



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oakview Community Elementary School	34-67447-6034771	Tuesday, May 27, 2025	June 24, 2025

Purpose and Plan Summary

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

Schoolwide Program

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

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

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

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

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

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

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.7%	0.47%		3	2
African American	1.32%	0.47%	0.47%	5	2	2
Asian	1.85%	3.76%	2.82%	7	16	12
Filipino	%	0%	%		0	
Hispanic/Latino	25.59%	23.24%	23.53%	97	99	100
Pacific Islander	0.26%	0.23%	0.47%	1	1	2
White	64.64%	66.2%	65.88%	245	282	280
Multiple/No Response	6.33%	5.4%	6.35%	24	23	27
Total Enrollment				379	426	425

Student Enrollment Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	38	41	43	8.00%	10.0%	10.1%
Fluent English Proficient (FEP)	13	15	12	2.40%	3.4%	2.8%
Reclassified Fluent English Proficient (RFEP)			13	0.0%		27.08%

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
425	43.8%	10.1%	0.2%
Total Number of Students enrolled in Oakview Community Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	10.1%
Foster Youth	1	0.2%
Homeless	6	1.4%
Socioeconomically Disadvantaged	186	43.8%
Students with Disabilities	64	15.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5%
American Indian	2	0.5%
Asian	12	2.8%
Filipino	0	0.0%
Hispanic	100	23.5%
Two or More Races	27	6.4%
Pacific Islander	2	0.5%
White	280	65.9%

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

School and Student Performance Data

Academic Performance English Language Arts

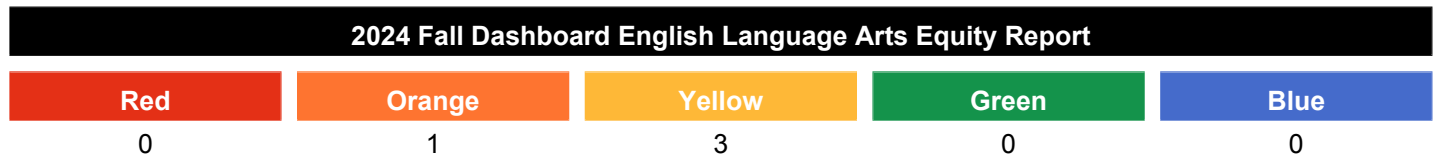
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>2.8 points below standard</div> <div>Maintained 2.5 points</div> <div>178 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>58.1 points below standard</div> <div>Declined 32.1 points</div> <div>23 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>7.2 points below standard</div> <div>Increased 19.7 points</div> <div>86 Students</div>

Students with Disabilities  Orange 56.5 points below standard Declined 3.1 points 34 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color Less than 11 Students 8 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 16.4 points below standard Increased 13.3 points 47 Students
Two or More Races  No Performance Color 6.8 points below standard 12 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Yellow 3.2 points above standard Declined 8.1 points 106 Students

Lowest Performing Student Groups:

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

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

"All Students" (178) maintained, with a decrease of 2.5 points and dropped from green to yellow. They are 2.8 points below standard. Our lowest performing students groups are our English Learner (-58 points below standard), Students with Disabilities (-56.5 points below standard) and Hispanic (16 points below standard) students. English Learners (23) declined by 32 points and are now 58 points below standard. Students with Disabilities (38) declined 3 points and are now 56.5 points below standard. They dropped from yellow to orange. White students (106) declined 8 points and are now 3 points above standard. They dropped from blue to yellow. Although our Hispanic students are 16 points below standard, they made a +13 point gain this year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Our entire TK-5 grade team is dedicated to the continuous improvement of every student. Every TK-5 grade teacher engaged in a (TK-2) or (3-5) "Shifting the Balance" book study, then spent time over summer planning for the fall implementation of the new shifts. Professional development with the support of PLI took place during the 1st and 2nd trimester. Our K-3 grade team utilizes the 95% curriculum as a Tier 1 intervention. Our 4-5 team will begin to implement the 95% curriculum as a Tier 1 intervention during the 2025-26 school year. Our intervention and academic intervention specialist also utilize the 95% materials for intervention and additional support. Our primary, TK-2 team, also utilized Heggerty materials in addition to the use of ESGI as a progress monitoring tool. IA I's have participated in professional development opportunities and can also utilize 95% curriculum with small, strategic group instruction. Based upon surveys and feedback, Leadership allocated collaboration time, in addition to monthly team meeting time, for collaboration within and across grade level teams to assist with the vertical alignment of instructional standards.

Our shared .5 ELD teacher also provided additional support in grades 1-5 with identified ELD students utilize the EL Achieve curriculum.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our team will continue our professional learning to support the implementation of "Shifting the Balance" and 95% curriculum. Our TK-2 team will continue utilizing Heggerty materials in addition to the use of ESGI as a progress monitoring tool. IA's will continue to have opportunities to engage in professional learning opportunities to increase their knowledge and skill set of how to plan and facilitate strategic small group instruction in TK-5 grade. Our shared .5 ELD teacher will continue working with identified EL students using the EL Achieve curriculum. Based upon surveys and feedback, Leadership will continue to allocate collaboration time, in addition to monthly team meeting time, for collaboration to ensure an aligned TK-5 grade approach to teaching ELA, Next steps include, but are not limited to, identifying common pre/post formative and summative assessments. Our team will also explore best practice in writing instruction.

School and Student Performance Data

Academic Performance Mathematics

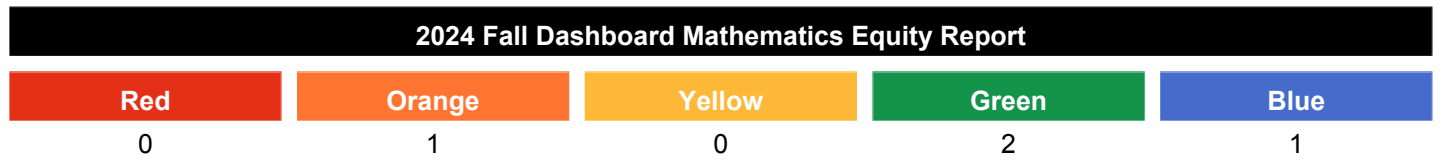
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>1.2 points below standard</div> <div>Increased 13.6 points</div> <div>181 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>18.3 points below standard</div> <div>Increased 4.6 points</div> <div>24 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>12.8 points below standard</div> <div>Increased 21.2 points</div> <div>89 Students</div>

Students with Disabilities  Orange 62.3 points below standard Declined 7.6 points 34 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color Less than 11 Students 8 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 21.9 points below standard Increased 16.5 points 47 Students
Two or More Races  No Performance Color 24.5 points below standard 12 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 10.4 points above standard Increased 15.0 points 109 Students

Lowest Performing Student Groups:

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

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

"All Students" (181) increased 13.6 points and are 1 point below standard. They remain in green. Our lowest performing student groups are our English Learner (-18 points below standard), Students with Disabilities (-62 points below standard), Hispanic students (-22 points below standard) and Two or More Races (24.5 points below standard). The only group who did not make positive growth is Student with Disabilities (34). They declined 7.6 points are 62 points below standard. English Learners (24) made growth (+4.6 points), but are 18 points below standard. Hispanic (47) made growth (+16.5 points), but are 22 points below standard.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Our TK-5 grade has continued our math professional development with independent contractor, Mike Fitchett, for the last 11 years. Grade level teams have the opportunity each month to reflect upon their current instructional practice, increase their learning and skill sets in identified areas of need and were allocated additional time for planning. Survey and feedback from staff reflect this as one of the most meaningful and powerful professional learning they engage in each year. Grade level teams have the opportunity to plan and observe model lessons and have access to individual coaching with an expert in the field of mathematics. Needed materials and supplies are provided to each grade level team as needed.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our TK-5 grade team were 100% in favor of continuing our professional learning with Mike Fitchett. He was part of the team who drafted the new mathematical framework and will begin supporting our team in the three shifts. Our team's transition to the new framework will be positively impacted as of the result of the prior professional learning that has taken place the last decade with our team. Our intervention teacher has been attending a significant amount of the professional learning sessions with Mr. Fitchett and will be supporting 2-5 grade students in the area of mathematics next year (in addition to ELA). Materials and supplies will continue to be provided to each grade level team as needed after each learning session with Mr. Fitchett.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div><div></div><div>No Performance Color</div><div>80% making progress.</div><div>Number Students: 25 Students</div></div>	<div><div></div><div>No Performance Color</div><div>making progress.</div><div>Number Students: 0 Students</div></div>

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4%	16%	0%	72%

Lowest Performing Group:

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

80% of English Learners (25) students are making progress towards English language proficiency. 16% maintained their current level and 4% decreased.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

20% of English Learners did not make growth. We need to identify students in this subgroup and determine if any additional factors contributed to their lack of growth (i.e. attendance, etc.). Our shared .5 ELD teacher implemented the new EL Achieve curriculum and also had 8 new iPads to use with English Learners. Identified EL students were chronically absent 13% this year which is a -12% decrease. ELAC meetings were held with translated materials and interpreters, but overall attendance was low. Meetings were held in the morning and also in the evening in an attempt to increase attendance. Our shared .5 ELD teacher send invitations and communications for each meeting in the home language.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

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

School and Student Performance Data

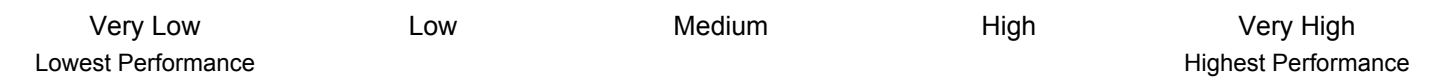
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:

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

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

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

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>21.1% Chronically Absent</div> <div>Declined 6.3</div> <div>437 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>13.3% Chronically Absent</div> <div>Declined 12.2</div> <div>45 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>26.8% Chronically Absent</div> <div>Declined 9.6</div> <div>224 Students</div>

Students with Disabilities  Orange 22.5% Chronically Absent Declined 10.5 80 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 0% Chronically Absent Declined 18.8 12 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Yellow 16.8% Chronically Absent Declined 17.1 107 Students
Two or More Races  No Performance Color 17.9% Chronically Absent Increased 1.2 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 23.7% Chronically Absent Declined 2.5 283 Students

Lowest Performing Student Groups:

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

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

All Students (437) decreased 6% to 21% resulting in a yellow performance band. White students (283) decreased 2.5%, but are still chronically absent 23.7% resulting in an orange performance band. Students with Disabilities (80) decreased 10.5% to 22.5% and an orange performance band. Hispanic students (107) decreased 17% to 17% resulting in a yellow performance band.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Our attendance clerk worked closely with our school community outreach worker. The attendance clerk and principal attended parent/teacher conferences in the fall (November, 2024) and again in the spring (March, 2025). Habitual truancy conferences (HTC's) were scheduled with families as an intervention prior to recommending a SARB hearing. In most cases, students want to attend school. Other barriers related to family dynamics impacted the student's ability to attend on a regular basis.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

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

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Lowest Performing Student Groups:

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

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

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

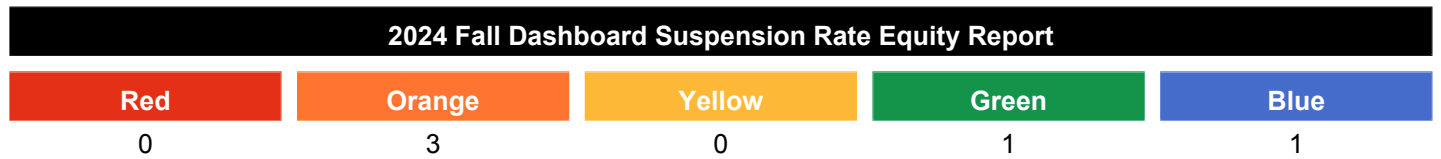
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>2.5% suspended at least one day</div> <div>Increased 0.9%</div> <div>447 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 4.3%</div> <div>48 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>2.6% suspended at least one day</div> <div>Increased 0.4%</div> <div>229 Students</div>

Students with Disabilities  Orange 5% suspended at least one day Increased 2.8% 80 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Green 1.9% suspended at least one day Declined 0.9% 107 Students
Two or More Races  No Performance Color 3.6% suspended at least one day Increased 3.6% 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 2.1% suspended at least one day Increased 0.7% 290 Students

Lowest Performing Student Groups:

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

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

All Students (447) increased +1% to 2.5% resulting in an orange performance band. 2.5% of all students were suspended at least one day. Students with Disabilities (80) increased +2.8% to 5% and an orange performance band. Socioeconomically Disadvantaged students (229) increased +.4% to 2.6% and an orange performance level. White students (290) increased +.07% to 2.1% and in orange performance band.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Oakview implemented a Behavior Support Team (BST) which included a primary (TK-2) and intermediate (3-5) teacher, both MTSS counselors and the site administrator. An additional recreation aide and campus safety monitor were also centrally funded. Our primary (TK-2) team and intermediate (3-5) team met each trimester to reflect upon the Tier 1, Tier 2 and Tier 3 supports we have in place. 4th & 5th grade teachers attended "Zones of Regulation" training and were provided related materials. Primary grade levels utilized "Happy Kids" curriculum. Based upon survey results, intermediate teachers wanted to utilize a new SEL curriculum. 4th grade piloted "Character Strong." The staff voted unanimously to renew "Character Strong" and implement TK-5 next year.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our behavior support team (BST) will continue to enhance the Google Classroom and related documents. SSC approved the purchase of "Character Strong" for TK-5 implementation. Leadership will allocate time for our team to collaborate to ensure a positive implementation. TK-1 will continue to have "Star of the Week" assemblies. 2-3 and 4-5

will continue to have monthly assemblies based upon the identified character trait aligned with the "Character Strong" curriculum. Student Council will continue to be one way to include student voice during their bi-monthly meetings. Our team will continue empathy gathering sessions with various stakeholder groups in an effort to continuously improve. Our shared .5 ELD teacher will also assist in supporting identified EL students and their families.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Curriculum and grade level created formative assessments were on-going. Math formative assessments were developed with our independent contractor, Mike Fitchett. 95% Core Curriculum was utilized school-wide as a Tier 1 intervention. Our intervention and academic intervention specialist teachers utilized SIPPS and then the 95% Core Curriculum intervention kits during strategic small group instruction. Instructional assistant I's were also provided training in intervention materials to assist in supporting strategic small group instruction. Our .5 shared ELD utilized the new EL Achieve curriculum. Oakview's K-5 grade team opted to utilize iReady each trimester as a summative assessment. 3-5 utilized CAASPP for 3rd trimester. TK-2 utilize ESGI as a progress monitoring tool. Leadership allocated time each trimester for grade level teams to reflect upon their data.

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

Chronic absenteeism made it incredibly challenging to work with many identified students who would have benefited from regular, on-going intervention and strategic small group support. Oakview had a significant number of Tier 3 students whose behavior dramatically impacted classroom instruction. A large percentage of all students in TK-5 grade lacked the ability to self-regulate emotions and appropriately problem solve minor conflicts with peers. 1st year implementation of TK-5 "Shifting the Balance" professional development went smoothly. Our team is now utilizing a common instructional practice in TK-5 and aligned in instructional practice. Math professional development continues to have a positive impact on the TK-5 teacher's instructional practice and students' increased knowledge and achievement.

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

We established a Behavior Support Team (BST) and a Google Classroom filled with a significant amount of resources, BST members were available to schedule times to assist with Tier 2 and Tier 3 students as needed. Our attendance clerk worked closely with our school community outreach worker to schedule support meetings and habitual truancy conferences (HTC) with identified families of students who had been identified as chronically absent or were nearing the identification of being chronically absent. Our .5 shared ELD teacher used "EL Achieve" curriculum and have access to additional technology and resources. The new school psychologist was a strong addition to our Student Study Team (SST). The SST modified the structure of how to support students and teachers and felt is was more effective.

2025-26

Identified Need

In ELA, All Students maintained, but several subgroups declined. Our TK-5 staff will continue focusing on aligning ELA instruction with the "Shifting the Balance" professional learning. The implementation of universal access provided additional time for every grade level to provide intervention and enrichment in small groups. Our TK-5 staff will continue professional learning with independent math contractor, Mike Fitchett. This is year 12 of our math professional learning with Mr. Fitchett.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	2.8 points below standard	+3 scale score points
	English Learners	58.1 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	7.2 points below standard	
	Students with Disabilities	56.5 points below standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander White	 16.4 points below standard 6.8 points below standard 3.2 points above standard	
Math State Assessment: Change in scale score	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander White	1.2 points below standard 18.3 points below standard 12.8 points below standard 62.3 points below standard 21.9 points below standard 24.5 points below standard 10.4 points above standard	+3 scale score points

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	80%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	27.08%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Renew ESGI License for TK-1 grade teachers (assessment tool to assist with progress monitoring and communicating student growth with parent/guardians)	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1500	August 2025
1.2	Provide TK-1 grade teachers with necessary materials and licenses for the successful	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	September 2025

	implementation of Heggerty.				
1.3	Provide certificated staff release time to engage in professional learning with grade level team members and math independent contractor Mike Fitchett.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3000	August 2025-February 2026
1.4	Purchase 95% Core Curriculum student workbooks for TK-5 and teacher manuals for 4th & 5th grade.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	12500	August 2025
1.5	Provide TK-5 grade teachers and IA's the opportunity to continue math professional development with Mike Fitchett.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	7500	August 2025-February 2026

1.6	Provide collaboration time for .5 ELD teacher to meet with K-5 staff during monthly team meetings to align academic language in all classroom settings.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			August 2025-May 2026

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

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

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

Chronic absenteeism and students' lack of skills and the ability to self-regulate were barriers to our work and reaching our goals. Oakview had a significant number of Tier 3 students whose behavior dramatically impacted classroom instruction. We had two .5 MTSS counselors who worked well and collaborated on a regular basis with each other, the principal and staff. Weekly and monthly

assemblies were held focusing on identified character traits which assisted with creating a positive climate and student engagement. 3-5 grade students had the opportunity to earn participation in CLUBS every Friday afternoons based upon behavioral goals and also to increase engagement.

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

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

2025-26

Identified Need

The chronically absent rate for all sub group declined! Two or More Races maintained. All Students (437) decreased 6% to 21.1% and in yellow band. English Learners (45) declined 12% to 13.3% and is in the yellow band. Socioeconomically Disadvantaged students (224) decreased 9.6% to 26.8% and is in the yellow band. Students with Disabilities (80) declined 10.5% to 22.5% and is in the orange band. Hispanic (107) declined 17% to 16.8% and is in the yellow band. White students (283) declined 2.5% to 23.7%. We must continue to decrease the percentage of chronically absent students. Overall attendance rate goal is 95% or higher. YTD attendance is 94%. We need to identify ways to increase student engagement and identify the root cause of why a student is not attending. Attendance clerk, school community outreach worker and principal must identify new strategies to assist and support students families. We need to continue to identify enrichment opportunities for students as a tool to increase engagement. Student Council will continue as the primary source for student voice. We will identify additional opportunities for empathy gathering and increased voice from all stakeholder groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	21.1% Chronically Absent	-0.5%
	English Learners	13.3% Chronically Absent	
	Foster Youth		
	Homeless		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Socioeconomically Disadvantaged 26.8% Chronically Absent Students with Disabilities 22.5% Chronically Absent African American American Indian Asian 0% Chronically Absent Filipino Hispanic 16.8% Chronically Absent Two or More Races 17.9% Chronically Absent Pacific Islander White 23.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.1%	94%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged	.

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Implement Weekly TK-1 STAR & 2/3 and 4/5 Monthly WOW Assemblies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	Fall 2025
2.2	Outreach to families with students at risk for chronic absenteeism.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified	1200	2025-26 School Year

			Personnel Salaries		
2.3	Attendance clerk, principal and school community outreach worker meet monthly to review students' attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other None Specified		2025-26 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

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

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

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

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

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

Oakview implemented a Behavior Support Team (BST) which included a primary (TK-2) and intermediate (3-5) teacher, both MTSS counselors and the site administrator. An additional recreation aide and campus safety monitor were also centrally funded. Our primary (TK-2) team and intermediate (3-5) team met each trimester to reflect upon the Tier 1, Tier 2 and Tier 3 supports we have in place. 4th & 5th grade teachers attended "Zones of Regulation" training and were provided related materials. Primary grade levels utilized "Happy Kids" curriculum. Based upon survey results, intermediate teachers wanted to utilize a new SEL curriculum. 4th grade piloted "Character Strong." The staff voted unanimously to renew "Character Strong" and implement TK-5 next year. The new school psychologist was a strong addition to our team and assisted with supporting students. Ken Rugg from MTSS also supported a Tier 3 student.

2025-26

Identified Need

We want to create a welcoming school environment where all students and families feel valued and a partner in the educational process. We need to increase social skills instruction and strategies to support students in self-regulating behaviors and conflict resolution. We need to work with Student Council on how to increase students' feelings of being connected at Oakview Community. We need to continue to increase the strongly agree/agree responses in the area of "Sense of Belonging." We also need to increase the strongly agree/agree responses in the area of school safety. We need to identify how to help students feel safe at school through empathy gathering, surveys and work with our MTSS counselors.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	2.5% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	2.6% suspended at least one day	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Students with Disabilities	5% suspended at least one day	
	African American		
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	1.9% suspended at least one day	
	Two or More Races	3.6% suspended at least one day	
	Pacific Islander		
	White	2.1% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	77.8%		80%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	78.3%		80%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	2%		10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
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3.1	School Site Council (SSC) will be held a minimum of 4 times a. year to review school-wide data and address actions to support student learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
3.2	English Learner Advisory Council (ELAC) will be held a minimum of 4 times a year to review EL data and provide input to SSC as to which actions specifically support identified English Learners,	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
3.3	Renew and implement "Character Counts" program/curriculum in TK-5 grade to increase students' ability to self-regulate and increase conflict management skills.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	2000	2025 - 2026 School Year

3.4	Support students' positive engagement and behaviors through positive recognition programs and support of CLUBS and activities.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
3.5	Provide additional supervision during recess and lunch time (rec aide)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3920	2025 - 2026 School Year

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:

Student Achievement and Implementation of Standards

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

SCHOOL GOAL #2:

Student Engagement and Course Access

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

SCHOOL GOAL #3:

School Conditions, Climate, and Family Engagement

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,120.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$33,120.00

Subtotal of state or local funds included for this school: \$33,120.00

Total of federal, state, and/or local funds for this school: \$33,120.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	33,120	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	33,120.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	5,120.00
4000-4999: Books And Supplies	14,000.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	9,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	3,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	5,120.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	14,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	9,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,500.00
Goal 2	1,700.00
Goal 3	5,920.00

School Site Council Membership

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

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

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

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


Recommendations and Assurances

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

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

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

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

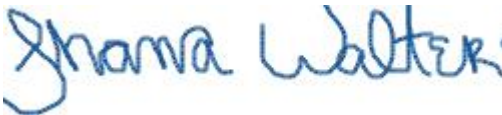

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2025.

Attested:

	Principal, Shana Walters on May 27, 2025
	SSC Chairperson, Melina Paiz on May 27, 2025

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Oakview Community Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$33,120.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Renew ESGI License for TK-1 grade teachers (assessment tool to assist with progress monitoring and communicating student growth with parent/guardians),	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Connected School Communities	
Provide TK-1 grade teachers with necessary materials and licenses for the successful implementation of Heggerty.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Provide certificated staff release time to engage in professional learning with grade level team members and math independent contractor Mike Fitchett.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Connected School Communities	
Purchase 95% Core Curriculum student workbooks for TK-5 and teacher manuals for 4th & 5th grade.	4000-4999: Books And Supplies	\$12,500.00	Connected School Communities	
Provide TK-5 grade teachers and IA's the opportunity to continue math professional development with Mike Fitchett.	5800: Professional/Consulting Services And Operating Expenditures	\$7,500.00	Connected School Communities	
Implement Weekly TK-1 STAR & 2/3 and 4/5 Monthly WOW Assemblies	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth	Students, classes and grade levels will be acknowledged and celebrated for academic growth, positive citizenship and participating in school-wide activities and events to promote inclusiveness.
Outreach to families with students at risk for chronic absenteeism.	2000-2999: Classified Personnel Salaries	\$1,200.00	Healthy Environments for Social-Emotional Growth	Students, classes and grade levels will be acknowledged and celebrated for academic growth, positive citizenship and participating in school-wide activities and events to promote inclusiveness.
Renew and implement "Character Counts" program/curriculum in TK-5 grade to increase students' ability to self-regulate and increase conflict management skills.	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Connected School Communities	Year 4 of school-wide focus on writing. Year 1 of full implementation of Writing by Design. TK-5 continue guided reading with the goal of independence. Teacher's College used for Running Records (text levels). Focus on informational text and use of text evidence to support opinions (verbally and in writing).

Oakview Community Elementary School

Provide additional supervision during recess and lunch time (rec aide)	2000-2999: Classified Personnel Salaries	\$3,920.00	Connected School Communities	Year 4 of school-wide focus on writing. Year 1 of full implementation of Writing by Design. TK-5 continue guided reading with the goal of independence. Teacher's College used for Running Records (text levels). Focus on informational text and use of text evidence to support opinions (verbally and in writing).
5th grade students will be invited to participate in a career day. Business partners, community members and parents will be invited to participate as panel members & participants.		\$500.00	Clear Pathways to Bright Futures	
LCFF Supplemental Site Allocation Total Expenditures:		\$33,620.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		
Oakview Community Elementary School Total Expenditures:		\$33,620.00		