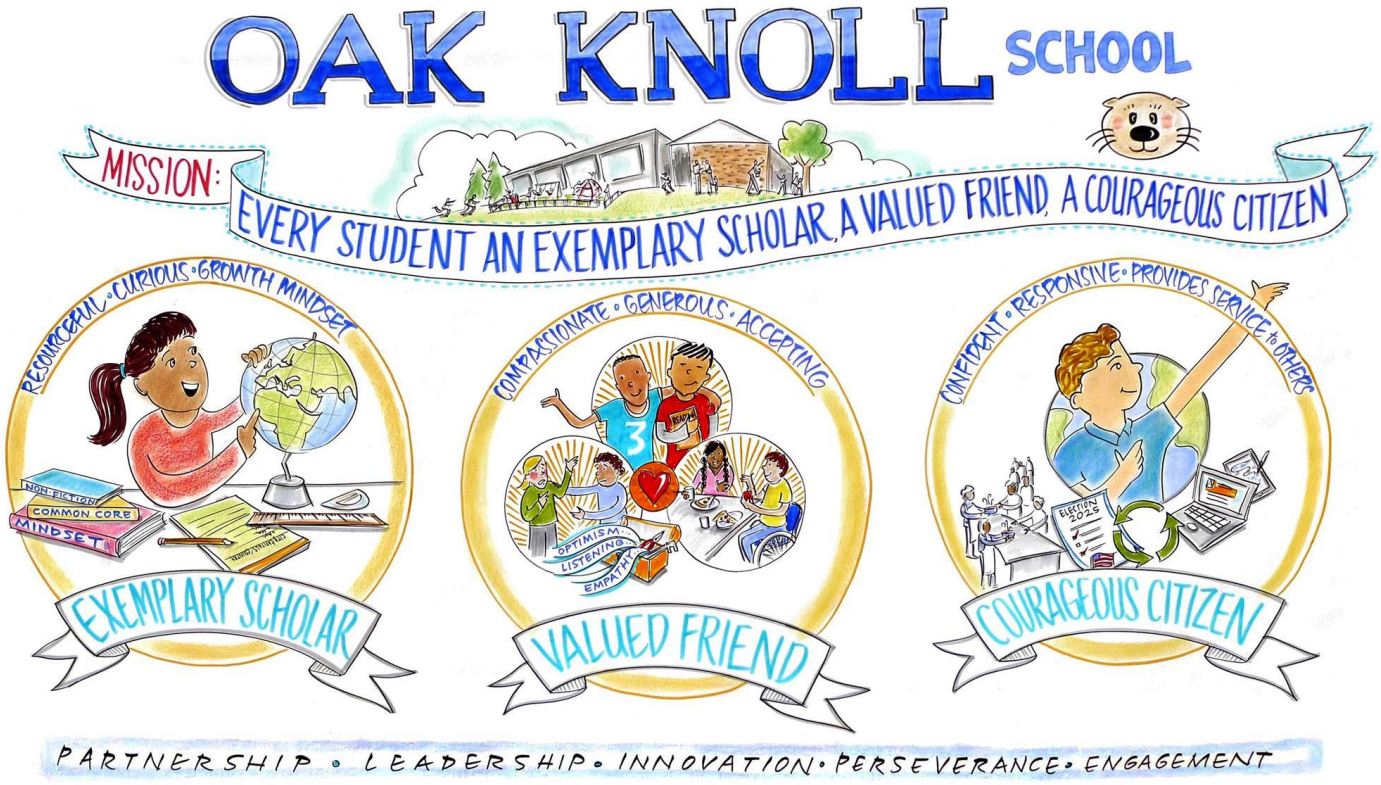
School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oak Knoll Elementary School	41689656044176	October 2, 2024	October 24, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
School and Student Performance Data 5
Student Enrollment 5
CAASPP Results 8
ELPAC Results 14
Goals, Strategies, & Proposed Expenditures 18
Goal 1 18
Goal 2 22
Goal 3 25
Goal 4 27
School Site Council Membership 30
Instructions 31
Appendix A: Plan Requirements 38
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 41
Appendix C: Select State and Federal Programs 44

Plan Description

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

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

☒ Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	0.17%	0		1
African American	0.36%	0.34%	0.70%	2	2	4
Asian	13.17%	13.75%	14.98%	74	80	86
Filipino	0.89%	0.69%	0.70%	5	4	4
Hispanic/Latino	10.14%	9.28%	10.45%	57	54	60
Pacific Islander	0.18%	0.17%	0.17%	1	1	1
White	61.21%	60.31%	57.32%	344	351	329
Two or More Races	12.99%	14.26%	14.11%	73	83	81
Not Reported	1.07%	1.20%	1.39%	6	7	8
			Total Enrollment	562	582	574

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten	0	39	44
Kindergarten	83	71	90
Grade 1	84	94	68
Grade 2	96	81	95
Grade3	89	96	88
Grade 4	108	91	97
Grade 5	102	110	92
Total Enrollment	562	582	574

Conclusions based on this data:

1. Our enrollment has decreased over the years, but it increased in 2025-2026
2. Oak Knoll has students coming from many parts of the world, however our diversity by student group is limited.
3. Approximately 10% of our population is Hispanic and 15% of our population is Asian.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	29	33	35	5.2%	5.7%	6.1%
Fluent English Proficient (FEP)	44	39	44	7.8%	6.7%	7.7%
Reclassified Fluent English Proficient (RFEP)	17	18	17	3.0%	3.1%	3.0%

Conclusions based on this data:

1. Oak Knoll has a diverse EL population with students speaking languages that span the globe
2. We have no long-term English Learners
3. Our data supports the strong connection that our EL specialist has with the classroom teachers in collaborating to support students not just in reclassifying but in accessing all instruction.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	88	95	87	86	95	85	86	95	85	97.7	100	97.7%
Grade 4	109	86	99	108	86	99	108	86	99	99.1	100	100.0%
Grade 5	101	109	91	93	107	91	93	107	91	92.1	98.2	100.0%
All Grades	298	290	277	287	288	275	287	288	275	96.3	99.3	99.3%

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2503.	2489.	2500.	56.98	50.53	56.5	24.42	25.26	21.2	11.63	13.68	15.3	6.98	10.53	7.1%
Grade 4	2557.	2547.	2552.	66.67	59.30	61.6	19.44	23.26	23.2	8.33	13.95	7.1%	5.56	3.49	8.1%
Grade 5	2590.	2599.	2597.	55.91	67.29	59.3	30.11	18.69	29.7	6.45	11.21	7.7%	7.53	2.80	3.3%
All Grades	N/A	N/A	N/A	60.28	59.38	59.3	24.39	22.22	24.7	8.71	12.85	9.8%	6.62	5.56	6.2%

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	43.02	35.79	37.7%	54.65	56.84	57.7%	2.33	7.37	4.7%
Grade 4	52.78	50.00	41.4%	46.30	48.84	52.5%	0.93	1.16	6.1%
Grade 5	43.01	47.66	44.0%	54.84	48.60	53.9%	2.15	3.74	2.2%
All Grades	46.69	44.44	41.1%	51.57	51.39	54.6%	1.74	4.17	4.4%

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46.51	40.00	45.9%	46.51	51.58	48.2%	6.98	8.42	5.9%
Grade 4	50.00	33.72	49.5%	42.59	59.30	44.4%	7.41	6.98	6.1%
Grade 5	58.06	55.14	52.8%	35.48	42.06	45.1%	6.45	2.80	2.2%
All Grades	51.57	43.75	49.5%	41.46	50.35	45.8%	6.97	5.90	4.7%

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.58	26.32	15.3%	66.28	68.42	80.0%	8.14	5.26	4.7%
Grade 4	29.63	26.74	28.3%	65.74	68.60	65.7%	4.63	4.65	6.1%
Grade 5	27.96	30.84	23.1%	72.04	68.22	73.6%	0.00	0.93	3.3%
All Grades	27.87	28.13	22.6%	67.94	68.40	72.7%	4.18	3.47	4.7%

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.56	33.68	32.9%	62.79	60.00	60.0%	4.65	6.32	7.1%
Grade 4	43.52	36.05	36.4%	50.93	61.63	57.6%	5.56	2.33	6.1%
Grade 5	34.41	39.25	36.3%	60.22	58.88	60.4%	5.38	1.87	3.3%
All Grades	37.28	36.46	35.3%	57.49	60.07	59.3%	5.23	3.47	5.5%

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

Conclusions based on this data:

1. Oak Knoll continues to hold strong overall in ELA, with room for continued improvement.
2. Oak Knoll will focus on student proficiency in demonstrating an understanding of clear and complex texts with professional development for teachers.
3. The third grade students who took the assessment for the first time had the greatest number of students who were not yet proficient.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	88	95	87	87	95	84	87	95	94	98.9	100	96.6%
Grade 4	109	86	99	108	86	99	108	86	99	99.1	100	100.0%
Grade 5	101	109	91	97	108	91	97	108	91	96.0	99.1	100.0%
All Grades	298	290	277	292	289	274	292	289	274	98.0	99.7	98.9%

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2504.	2504.	2507.	58.62	53.68	51.2	20.69	29.47	33.3	14.94	11.58	8.3%	5.75	5.26	7.1%
Grade 4	2570.	2546.	2562.	64.81	48.84	59.6	25.93	32.56	31.3	7.41	15.12	8.1%	1.85	3.49	1.0%
Grade 5	2602.	2602.	2597.	65.98	71.30	58.2	18.56	15.74	22.0	13.40	6.48	15.4	2.06	6.48	4.4%
All Grades	N/A	N/A	N/A	63.36	58.82	56.6	21.92	25.26	28.8	11.64	10.73	10.6	3.08	5.19	4.0%

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	55.17	57.89	57.1%	34.48	35.79	34.5%	10.34	6.32	8.3%
Grade 4	69.44	48.84	58.6%	26.85	44.19	36.4%	3.70	6.98	5.1%
Grade 5	65.98	69.44	58.2%	28.87	24.07	38.5%	5.15	6.48	3.3%
All Grades	64.04	59.52	58.0%	29.79	33.91	36.5%	6.16	6.57	5.5%

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58.62	54.74	50.0%	34.48	40.00	44.1%	6.90	5.26	6.0%
Grade 4	62.96	50.00	49.5%	34.26	45.35	47.5%	2.78	4.65	3.0%
Grade 5	55.67	50.93	48.4%	40.21	38.89	45.1%	4.12	10.19	6.6%
All Grades	59.25	51.90	49.3%	36.30	41.18	45.6%	4.45	6.92	5.1%

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51.72	52.63	46.4%	43.68	42.11	46.4%	4.60	5.26	7.1%
Grade 4	59.26	45.35	58.6%	36.11	50.00	38.4%	4.63	4.65	3.0%
Grade 5	42.27	49.07	42.9%	53.61	48.15	49.5%	4.12	2.78	7.7%
All Grades	51.37	49.13	49.6%	44.18	46.71	44.5%	4.45	4.15	5.8%

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

Conclusions based on this data:

1. Overall 84.1% of students were proficient or advanced in mathematics, with the lowest scores in our third grade students who took the test for the first time
2. Concepts and procedures were the strongest results, but the results were close for all claim areas. This supports solid implementation of math standards and a need to focus on the student level data.
3. Communicating mathematical reasoning and problem solving and modeling will be a focus area for teacher professional development at staff meetings

School and Student Performance Data

CAASPP Results
Science (All Students)

Overall Participation for All Students					
Grade Level	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	109	108	99.08%	0.9%	70.4%
Female	49	49	100.00%	0.0%	75.5%
Male	60	59	98.33%	1.7%	66.1%
American Indian or Alaska Native	*	*	*	*	*
Asian	14	14	100.00%	0.0%	78.6%
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	12	12	100.00%	0.0%	66.7%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	14	14	100.00%	0.0%	64.3%
White	69	68	98.55%	1.4%	70.6%
English Learner	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	5	5	100.00%	0.0%	*
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	5	5	100.00%	0.0%	*

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1429.8	1503.4	*	1436.5	1510.2	*	1413.9	1487.5	8	16	14
1	*	*	N/A	*	*	N/A	*	*	N/A	*	7	N/A
2	*	*	*	*	*	*	*	*	*	*	*	6
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	6
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										20	34	31

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

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	37.50	71.43 %	*	31.25	14.29 %	*	18.75	14.29 %	*	12.50	0.00 %	*	16	14
1	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	29.41	51.61 %	50.00	35.29	29.03 %	15.00	20.59	12.90 %	0.00	14.71	6.45 %	20	34	31

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	43.75	71.43	*	31.25	21.43	*	12.50	7.14	*	12.50	0.00	*	16	14
1	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	41.18	61.29	40.00	32.35	29.03	5.00	17.65	6.45	5.00	8.82	3.23	20	34	31

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	37.50	50.00	*	12.50	28.57	*	31.25	14.29	*	18.75	7.14	*	16	14
1	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6
All Grades	25.00	23.53	35.48	40.00	26.47	38.71	30.00	29.41	16.13	5.00	20.59	9.68	20	34	31

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	43.75	78.57	*	43.75	21.43	*	12.50	0.00%	*	16	14
1	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A
2	*	*	*	*	*	*	*	*	*	*	*	6
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	6
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.00	41.18	64.52	45.00	52.94	25.81	0.00	5.88	9.68%	20	34	31

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	56.25	57.14	*	31.25	42.86	*	12.50	0.00%	*	16	14
1	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A
2	*	*	*	*	*	*	*	*	*	*	*	6
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	6
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.00	41.18	61.29	50.00	47.06	35.48	5.00	11.76	3.23%	20	34	31

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	25.00	35.71	*	62.50	64.29	*	12.50	0.00%	*	16	14
1	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A
2	*	*	*	*	*	*	*	*	*	*	*	6
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	6
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	17.65	32.26	60.00	64.71	58.06	5.00	17.65	9.68%	20	34	31

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	37.50	71.43 %	*	31.25	14.29 %	*	31.25	14.29 %	*	16	14
1	*	*	N/A	*	*	N/A	*	*	N/A	*	*	N/A
2	*	*	*	*	*	*	*	*	*	*	*	6
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	6
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.00	26.47	45.16 %	55.00	55.88	41.94 %	0.00	17.65	12.90 %	20	34	31

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

Conclusions based on this data:

1. We moved a number of students from the beginning level of speaking to the moderate level this year and had no students at the beginning level at the end of the year.
2. Our number of students who are EL continues to grow over time.
3. We moved a number of students from the beginning level of reading to the moderate level this year and had no students at the beginning level at the end of the 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 1

Title and Description of School Goal

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

Grow Student Belonging
Broad Goal:
All students, specifically focal students, will report an increased sense of belonging, as measured by two questions on the annual student Panorama survey and qualitative data collected by administrators.

Metric:
Quantitative data Panorama Survey "Overall, how much do you feel that you belong at your school?"(quite belong, extremely belong) & "How often do you have opportunities to share your identity and/or culture at school" (quite often, very often) NOTE: 5 point scale with the top two being favorable.

Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

*Focal students groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Broad Goal:
All students, specifically focal students, will report an increased sense of belonging, as measured by two questions on the annual student Panorama survey and qualitative data collected by administrators.

Metric:
Quantitative data Panorama Survey "Overall, how much do you feel that you belong at your school?"(quite belong, extremely belong) & "How often do you have opportunities to share your identity and/or culture at school" (quite often, very often) NOTE: 5 point scale with the top two being favorable.

Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

*Focal students groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)

Identified Need

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

Research has identified strength or asset-based learning as key to improved engagement, wellness, and a positive attitude towards school. This concept isn't new, but MPCSD's identified need is to deepen our staff's understanding and implementation of culturally responsive and asset-based instruction. Taking a strength-based approach to teaching and supporting students involves recognizing and valuing the diverse strengths and assets that students from various cultural backgrounds bring to the learning environment. By leveraging students' diverse strengths, it also creates a learning environment where every student feels a sense of belonging, acceptance, and appreciation for their unique contributions.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
"CA Dashboard Chronically Absenteeism Data on Focal Student Groups Focal Student Groups: EL, Hispanic, Pacific Islander, SWD, Two or More Races *Selected based on data"	Baseline 2024-2025 Pending December 15th Release	Expected Outcome 2025-2026 TBD
Percentage of focal students reporting favorably a feeling of “Sense of belonging” on the annual Panorama (grades 3- 8) “Sense of belonging" Scale.” Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED *Selected based on data	Baseline 2024-2025 AA: Confidentiality protected EL: 88% Hispanic: 89% Pacific Islander: Confidentiality protected SWD: 77% SED: 92%	Expected Outcome 2025-2026 AA: Confidentiality protected EL: 90% Hispanic: 91% Pacific Islander: Confidentiality protected SWD: 79% SED: 94%
"Percentage of focal student groups reporting Culture Awareness in the Panorama survey Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED	Baseline 2024-2025 AA: Confidentiality protected EL: 50% Hispanic: 48% Pacific Islander: Confidentiality protected SWD: 23% SED: 8%	Expected Outcome 2025-2026 AA: Confidentiality protected EL: 52% Hispanic: 50% Pacific Islander: Confidentiality protected SWD: 25% SED: 8%
"Percentage of focal student groups reporting involvement with activities outside of school on the annual Panorama (grades 3- 8) ""How often do you participate in activities outside of school, such as sports, clubs, music lessons, or other hobbies?"" Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED "	ONLY 6TH-8TH GRADE ASKED ON PANORAMA SURVEY Need to add to 3-5 student question set New Metric - Baseline 2024-2025	Expected Outcome 2025-2026
Increase the enrollment number of students from Socio-Economically Disadvantaged families to participate in after-school events	ONLY 6TH-8TH GRADE ASKED ON PANORAMA SURVEY Need to add to 3-5 student question set New Metric - Baseline 2024-2025	Expected Outcome 2025-2026
Teacher feedback from Panorama survey on culture, bias, and equity "To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?"	New Metric - Baseline 2024-2025 Need to add to teacher question set	2025-2026 TBD

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served
1.1	Progress monitor student groups through empathy interviews to better understand and decrease chronic absenteeism	Focal Student Groups: EL, Hispanic, Pacific Islander, SWD, Two or More Races *Selected based on data
1.2	Continue to systematize the implementation of Second Step, RULER, and other trauma informed best practices to support Social & Emotional Learning (SEL) across the district in order for all students, with attention towards our focal student groups to improve sens of belonging	Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED *Selected based on data
1.3	Continue to implement adopted K-5 Social Studies adoption with a lens towards the social justice domains when teaching the Untold Stories kits that tells the stories and impacts of marginalized people in America in order for our diverse student groups to see themselves in the curriculum, spark curiosity, and develop empathy with other students	All Students
1.4	Develop ways to encourage our focal students to participate in after school activities, sports, and theater	Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED
1.5	Provide students from Socio-Economically Disadvantaged homes scholarships to attend after school clubs, activities, and outdoor education through various grants	Students from Socio Economically Disadvantaged Families
1.6	Send Mission Postcards to each child in the first trimester from their teacher, demonstrating ways that the teacher sees them fulfilling our school mission	All students
1.7	Parent book club and Neurodivergent support group (Book: Never Enough, Parent movie Night : Race to Nowhere)	All students
1.8	Inside the Otter Studio series on KNOL sharing about every staff member on campus to build connections in our community.	All students
1.9	Students whith chronic attendance will be have a 2 by ten, two minutes each day for ten days with one of the adults on campus to strengthen relationships	Focal Student Groups: EL, Hispanic, Pacific Islander, SWD, Two or More Races *Selected based on data
1.10	Principal and Assistant Principal watch KNOL each morning in a classroom and attend community circles in classrooms	All students

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

Analysis

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

This is an area of strength for Oak Knoll however we continue to focus on this goal across the board. Our new initiative to ensure each child receives a mission postcard and knows that their teacher is thinking of them and seeing how they are exemplifying the mission is a strategy to ensure a feeling of belonging in the school. We purchased a Welcome to Oak Knoll book for all of our Kinder and TK families as an introduction to our school. Our neurodivergent parents group was well supported in the past and we had a great first meeting in September. Our International families group is

growing and creating new ways for our community to connect. We will continue with the PAL studio in grades K-1 and other grades after the first trimester.

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

We continued to fund KNOL which featured Inside the Otter Studio last year, and created a new PAL Studio - The Play and Learn Studio which began after last year's budget had been adopted. This studio was effective in supporting our students in all grades but especially our kinder and first graders learn to work cooperatively, adopt pro-social student skills and learn to use a rubric and self reflect on their learning.

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

Changes are all reflected in the Goals, especially 1

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Identified Need

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

These identified needs paired with those in goal area 1, 3, and 4 will all contribute to the goals listed in this section. It is clear to us, and reflected in our data across the past four years, that WHAT we choose to spend our time, energy and resources on impacts our outcomes. One of our biggest accomplishments this past year was bringing the number of LTELS to zero (goal area 3).
Our identified needs for 2023-24 are to keep many of our strategies and actions in place and to grow our work using the Mini Mira to accelerate math communication and reasoning. We will increase the amount of time we spend talking about all students, monitoring benchmark data along the way, and continuing to improve our instructional practices through increased collaboration time, professional development, and feedback. We continue to question ourselves and continually reflect on our practice. We are increasing our focus on teacher collaboration.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
"Percentage of 3rd grade student groups achieving “standard met” and “standard exceeded” on ELA CAASPP Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED "	Baseline 2024-2025 ELA CAASPP 3rd Grade All: 78% EL: Confidentiality protected HI, PI, AA: 71% SWD: Confidentiality protected SED: Confidentiality protected	Expected Outcome 2025-2026 ELA CAASPP 3rd Grade All: 80% EL: Confidentiality protected HI, PI, AA: 73% SWD: Confidentiality protected SED: Confidentiality protected
"Percentage of student groups achieving “standard met” and “standard exceeded” on ELA CAASPP Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED Professinal Development Feedback survey "	Baseline 2024-2025 ELA CAASPP All: 84% EL: Confidentiality protected HI, PI, AA: 77% SWD: 50% SED: 69%	Expected Outcome 2025-2026 ELA CAASPP All: 86% EL: Confidentiality protected HI, PI, AA: 79% SWD: 52% SED: 71%
Percentage of students achieving “standard met” and “standard exceeded” on MATH CAASPP. Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED Professinal Development Feedback survey	Baseline 2024-2025 MATH CAASPP All: 85% EL: Confidentiality protected HI, PI, AA: 71% SWD: 67% SED: 54%	Expected Outcome 2025-2026 MATH CAASPP All: 87% EL: Confidentiality protected HI, PI, AA: 73% SWD: 69% SED: 56%
Teacher feedback Survey on implementation." 5th Grade CAST Data	Baseline 2024-2025 5th Grade CAST Data 78%	Expected Outcome 2025-2026 5th Grade CAST Data 78%
"Progress monitor AA, EL, Hispanic, Pacific Islander, SWD, SED student enrollment into compacted math classes. *Selected based on data"	Baseline 2024-2025 Student enrollment in compacted math classes District 5th Grade All 234 EL 3 SED 10 SWD 13 HI, PI, AA 21 Tinsley 8 Asian 52 White 132	Expected Outcome 2025-2026 Student enrollment in compacted math classes District 5th Grade All 234 EL 5 SED 12 SWD 15 HI, PI, AA 23 Tinsley 10 Asian 54 White 132

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served
2.1	Math facts intensive for grades 4-5 with Math interventionist and aides	All Students in grades 4-5, especially students who are not yet at benchmark
2.2	Teacher-Admin conferences - Follow data for 3 students per class co-identified with teacher focusing on student growth and achievement	All students and especially students identified through our MTSS process in grades 3-5 as needing support

2.3	ELA - CAASPP Focus on writing calibrations in Collaborative Professional development days and Site Thursdays. Teachers will focus on writing outcomes for students with disabilities, Hispanic students, multilingual learners, and students from SED families.	All students
2.4	Math Professional development release days with Instructional Coach	All students whose teachers attend
2.5	Curriculum focused assemblies -Julia Robinson Math Festival, Stuart Gibbs author assembly, Bat pollinator Assembly, Taiko drumming assembly, Wildmind Native Ca wildlife assembly, bug museum	All students
2.6	ELA , Science, and Math CAASPP - Interim assessment unit analysis and administration	All students
2.7	Examine access and support eligibility for more AA, EL, Hispanic, Pacific Islander, SWD, SED students to attend compacted math courses	AA, EL, Hispanic, Pacific Islander, SWD, SED students
2.8	K-5 teachers will receive professional development on using the adopted Foundational Literacy Skills materials to increase achievement in Language Arts by 2027	All students

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

Analysis

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

Overall, our academic data continues to be strong; however, we identified that there was a small subset of students who did not get a score for writing on CAASPP due to not answering the prompt correctly. We have shared the data and the strategies for addressing this with staff through professional development last year, and we believe that the analysis supported more students in being proficient this year. Also, areas identified as weaker include math modeling, and we will have dedicated professional development time for strategies from the Department of Education on this as well. Last year in November, we learned more about the interim assessments and ran a small trial of three targeted assessments in each grade level to support students being able to demonstrate mastery on the assessment. We believe this was productive and supported student growth. We have grown in our science data for the past two years.

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

We had greater budget expense for teacher release than predicted in the previous year and for teacher training on the interim assessments. We will continue to use the interim assessments this year as well.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Strengthen Academic Excellence
Broad Goal:
Bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments to qualify for fluent English redesignation by their 6th concurrent year in MPCSD.

Quantitative data number of LTELs redesignated to Fluent English status
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Broad Goal:
Bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments to qualify for fluent English redesignation by their 6th concurrent year in MPCSD.

Quantitative data number of LTELs redesignated to Fluent English status
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

Identified Need

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

To ensure our students have access to A-G courses in high school, it's imperative to prevent them from being identified as Long-Term English Language Learners (LTELs) before they promote to high school. Bringing the number of LTELs to zero before ELs leave MPCSD is crucial to achieving this goal. Analyzing ELPAC assessment results for students at risk of becoming LTELs, we should identify specific areas needing focus, such as writing, reading, or speaking skills, to support our objective of reducing LTEL numbers to zero

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of EL students achieving "moderately developed" and "well developed" on the ELPAC	Baseline 2024-2025 82% "moderately developed" and "well developed"	Expected Outcome 2025-2026 84% "moderately developed" and "well developed"
Decrease by XX# of LTELS	Baseline 2024-2025 LTEL: 0	Expected Outcome 2025-2026 Zero Long Term English Learners

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served
3.1	Provide professional learning and coaching on implementation of ELD standards integration to core subject areas for all teachers in order to increase ELLs literacy and language achievement	English Language Learners
3.2	Provide learning opporutnities and support specifically for families that have students identified as Long Term EL Learners twice a year	English Language Learners
3.3	Community Coffee Connections Thursday morning coffee and International Families Pizza night before Book Fair, Spring ice cream social, and Lemonaid welcome back to school with EL specialist. New family welcome in library before Fall Family Picnic	
3.4	Extra specialist push in support in grades K and 1 to increase the teacher to student ratio and provide stronger connections to adults on campus and increase student opportunities to practice english	
3.5	Buddy system for all new families with veteran families	
3.6	EL partnership circles - EL teacher, parents, and classroom teacher partnership and close communication circles. Coaching by El teacher of general education teachers with EL students who are in danger of becoming LTELs.	
3.7	Mission team student monitoring and weekly student progress check in. School Psychologist, School Counselor, Assistant Principal and Principal will meet weekly to focus on students that need additional support through the MTSS process. Ensure that all students have access and that all general education interventions are exhausted before students are moved to more restrictive settings.	

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

Analysis

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

Overall our English Language learner data continues to be strong as our EL population grows. Through dedicated attention, thoughtful intervention, and strong teacher-interventionist partnerships we continue to have no Long Term English Language Learners who have been at Oak Knoll since kindergarten.

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

We have had more students than previous years.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Creating Inspiring Environments
Broad Goal:
"All students and specifically focal student groups will report an increased favorability regarding their school's overall social and physical learning climate as measured by two questions on the annual panorama student survey.

Quantitative data Panorama Survey questions ""How pleasant or unpleasant is the physical space at your school?"" & ""How positive or negative is the feeling/vibe at your school?""
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

Focal Student Groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Broad Goal:
"All students and specifically focal student groups will report an increased favorability regarding their school's overall social and physical learning climate as measured by two questions on the annual panorama student survey.

Quantitative data Panorama Survey questions ""How pleasant or unpleasant is the physical space at your school?"" & ""How positive or negative is the feeling/vibe at your school?""
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

Focal Student Groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

Identified Need

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

The impacts of a school environment can greatly impact how our students learn, feel, and connect. The US department of education shares research on how the space in which our students learn is vitally important. At MPCSD, we have opportunities around our campuses to create a safe and inspiring setting so that kids can thrive when they are in a space to learn

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
"Percentage of students responding favorably to a Panorama survey on the usage of the elementary schools' science lab ""How often do you use the science lab at your elementary school?""	Baseline 2024-2025 1% of students responding favorably to a Panorama survey on the usage of the elementary schools' science lab	Expected Outcome 2025-2026 1% of students responding favorably to a Panorama survey on the usage of the elementary schools' science lab
"Percentage of members on the student body and site council rating the overall experience favorably How would you rate your overall experience and involvement with the student body and site council activities this school year?	QUESTION NOT ASKED ON PANORAMA SURVEY Need to review question Baseline 2024-2025	Expected Outcome 2025-2026
"Percentage of students reporting favorably to the physical spaces at school ""How pleasant or unpleasant is the physical space at your school?"" Number of facilities meeting ""Good Repair"" status aligned with the School Accountability Report Card (SARC)	New Question - Baseline 2024-2025 86% of students reported favorably to the physical spaces at school Number of facilities meeting ""Good Repair"" status aligned with the School Accountability Report Card (SARC) Status: Good Repair	Expected Outcome 2025-2026 86% of students reporting favorably to the physical spaces at school Number of facilities meeting ""Good Repair"" status aligned with the School Accountability Report Card (SARC) Status: Good Repair

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served
4.1	Mural squad in Trimester 3 for 5th graders to create a mural on campus	5th Grade Students
4.2	Extra specialist push in support in grades K and 1 to increase the teacher-to-student ratio and provide stronger connections to adults on campus, and increase student opportunities to practice English.	All students
4.3	PAL Studio for TK through grade 2 to provide opportunities to foster pro-social behaviors with rubrics in a supportive setting	All Students
4.4		Students who need supports in school
4.5		5th grade students who participate

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

Analysis

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

We have worked with out district and our PTO in collaboration to create inspiring spaces on campus where students can thrive

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

We are adding back a student led mural squad

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

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

4 Other School Staff

7 Parent or Community Members

Name of Members	Role
Laura Webb	Parent or Community Member
Michelle Eakin	Parent or Community Member
Jacqueline Kort	Parent or Community Member
Mike Lippert	Parent or Community Member
Francie Maletis	Parent or Community Member
Shani Tenneholtz	Parent or Community Member
Janet Light	Parent or Community Member
Alicia Payton-Miyazaki	Principal
Theresa Rhoades	Other School Staff
Karen Clancy	Other School Staff
Amy Austin	Classroom Teacher
Laura Gumbrecht	Classroom Teacher
Hope Scheid	Other School Staff
Alicia Poole	Other School Staff

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.

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 (LCAP) process.

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023