10%*	75%	RFEP students	75%	0%*

* Small Population (N < 30)

Please use extra caution when interpreting the results as large swings can be triggered by just a few students.