School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oakview Community Elementary School	34-67447-6034771	May 26, 2026	June 23, 2026

Purpose and Plan Summary

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

Schoolwide Program

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Oakview's involvement process for the SPSA annual review and update included ongoing collaboration and reflection among ELAC, SSC, PTC, the site leadership team, and staff. Throughout the year, stakeholders frequently reviewed student data, engaged in cycles of inquiry, and discussed progress toward goals to determine next steps and needed adjustments to support student achievement and continuous improvement.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.47%	0.49%	0.25%	2	2	1
African American	0.47%	0.74%	0.76%	2	3	3
Asian	2.82%	1.47%	1.51%	12	6	6
Hispanic/Latino	23.53%	22.85%	23.17%	100	93	92
Pacific Islander	0.47%	%	%	2		
White	65.88%	67.81%	67.00%	280	276	266
Multiple/No Response	6.35%	6.63%	7.30%	27	27	29
			Total Enrollment	425	407	397

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	24
Kindergarten	60		52
Grade 1	72		53
Grade 2	79		63
Grade3	68		65
Grade 4	61		81
Grade 5	61		59
Total Enrollment	425		397

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	43	28	22	9.6%	10.1%	5.5%
Fluent English Proficient (FEP)	12	21	27	3.5%	2.8%	6.8%
Reclassified Fluent English Proficient (RFEP)	13				27.08%	

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
407	**46.7%**	**6.9%**	**0.2%**
Total Number of Students enrolled in Oakview Community Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	28	6.9%
Foster Youth	1	0.2%
Homeless	4	1%
Socioeconomically Disadvantaged	190	46.7%
Students with Disabilities	69	17%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	3	0.7%
American Indian	2	0.5%
Asian	6	1.5%
Filipino	0	0.0%
Hispanic	93	22.9%
Two or More Races	27	6.6%
Pacific Islander	0	0.0%
White	276	67.8%

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Yellow		
English Learner Progress No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
11.4 points above standard	19.3 points below standard	
Increased 14.1 points	Increased 38.8 points	
199 Students	27 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	4 points below standard
1 Student	4 Students	Increased 3.2 points
		101 Students

Students with Disabilities	African American	American Indian
Yellow 44.1 points below standard Increased 12.4 points 47 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students	Green 2.8 points below standard Increased 13.6 points 52 Students

Two or More Races	Pacific Islander	White
No Performance Color 14.4 points above standard Increased 21.2 points 14 Students	No Performance Color 0 Students	Green 16.3 points above standard Increased 13.2 points 125 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

There are no student groups in English Language Arts performing at the lowest performance level in red or orange on the California Dashboard indicator. Students with Disabilities performed at the yellow level on the California Dashboard, scoring 44.1 points below standard; however, the group increased by 12.4 points from the previous year.

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

Our entire TK–5 grade team is dedicated to the continuous improvement and success of every student. We continue to focus our collaboration and professional development on learning from the "Shifting the Balance" book study, implementation of the 95% curriculum, and best literacy practices grounded in the Science of Reading. Our team is highly skilled in identifying students’ strengths and areas for growth and in personalizing instruction to meet individual learning needs. Leadership allocated dedicated collaboration time, in addition to monthly team meeting time, to support collaboration within and across grade-level teams and strengthen the vertical alignment of instructional standards. Based on student data, our intervention teacher and academic intervention specialist work collaboratively with the instructional team to identify students who would benefit from additional academic support and targeted intervention. Our shared 0.5 ELD teacher also provided additional strategic support for identified English Learners in grades 1–5 through the implementation of the EL Achieve curriculum.

All students scored 11.4 points above standard and increased 14.1 points, performing in the green level on the California Dashboard. Socioeconomically disadvantaged students scored 4 points below standard and increased 3.2 points, also performing in the green level. Hispanic students scored 2.8 points below standard and increased 13.6

points in the green level. White students scored 16.3 points above standard and increased 13.2 points, maintaining performance in the green level.

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

Our team will continue professional learning to strengthen Science of Reading instructional practices and implementation of the 95% curriculum. The TK–1 team will continue utilizing Heggerty materials in addition to ESGI as a progress-monitoring tool. Instructional Assistants will continue to engage in professional learning opportunities to build their knowledge and skills in planning and facilitating strategic small-group instruction across TK–5 grade levels.

Our shared 0.5 ELD teacher will continue to collaborate closely with the instructional team and utilize the EL Achieve curriculum to support English Learners. Based on staff survey feedback and input, the site leadership team will continue to allocate dedicated collaboration time, in addition to monthly team meeting time, to support collaboration within and across grade-level teams.

Next steps include, but are not limited to, identifying common pre- and post-formative and summative assessments to strengthen instructional alignment and monitor student progress. In addition, the team will explore and implement best practices in writing instruction.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	1	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	
6.4 points below standard	24.6 points below standard	
Declined 5.2 points	Declined 6.3 points	
199 Students	27 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	12.6 points below standard
1 Student	4 Students	Maintained 0.1 points
		101 Students

Students with Disabilities

Yellow

51.4 points below standard

Increased 10.8 points

47 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Filipino

No Performance Color

0 Students

Hispanic

Yellow

20.8 points below standard

Maintained 1 points

52 Students

Two or More Races

No Performance Color

31.6 points below standard

Declined 7.1 points

14 Students

Pacific Islander

No Performance Color

0 Students

White

Green

4.1 points above standard

Declined 6.3 points

125 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

There are no student groups in mathematics at the lowest performance level in red or orange on the California Dashboard indicator. All students, socioeconomically disadvantaged, students with disabilities and hispanic all performed in the yellow level. All students scored 6.4 points below standard and declined 5.2 points. Socioeconomically disadvantaged students scored 12.6 points below standard and maintained .1 points. Students with disabilities scored 51.4 points below standard, but increased 10.8 points. Hispanic students scored 20.8 points below standard and maintained 1 point.

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

Our TK–5 grade team has had the opportunity to engage in professional development with independent contractor Mike Fitchett for the past decade. Due to budget constraints, the amount of time available with Mr. Fitchett has decreased significantly. As a result, grade-level teams have had substantially less time for both mathematics professional development and collaborative planning.

At the same time, Oakview Community has continued to welcome new team members. Reduced access to coaching and collaboration with Mr. Fitchett has significantly impacted new staff members’ ability to develop a strong understanding of Oakview’s approach to mathematics instruction. This lack of sustained training and support has created gaps in the common agreements, instructional practices, and shared vision previously established by the team.

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

One of our veteran teacher leaders volunteered to pilot the newly adopted mathematics curriculum during this instructional year. As Mike Fitchett's availability continues to decrease, the site leadership team will need to allocate a significant amount of collaborative time to support staff in building knowledge and understanding of the new curriculum.

Additional planning time will also be necessary for the team to make meaningful connections between the newly adopted curriculum and the more than 10 years of professional learning previously completed with Mr. Fitchett. Moving forward, the TK–5 team must continue to develop and maintain a common vision and cohesive instructional plan aligned to the new mathematics framework and standards to ensure consistency and success for all students.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green 57.6 science points Maintained 1.8 points 60 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color 0 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 0 Students	No Performance Color 0 Students	Green 56 science points Maintained 1.6 points 34 Students

Students with Disabilities	African American	American Indian
No Performance Color 48.3 science points Maintained 0.8 points 16 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 0 Students	No Performance Color 58.1 science points Increased 7.8 points 14 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students	Green 59.4 science points Increased 2 points 37 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

There are no student groups in science performing at the lowest performance level in red, orange or yellow on the California Dashboard indicator. All students performed at the green level on the California Dashboard, scoring 57.6 points and maintaining with 1.8 points. Hispanic students also performed at the green level on the California Dashboard, scoring 58.1 poings and increasing 7.8 points.

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

Each grade-level team is committed to addressing science standards through hands-on lessons and by incorporating science instruction into other content areas whenever appropriate.

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

Our team will continue to identify and prioritize time during the instructional day to teach science standards and ensure students are prepared for success at the next grade level.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
75% making progress.	making progress.
Number Students: 23 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10%	15%	0%	75%

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

Seventy-five percent of our English Learner students progressed at least one ELPI level, demonstrating significant growth and achievement. Ten percent of students decreased by one ELPI level, while 15 percent maintained their current level of performance.

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

We have an exceptionally skilled 0.5 ELD teacher who works collaboratively with our instructional team to coordinate supports for identified English Learner students. The teacher utilized the EL Achieve curriculum during targeted small-group instruction to support language development and academic growth.

ELAC meetings are scheduled regularly and include interpreters, as well as significant support for families to encourage meaningful participation and engagement in the educational process.

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

Our team will work collaboratively to identify students who decreased an ELPI level or maintained their current level and develop an individualized plan to support each student’s growth. Based on each student’s data and needs, some students may be recommended for a Student Study Team (SST) meeting to identify additional concerns, determine appropriate supports and interventions, and consider whether additional assessment or testing may be warranted.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

N/A

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

N/A

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

N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow 11.9% Chronically Absent Declined 9.2 413 Students	Orange 19.4% Chronically Absent Increased 6 31 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Yellow 17.4% Chronically Absent Declined 9.4 218 Students

Students with Disabilities	African American	American Indian
Yellow 14% Chronically Absent Declined 8.5 86 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color 0 Students	Yellow 12.5% Chronically Absent Declined 4.3 96 Students

Two or More Races	Pacific Islander	White
No Performance Color 7.4% Chronically Absent Declined 10.4 27 Students	No Performance Color 0 Students	Yellow 11.9% Chronically Absent Declined 11.8 277 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

There are no student groups in English Language Arts performing at the lowest performance level in red or orange on the California Dashboard indicator. English Learners were the only student group performing in the orange level for chronic absenteeism, with 19.4% of students chronically absent, representing an increase of 6%.

There were four student groups performing in the yellow level. All students had a chronic absenteeism rate of 11.9%, reflecting a decrease of 9.2%. Students with Disabilities had a chronic absenteeism rate of 14%, decreasing by 8.5%. Socioeconomically disadvantaged students were chronically absent at a rate of 17.4%, declining by 9.4%. Hispanic students had a chronic absenteeism rate of 12.5%, decreasing by 4.3%. White students had a chronic absenteeism rate of 11.9%, reflecting a decline of 11.8%.

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

At the start of the instructional year, we welcomed a new attendance clerk to our team. As a current parent with strong relationships among Oakview families and within the community, she brought valuable connections and insight to the role. She joined the team eager to learn and contribute additional ideas and strategies to reduce chronic absenteeism.

Our TK–5 teachers also do an excellent job maintaining regular communication with families and proactively identifying barriers that may impact consistent student attendance. Through these collaborative efforts, students and families are well supported by all staff members.

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

We will continue our collaborative efforts to support all students and families by identifying barriers to regular school attendance and developing individualized plans to improve student attendance and engagement. Our identified English Learners demonstrated significant academic and language growth. Moving forward, we will continue collaborating with our 0.5 ELD teacher and attendance clerk to identify students who continue to struggle with attendance. The team will schedule meetings with families to develop individualized plans and provide targeted support to improve student attendance and overall success.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

N/A

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

N/A

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

N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	2	0	1	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Orange	
5.5% suspended at least one day	3.1% suspended at least one day	
Increased 3%	Increased 3.1%	
419 Students	32 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	6.8% suspended at least one day
3 Students	6 Students	Increased 4.2%
		219 Students

Students with Disabilities	African American	American Indian
Green 2.3% suspended at least one day Declined 2.7% 88 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian	**Filipino**	**Hispanic**
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color 0 Students	Orange 5.1% suspended at least one day Increased 3.2% 99 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 3.7% suspended at least one day Maintained 0.1% 27 Students	No Performance Color 0 Students	Red 5% suspended at least one day Increased 2.9% 280 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

There were two student groups performing in the red level on the California Dashboard Suspension Indicator. All students had a suspension rate of 5.5%, representing an increase of 3%. Socioeconomically disadvantaged students had a suspension rate of 5.6%, reflecting an increase of 4.2%.

There were two student groups performing in the orange level. English Learners had a suspension rate of 3.1%, an increase of 3.1%. Hispanic students had a suspension rate of 5.1%, representing an increase of 3.2%.

Students with Disabilities were the only student group performing in the green level, with a suspension rate of 2.3%, reflecting a decline of 2.7%.

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

Oakview Community is a medium-density school site. As a result, counseling and social work support through the Multi-Tiered System of Supports (MTSS) was reduced from 1.0 FTE to 0.5 FTE. Due to the high level of individual student's Tier 3 mental health needs, small-group counseling opportunities were not consistently available to support students who were struggling with emotional regulation and conflict-management skills.

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

Our TK–5 team continues to work collaboratively within the TK–2 and 3–5 grade spans to develop and strengthen common agreements regarding Tier 1 and Tier 2 supports. Students requiring Tier 3 interventions will continue to need additional targeted support through the Multi-Tiered System of Supports (MTSS).

Our RSP teacher is also providing additional support for students with behavioral goals by facilitating small groups focused on developing and strengthening common behavioral and social-emotional skills.

Oakview Community's students would greatly benefit from additional mental health support through MTSS.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Curriculum-based and grade-level-created formative assessments were ongoing throughout the instructional year. Mathematics formative assessments were developed in collaboration with independent contractor Mike Fitchett. The 95% Core Curriculum was utilized school-wide as a Tier 1 intervention to support foundational literacy instruction.

Our intervention teacher and academic intervention specialist utilized SIPPS and later the 95% Core Curriculum intervention kits during targeted small-group instruction. Instructional Assistant I staff members were also provided training in intervention materials to strengthen their ability to support strategic small-group instruction. Our shared 0.5 ELD teacher utilized the EL Achieve curriculum to support English Learners.

Oakview’s K–5 team elected to utilize i-Ready each trimester as a summative assessment measure, while grades 3–5 utilized CAASPP data during the third trimester. TK–2 teachers utilized ESGI as a progress-monitoring tool. Leadership also allocated time each trimester for grade-level teams to collaboratively reflect on student data and instructional next steps.

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

Chronic absenteeism created significant challenges in providing consistent intervention and strategic small-group support for many identified students who would have benefited from ongoing services. Oakview also had a significant number of Tier 3 students whose behavioral needs substantially impacted classroom instruction and the overall learning environment. Additionally, a large percentage of students in TK–5 lacked the skills needed to self-regulate emotions and appropriately resolve minor peer conflicts.

The fTK–5 implementation of the Shifting the Balance professional development was successful. As a result, the team is now utilizing common instructional practices across TK–5 and has strengthened alignment in literacy instruction with a common vision and academic language. The implementation of a universal access for students in K-5 grade has provided dedicated time to further differentiate and personalize instruction. Opportunities for ongoing mathematics professional development decreased this year due to limited and significantly reduced time with Mike Fitchett. With the addition of new team members, this created additional challenges in aligning instructional practices and developing a deeper understanding of the work Oakview Community has engaged in over the past 10+ years. As a result, the previously articulated TK–5 instructional vision became more fragmented.

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

The Behavior Support Team (BST) continued to expand and refine a Google Classroom containing a significant collection of behavioral and intervention resources for staff. BST members were also available to schedule support and consultation for Tier 2 and Tier 3 students as needed.

Our attendance clerk worked closely with the school community outreach worker to coordinate support meetings and Habitual Truancy Conferences (HTCs) with families of students identified as chronically absent or nearing chronic absenteeism status.

Our shared 0.5 ELD teacher utilized the EL Achieve curriculum and had access to additional technology and instructional resources to support English Learners. The Student Study Team (SST) also modified its structure for supporting students and teachers, resulting in a process the team felt was more manageable and effective.

In addition, one of our most experienced teachers piloted the newly adopted mathematics curriculum and will serve as a support for staff during implementation in the upcoming school year.

2025-26

Identified Need

In ELA, every student group demonstrated increased proficiency. Our TK–5 staff will continue focusing on aligning ELA instruction with the Shifting the Balance professional learning, supported by implementation of the 95% curriculum. The implementation of Universal Access also provided additional time at every grade level for targeted intervention and enrichment through small-group instruction.

In mathematics, planned professional learning only occurred during the first trimester rather than throughout each trimester as intended. Data reflects the negative impact that the lack of ongoing professional development had on the team's ability to deepen instructional knowledge, strengthen teaching strategies, collaborate effectively, and engage in meaningful planning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	11.4 points above standard	+3 scale score points
	English Learners	19.3 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	4 points below standard	
	Students with Disabilities	44.1 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	2.8 points below standard	
	Two or More Races	14.4 points above standard	
	Pacific Islander		
	White	16.3 points above standard	
Math State Assessment: Change in scale score	All Students	6.4 points below standard	+3 scale score points
	English Learners	24.6 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Foster Youth Homeless Socioeconomically Disadvantaged: 12.6 points below standard Students with Disabilities: 51.4 points below standard African American American Indian Asian Filipino Hispanic: 20.8 points below standard Two or More Races: 31.6 points below standard Pacific Islander White: 4.1 points above standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	75%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	27.08%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline

1.1		Renew ESGI License for TK-1 grade teachers (assessment tool to assist with progress monitoring and communicating student growth with parent/guardians) ,	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing		LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		1100	August 2026
1.2		Purchase a 10-pack of iPads to utilize with English learners and students in primary during universal access, small group instruction and intervention.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		8000	August 2026
1.3		Provide certificated staff release time to engage in professional learning and planning with grade level team members (each grade level team will be allocated (2) .5 release days during the	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing		LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries		3500	School Year 2026-2027

	2026-27 school year.				
1.4	Purchase 95% Core Curriculum student workbooks for TK-5, online platform for all K-5 teachers and additional teacher manuals for the 3rd 5th grade classroom teacher.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	15000	August 2026
1.5	Purchase Struggly License for teachers in grades 3-5 to support mathematics instruction and new math adoption.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	August 2026
1.6	Provide collaboration time for .5 ELD teacher to meet with K-5 staff during monthly team meetings to align academic language in all	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027

		classroom settings.						

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Student referrals to MTSS .5 counselor, the number of students participating in Friday afternoon CLUBS, attendance data, and various surveys created by the site leadership team were all utilized to monitor student engagement and school climate. Additional feedback was gathered through district annual surveys, empathy-gathering and listening circles, input from the Parent Teacher Club (PTC), ELAC, SSC, and informal conversations and meetings with additional stakeholder groups.

The principal continuously reflected on data in collaboration with the attendance clerk, Behavior Support Team, MTSS counselors, and grade-level team members to identify trends, monitor student needs, and determine appropriate next steps and supports.

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

Chronic absenteeism and students' limited self-regulation and problem-solving skills were significant barriers to our work and impacted our ability to fully meet identified goals. Oakview also had a significant number of Tier 3 students whose behavioral needs substantially affected classroom instruction and the overall learning environment.

We had two 0.5 MTSS counselors who worked effectively together and collaborated regularly with the principal and staff to support student needs. Oakview is a mid-density school site reduced to a .5 counselor. This impact on our students and site was beyond measure. Weekly and monthly assemblies focused on identified character traits, helping to promote a positive school climate and increase student engagement.

Students in grades 3–5 also had the opportunity to earn participation in Friday afternoon CLUBS based on meeting behavioral goals, which further supported student motivation, engagement, and positive behavior development.

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

The Behavior Support Team (BST) was utilized more frequently this year to support Tier 2 and Tier 3 students. The 0.5 MTSS counselor primarily focused on addressing Tier 3 students' mental health needs; however, limited time and capacity prevented the counselor from consistently facilitating small groups to support the development of identified social-emotional and behavioral skill sets.

The attendance clerk also attempted to schedule additional Habitual Truancy Conferences (HTCs) with families, although participation rates among invited families remained extremely low.

Students in grades 3–5 were surveyed to determine which CLUBS they wanted the opportunity to participate in. Providing students with input and choice regarding CLUB offerings increased student engagement and motivation to participate. Student Council also continued to provide an important opportunity for student voice, leadership, and input regarding school activities and campus culture.

2025-26

Identified Need

The chronically absent rate for all sub groups declined! We must continue to work collaboratively to identify strategies to reduce the percentage of chronically absent students. Overall attendance rate goal is 95% or higher. YTD attendance is 94.82%. We need to identify ways to increase student engagement and identify the root cause of why a student is not attending. We need to continue to identify enrichment opportunities for students as a tool to increase engagement. Student Council will continue as the primary source for student voice. We will identify additional opportunities for empathy gathering and increased voice from all stakeholder groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	11.9% Chronically Absent	-0.5%
	English Learners	19.4% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	17.4% Chronically Absent	
	Students with Disabilities	14% Chronically Absent	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	12.5% Chronically Absent	
	Two or More Races	7.4% Chronically Absent	
	Pacific Islander		
	White	11.9% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.1%		94%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		N/A
Graduation Rate:	All Students		.

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of students who graduate high school within 4 or 5 years.	English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Implement Weekly TK-1 STAR & 2/3 and 4/5 Monthly WOW Assemblies.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027
2.2	Outreach to families with students at risk for chronic absenteeism.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified	500	School Year 2026-2027

			Personnel Salaries		
2.3	Attendance clerk, principal and school community outreach worker meet monthly to review students' attendance.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Student office referrals (citations), suspension data, and the number of students participating in 3–5 grade Friday afternoon CLUBS were utilized to monitor student engagement, behavior, and school climate. Additional information was gathered through empathy-gathering circles, student mentoring opportunities, surveys, and input from staff, students, and the community to help guide decision-making and identify areas of need and support.

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

Chronic absenteeism and students' limited self-regulation and problem-solving skills continued to be significant barriers to our work and impacted our ability to fully meet identified goals. The reduction from two 0.5 MTSS counselors to one 0.5 counselor dramatically affected the level of support available to students and staff.

The increased utilization of the Behavior Support Team (BST) helped provide teachers with additional support for Tier 2 and Tier 3 students. Our staff also continued to reflect on and refine agreed-upon Tier 1, Tier 2, and Tier 3 common practices and supports to ensure consistency school-wide.

Weekly and monthly assemblies were held throughout the year focusing on identified character traits, which supported the development of a positive school climate and increased student engagement. In addition, Character Strong was implemented school-wide in TK–5 classrooms to support social-emotional learning and character development.

Students in grades 3–5 were surveyed to determine the CLUBS they wanted the opportunity to participate in each Friday afternoon for 30 minutes. Participation was connected to behavioral goals and helped increase student engagement, motivation, and positive behavior.

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

Oakview's Behavior Support Team (BST) was utilized more consistently throughout the year to support students with behavioral and social-emotional needs. The school psychologist, RSP teacher, and students' previous teachers participated in scheduled meetings whenever available to provide additional insight, collaboration, and support.

The addition of a centrally funded recreation aide and campus safety monitor provided greater consistency and support for students throughout the school day. These staff members also helped strengthen communication between classroom staff and the MTSS counselor.

In addition, the Character Strong social-emotional learning curriculum was implemented school-wide in TK–5 classrooms. This provided staff and students with common language, routines, and structures to support the development of self-regulation, problem-solving, and other social-emotional skills. Site leadership team identified time for the team to meet to reflect and discuss the new SEL curriculum.

2025-26

Identified Need

Oakview Community is committed to creating a welcoming school environment where all students and families feel valued and viewed as partners in the educational process. We will continue to identify ways to increase family involvement through implementation of the new FACE standards. In addition, we will continue to encourage parents and guardians to take on active leadership roles and participate as partners in the educational community.

Moving forward, the school will continue to strengthen social-skills instruction and implement strategies to support students in developing self-regulation and conflict-resolution skills. The school will also collaborate with Student Council to identify ways to increase students' sense of connection and engagement within the Oakview Community. In addition, efforts will continue to focus on increasing the percentage of students and families who respond “Strongly Agree” or “Agree” in the area of “Sense of Belonging” and "Safety" on the district climate surveys.

A priority area is improving perceptions of school safety. Oakview Community will continue working to identify ways to help students, staff and parents feel safe and supported at school through empathy gathering, surveys, and ongoing collaboration with MTSS counselors and other support staff.

The site leadership team will continue identifying ways to solicit input, gather feedback, and increase stakeholder voice in the decision-making process.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students: 5.5% suspended at least one day English Learners: 3.1% suspended at least one day Foster Youth Homeless Socioeconomically Disadvantaged: 6.8% suspended at least one day Students with Disabilities: 2.3% suspended at least one day African American American Indian Asian Filipino Hispanic: 5.1% suspended at least one day Two or More Races: 3.7% suspended at least one day Pacific Islander White: 5% suspended at least one day	-0.3%
Sense of Belonging: Percentage of students who respond "agree" or "strongly	77.8%	80%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
agree" in Sense of Belonging on the district climate survey		
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	78.3%	80%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	2%	10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	School Site Council (SSC) will be held a minimum of 4 times a. year to review school-wide data and address actions to support student learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
3.2	English Learner Advisory Council (ELAC) will be held a minimum of 4 times a year to review EL data and provide input to SSC as to	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027

	which actions specifically support identified English Learners,				
3.3	Renew and implement "Character Strong" program/curriculum in TK-5 grade to increase students' ability to self-regulate and increase conflict management skills.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	2000	August 2026
3.4	Support students' positive engagement and behaviors through positive recognition programs and support of CLUBS and activities.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing			School Year 2026-2027
3.5	Provide additional supervision during recess and lunch time (rec aide)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1020	School Year 2026-2027

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

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

SCHOOL GOAL #2:
Student Engagement and Course Access

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

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

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	33,120.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,500.00
2000-2999: Classified Personnel Salaries	1,520.00
4000-4999: Books And Supplies	23,000.00
5000-5999: Services And Other Operating Expenditures	3,100.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	3,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,520.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	23,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,100.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,600.00
Goal 2	500.00

Goal 3	3,020.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Brittany Bilmaier	Classroom Teacher
Meredith Cameron	Parent or Community Member
Clarise Chapman	Parent or Community Member
Kesley Dixon	Classroom Teacher
Stephanie Jacobs	Parent or Community Member
Melina Paiz	Classroom Teacher
Janatha Shaw	Other School Staff
Jennifer Simmons	Parent or Community Member
Shana Walters	Principal
Brittney Yonan	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Shana Walters on 05/26/26
	SSC Chairperson, Melina Paiz on 05/26/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students' skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Oakview Community Elementary School

Funding Source: LCFF Supplemental Site Allocation **$33,120.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Renew ESGI License for TK-1 grade teachers (assessment tool to assist with progress monitoring and communicating student growth with parent/guardians),	5000-5999: Services And Other Operating Expenditures	$1,100.00	Connected School Communities	
Purchase a 10-pack of iPads to utilize with English learners and students in primary during universal access, small group instruction and intervention.	4000-4999: Books And Supplies	$8,000.00	Connected School Communities	
Provide certificated staff release time to engage in professional learning and planning with grade level team members (each grade level team will be allocated (2) .5 release days during the 2026-27 school year.	1000-1999: Certificated Personnel Salaries	$3,500.00	Connected School Communities	
Purchase 95% Core Curriculum student workbooks for TK-5, online platform for all K-5 teachers and additional teacher manuals for the 3rd 5th grade classroom teacher.	4000-4999: Books And Supplies	$15,000.00	Connected School Communities	
Purchase Struggly License for teachers in grades 3-5 to support mathematics instruction and new math adoption.	5000-5999: Services And Other Operating Expenditures	$2,000.00	Connected School Communities	
Outreach to families with students at risk for chronic absenteeism.	2000-2999: Classified Personnel Salaries	$500.00	Healthy Environments for Social-Emotional Growth	Students, classes and grade levels will be acknowledged and celebrated for academic growth, positive citizenship and participating in school-wide activities and events to promote inclusiveness.
Renew and implement "Character Strong" program/curriculum in TK-5 grade to increase students' ability to self-regulate and increase conflict management skills.	5800: Professional/Consulting Services And Operating Expenditures	$2,000.00	Connected School Communities	Year 4 of school-wide focus on writing. Year 1 of full implementation of Writing by Design. TK-5 continue guided reading with the goal of independence. Teacher's College used for Running Records (text levels). Focus on informational text and use of text evidence to support opinions (verbally and in writing).

Oakview Community Elementary School

Provide additional supervision during recess and lunch time (rec aide)	2000-2999: Classified Personnel Salaries	$1,020.00	Connected School Communities	Year 4 of school-wide focus on writing. Year 1 of full implementation of Writing by Design. TK-5 continue guided reading with the goal of independence. Teacher's College used for Running Records (text levels). Focus on informational text and use of text evidence to support opinions (verbally and in writing).
5th grade students will be invited to participate in a career day. Business partners, community members and parents will be invited to participate as panel members & participants.		$500.00	Clear Pathways to Bright Futures	

LCFF Supplemental Site Allocation Total Expenditures:	$33,620.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00
Oakview Community Elementary School Total Expenditures:	$33,620.00