



# 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
Oakdale Heights Elementary School	04615076003255	05/26/2020	

## Purpose and Description

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

Targeted Support and Improvement

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

The school plan for Oakdale Heights is focused on improving student achievement in ELA and math, improving school culture in the area of chronic absenteeism, and reducing suspension rates. We are an MTSS school, and use Implementation Science to implement and evaluate the effectiveness of what we have in place.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

In the spring of 2020 we conducted the Title I Parent Involvement Survey. The purpose of the survey is to gather information from parents and guardians that will help to drive discussion on how Title 1 money is allocated in the future. Parents had the opportunity to complete the survey using paper-pencil and online. About 19% of Oakdale families returned the survey. The majority of the returned surveys indicated that parents would rather receive information from the school through letters or flyers sent home with the student, by phone, or by text. Most parents have conversations with their children about what is being learned in their class on a regular basis, and over half say that they are of what their child is expected to understand. Over half of the parents who returned the survey reported that they participate in school activities less than every few months or not at all. About 27 out of 57 parents reported that having meetings in the evenings would enable them to participate more often. In addition to the Title I survey, we put forth a survey to Parents Staff, and students in order to gather information on what characteristics they believe students leaving Oakdale should have in order to be prepared for what is next in their lives. The questions are related to four keys to college and career readiness. The Four Keys is a research-based framework that describes a holistic approach to student readiness. In its simplest form, we refer to the Four Keys as Think, Know, Act, and Go. In other words, students ready to be lifelong learners have the ability to think deeply about what they are doing, know contextually how they learn, act purposefully to achieve their goals, and go successfully through life's transitions. We sent the result of these surveys to Inflexion Research to be compiled and desegregated. Through the results our life ready maxims immersed; Brave, we rise to challenges, Big-Hearted, We care for each other, and Ready to fly, we reach our goals

## Classroom Observations

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

The principal visits classrooms on a weekly basis. These classroom visits are usually informal. The many strategies that align to best practices and California Common Core standards are frequently observed, including use of graphic organizers, cooperative learning groups, checking for understanding, effective questioning techniques, accessing prior knowledge, using multiple ways of demonstrating knowledge, doing, and practicing, centers, multiple options, authentic formative and summative assessments, differentiation, and more. All Oakdale staff is frequently implementing these strategies. Regular evaluations are performed per district mandates for several teachers each year. Teachers have multiple formal and informal evaluations during their evaluation year.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The data from iReady assessments and unit assessments are used at all grade levels to determine academic goals for English Language Arts and mathematics. Grades third through fifth also use the results from the previous year's SBAC assessment to help determine academic goals for the current year students. Due to the Covid 19 pandemic, we do not have any SBAC scores for the 2019/2020 school year. Oakdale teachers are refining the PLC process to help increase student achievement. This School year, staff have participated in many professional development sessions pertaining to student behavior and SEL. These sessions have been focused on strengthening systems of support for students.

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

Teachers meet an average of twice a month with their grade level PLC group to review the assessments that are the focus of their planners. Formative and summative assessment results are discussed and may be modified or replaced by more appropriate ones. Teachers also discuss how they will meet the needs of the students that demonstrate interventions are needed, as well as how students are responding to interventions already in place.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of the teachers at Oakdale Heights are highly qualified.

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

Teachers at Oakdale Heights have received several trainings on the newly adopted language arts curriculum, as well as training on the iReady intervention program that the district has adopted. Along with the district provided language arts and iReady trainings, some teachers have attended positive behavior interventions and professional learning community training. Teachers are also encouraged to and take advantage of attending other professional development opportunities that they are interested in attending.

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

The district provides teachers with two to three district-wide grade level meetings throughout the year. At these meetings, teachers discuss what areas they need support and professional development opportunities in. Training, both on-site and at the district, are based on teacher needs and those determined by the state and district. Oakdale Participates in the MTSS Pilot program sponsored by BCOE and Orange County Office of Education and is working with the educational research firm, Inflexion, to strengthen school culture and increase student success.

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

Kindergarten teachers have a 3 hour instructional aide each day. We have two roving instructional aides to allow all 1st through 5th grade teachers 30 minutes of instructional aide time each day. The district is providing one teacher specialist to each school site to help with interventions and coaching. Oakdale Heights has a 50% MTSS teacher lead to help oversee and implement MTSS at the site.

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

Teachers meet at district grade level meetings two to three times a year where they have the opportunity to collaborate with colleagues at other sites in the district. Teachers also meet about twice monthly on Tuesdays, as well as on the minimum day Wednesdays that the district provides a few times a month. At these meetings, teachers review instructional practices, assessment data, adherence to state standards, positive behavior interventions, and any other grade level or school issue that may arise for discussion.

## Teaching and Learning

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

The district has adopted and purchased state adopted materials in ELA and Mathematics that align with the common core state standards. Oakdale Heights has also purchased Mystery Science as a supplemental science program aligned to NGSS. This is an online program that provides teachers with NGSS aligned grade level lesson to help them meet the NGSS requirements and prepare our students for middle school and high school. Teachers meet on a regular basis to use data from formative and summative assessment to drive their instruction.

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

Teachers submit daily schedules to the principal at the beginning of the year. All Oakdale teachers adhere to required instructional minutes.

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

At this time, the district does not have a formal pacing schedule. Teachers follow the recommended schedule from the publishers.

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

All students have access to the required state adopted textbooks in the core academic areas. Oakdale teachers work together in collaboration groups to gather, adapt, and utilize both state-adopted and other materials, such as iReady, to implement the common core standards.

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

Oakdale uses the SBE-adopted Everyday Math, and Wonders curriculum for ELA and math instruction. Both of these programs are published by McGraw-Hill. McGraw-Hill provides additional resources for students that need extra support, for struggling students and English Learners. The Wonders curriculum also has integrated ELD components to meet the needs of ESL students during core instruction. Oakdale also uses SBE - Houghton Mifflin Science for science and Harcourt Brace Reflection for social studies.

## Opportunity and Equal Educational Access

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

In addition to the interventions provided by the core adopted curriculum, teachers use the iReady computer adaptive intervention program to assist in meeting the needs of struggling learners. Students participate in three diagnostic assessments a year to monitor progress toward grade-level standards. Data from these assessments combined with data from core curriculum assessments determine which students need to be recommended for the SST process. Students that are not displaying adequate progress through these interventions are recommended for SST meeting for discussions about what other supports can be offered to this student.

### Evidence-based educational practices to raise student achievement

Teachers participate in the PLC process as a means to help raise student achievement. The PLC process allows teachers to work with peers to analyze data, identify areas of need, create targets aligned to the agreed upon essential standards, and discuss strategies of instruction. In addition to PLC's the district has purchased iReady as a computer adaptive intervention system that correlates closely to the SBAC test results. Teachers commit to having their students spend a minimum of 45 minutes a week in the areas of reading and math. Because it is computer adaptive, the program provides target instruction that meets each individual's needs. In addition, there are printable lessons that are used to give small-group or one-on-one instruction with the teacher or instructional aide.

## Parental Engagement

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

Parents have the opportunity to volunteer in the classrooms to help teachers with centers, and any other activities that the teacher can assign to assist them in meeting the instructional needs of students. Few parents take advantage of this opportunity. Teachers provide the majority of intervention in the classroom within the regular school day. Along with the intervention materials provided by the publisher, teachers use online programs such as Moby Max, and iReady to help differentiate instruction and meet the individual needs of each student. In addition, we have a bilingual aide that pushes into classrooms and does some pull out, to work with ESL students. We are in the process of hiring an additional instructional aide that will push into classrooms to assist teachers with interventions.

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

The Oakdale Heights community is involved with stakeholders in a variety of settings. The following forums are available:

- School Site Council meetings
- English Language Advisory committee
- District LCAP meetings
- Parent-Teacher Organization
- Regular Staff Meetings
- Professional Learning Communities
- Site Grade Level Collaboration
- District Grade Level Meetings
- District Advisory Committee

## Funding

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

Title I funding is used to provide support to under performing students through research-based, targeted intervention based on the SBAC, State Dasboard, and iReady scores, and unit assessments

### Fiscal support (EPC)

- LCFF
- Title 1
- MTSS Grant
- ELSB Grang

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Parents, certificated staff, and classified staff, are involved in the development of the SPSA through our site council and ELAC committee.

## **Resource Inequities**

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

In the past, Oakdale Heights resources have been limited and have made it challenging to meet the unique needs of all of our students. This year Oakdale received a substantially larger portion of Title I funds which will greatly assist in helping us to meet our goals

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.42%	3.11%	4.12%	8	10	14
African American	2.12%	2.17%	2.94%	7	7	10
Asian	12.12%	11.8%	12.06%	40	38	41
Filipino	0.30%	0.31%	0%	1	1	0
Hispanic/Latino	21.21%	20.5%	17.06%	70	66	58
Pacific Islander	0.30%	0.31%	0%	1	1	0
White	47.88%	48.76%	49.71%	158	157	169
Multiple/No Response	%	%	14.12%			0
<b>Total Enrollment</b>				330	322	340

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	67	59	77
Grade 1	54	55	57
Grade 2	46	55	57
Grade3	47	50	55
Grade 4	57	52	48
Grade 5	59	51	46
<b>Total Enrollment</b>	330	322	340

### Conclusions based on this data:

- Oakdale Heights experienced a significant decrease in enrollment between the 2017-18 school year and the 2018-19 school year. For the year 2019-20, enrollment increased which could be from the increase of construction in the area.
- Oakdale Heights displays a fairly diverse culture of subgroups. While most subgroups have remained fairly stable in enrollment, the Asian subgroup has been steadily increasing.
- The ESL population at Oakdale has decreased over the last three years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	32	27	27	9.7%	8.4%	7.9%
Fluent English Proficient (FEP)	15	10	9	4.5%	3.1%	2.6%
Reclassified Fluent English Proficient (RFEP)	8	0	2	17.8%	0.0%	7.4%

### Conclusions based on this data:

1. Oakdale's steady decrease in English learners could be due, in part, to the decrease in overall enrollment. It also reflects a shift in neighborhood population make-up.
2. 2017/18 was the first year of the the new ELPAC assessment that replaced the CELDT assessment for Eenglish Learners. Changes in this assessment, such as time of year taken, and medium for taking the assessment may play into why there as a decrease in the percent of students who reclassified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	49	52	57	48	50	57	48	50	100	98	96.2
Grade 4	64	61	57	63	61	55	63	61	55	98.4	100	96.5
Grade 5	56	62	52	56	62	51	56	62	51	100	100	98.1
Grade 6	33			33			33			100		
All Grades	210	172	161	209	171	156	209	171	156	99.5	99.4	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2339.	2331.	2335.	7.02	2.08	0.00	10.53	6.25	14.00	14.04	25.00	16.00	68.42	66.67	70.00
Grade 4	2362.	2394.	2393.	1.59	4.92	1.82	7.94	14.75	20.00	20.63	19.67	20.00	69.84	60.66	58.18
Grade 5	2421.	2437.	2426.	1.79	4.84	9.80	21.43	17.74	15.69	19.64	27.42	13.73	57.14	50.00	60.78
Grade 6	2485.			15.15			18.18			24.24			42.42		
All Grades	N/A	N/A	N/A	5.26	4.09	3.85	13.88	13.45	16.67	19.14	23.98	16.67	61.72	58.48	62.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.77	6.25	6.00	21.05	27.08	34.00	70.18	66.67	60.00
Grade 4	1.59	4.92	12.73	34.92	50.82	38.18	63.49	44.26	49.09
Grade 5	5.36	11.29	11.76	37.50	41.94	37.25	57.14	46.77	50.98
Grade 6	9.09			54.55			36.36		
All Grades	5.74	7.60	10.26	34.93	40.94	36.54	59.33	51.46	53.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.26	2.08	0.00	22.81	16.67	32.00	71.93	81.25	68.00
Grade 4	1.59	6.56	1.82	30.16	26.23	36.36	68.25	67.21	61.82
Grade 5	7.14	9.68	11.76	42.86	38.71	31.37	50.00	51.61	56.86
Grade 6	15.15			36.36			48.48		
All Grades	6.22	6.43	4.49	32.54	28.07	33.33	61.24	65.50	62.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79	4.17	2.00	43.86	45.83	48.00	40.35	50.00	50.00
Grade 4	3.17	9.84	9.09	44.44	54.10	52.73	52.38	36.07	38.18
Grade 5	1.79	8.06	9.80	51.79	66.13	45.10	46.43	25.81	45.10
Grade 6	21.21			48.48			30.30		
All Grades	9.09	7.60	7.05	46.89	56.14	48.72	44.02	36.26	44.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.26	2.08	2.00	28.07	39.58	34.00	66.67	58.33	64.00
Grade 4	3.17	8.20	1.82	38.10	36.07	52.73	58.73	55.74	45.45
Grade 5	8.93	6.45	15.69	44.64	46.77	19.61	46.43	46.77	64.71
Grade 6	24.24			30.30			45.45		
All Grades	8.61	5.85	6.41	35.89	40.94	35.90	55.50	53.22	57.69

**Conclusions based on this data:**

- Oakdale did not make its goal of increasing student achievement in ELA for the 2018/19 school year. However, when you look at the same group of student from third grade 2017-18 to fourth grade 2018-19, there is significant growth. There is also a decrease in the percent of student in the standards not met category.
- Overall there was a slight decrease in the percent of students at or above grade level. A possible reason for this could be the a result of the Camp Fire and the trauma it triggered in our staff and students.
- We do not have scores from the 2019-20 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	49	52	57	48	50	57	48	50	100	98	96.2
Grade 4	64	61	57	63	60	55	63	60	55	98.4	98.4	96.5
Grade 5	56	62	52	56	62	51	56	62	51	100	100	98.1
Grade 6	33			33			33			100		
All Grades	210	172	161	209	170	156	209	170	156	99.5	98.8	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2377.	2353.	2342.	8.77	2.08	0.00	17.54	10.42	8.00	17.54	20.83	22.00	56.14	66.67	70.00
Grade 4	2383.	2413.	2417.	1.59	6.67	3.64	11.11	6.67	18.18	30.16	40.00	34.55	57.14	46.67	43.64
Grade 5	2436.	2424.	2435.	5.36	4.84	11.76	12.50	14.52	7.84	23.21	22.58	17.65	58.93	58.06	62.75
Grade 6	2477.			15.15			12.12			30.30			42.42		
All Grades	N/A	N/A	N/A	6.70	4.71	5.13	13.40	10.59	11.54	24.88	28.24	25.00	55.02	56.47	58.33

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	14.04	6.25	0.00	28.07	20.83	34.00	57.89	72.92	66.00	
Grade 4	4.76	13.33	12.73	22.22	21.67	30.91	73.02	65.00	56.36	
Grade 5	7.14	9.68	15.69	25.00	22.58	11.76	67.86	67.74	72.55	
Grade 6	18.18			27.27			54.55			
All Grades	10.05	10.00	9.62	25.36	21.76	25.64	64.59	68.24	64.74	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.04	4.17	0.00	35.09	29.17	32.00	50.88	66.67	68.00
Grade 4	1.59	6.67	12.73	39.68	40.00	30.91	58.73	53.33	56.36
Grade 5	8.93	3.23	9.80	26.79	40.32	33.33	64.29	56.45	56.86
Grade 6	12.12			36.36			51.52		
All Grades	8.61	4.71	7.69	34.45	37.06	32.05	56.94	58.24	60.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.02	4.17	2.00	36.84	35.42	40.00	56.14	60.42	58.00
Grade 4	6.35	8.33	7.27	22.22	31.67	36.36	71.43	60.00	56.36
Grade 5	5.36	0.00	11.76	39.29	41.94	27.45	55.36	58.06	60.78
Grade 6	15.15			39.39			45.45		
All Grades	7.66	4.12	7.05	33.49	36.47	34.62	58.85	59.41	58.33

**Conclusions based on this data:**

1. In Math, there was an overall increase in the number of students meeting or exceeding standards. All areas show greater than 55% of our students not meeting or exceeding standards. Although Third grade showed a decrease, Fourth grade saw an increase for students who were in third grade in 2017-18, and in fourth grade in 2018-19.
2. Communication and reasoning had a significant increase in the number of students who met or exceeded standard from the previous year.
3. We do not have scores from the 2019-20 school year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	*	*
All Grades							31	24

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	*	8.33	35.48	45.83	*	37.50	*	8.33	31	24

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	38.71	29.17	38.71	37.50	*	29.17	*	4.17	31	24

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	33.33	35.48	54.17	*	12.50	31	24

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
All Grades	38.71	8.33	51.61	75.00	*	16.67	31	24	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
All Grades	61.29	54.17	*	45.83	*	0.00	31	24	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
All Grades	*	0.00	51.61	83.33	35.48	16.67	31	24	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	16.67	67.74	79.17	*	4.17	31	24

**Conclusions based on this data:**

1. This was the first time that we were able to see a comparison with ELAC scores.
2. Although we do not have enough students at each grade level to be a significant group, school wide we see that students generally scored a level higher in 2018-19 than they did the previous year.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
322	87.6	8.4	1.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	8.4
Foster Youth	4	1.2
Homeless	10	3.1
Socioeconomically Disadvantaged	282	87.6
Students with Disabilities	49	15.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.2
American Indian	10	3.1
Asian	38	11.8
Filipino	1	0.3
Hispanic	66	20.5
Two or More Races	42	13.0
Pacific Islander	1	0.3
White	157	48.8

### Conclusions based on this data:

1. Oakdale consists of a primarily white, socioeconomically disadvantaged population
2. Oakdale Heights has been working to gather information from each stakeholder group in order to develop a shared identity and learning culture.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Due to the decrease in suspensions, Oakdale has moved out of the qualification for Continuous improvement.
2. Some believe the suspension rate decrease may not be due to a decrease in behaviors, but rather a decrease number of students being suspended for those behaviors. The decrease on suspensions could also be due to the attempts to try other means of correction prior to a suspension being administered. An increase in the counseling time, mindfulness practices, and restorative practices could also be contributing factors in the decrease of suspensions.
3. Although Suspensions are decreasing, our rate continues to be higher than the state average.

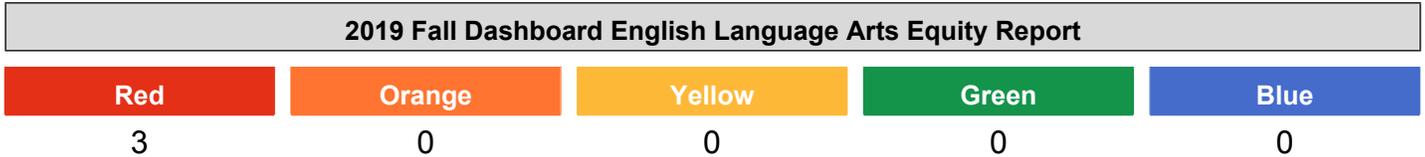
# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>86.2 points below standard</p> <p>Declined -8.6 points</p> <p>137</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>46.6 points below standard</p> <p>Declined -4.1 points</p> <p>18</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>86.9 points below standard</p> <p>Declined -8.5 points</p> <p>127</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>161.6 points below standard</p> <p>Declined Significantly -25.5 points</p> <p>26</p>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 12.8 points below standard Maintained ++1.6 points 15	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 77.6 points below standard Declined -7.8 points 30	 No Performance Color 70.4 points below standard Increased Significantly ++16 points 16	 No Performance Color 0 Students	 Red 101 points below standard Declined -10.9 points 67

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.3 points below standard Increased ++9.3 points 13	Less than 11 Students - Data Not Displayed for Privacy 5	95.8 points below standard Declined -9.1 points 116

#### Conclusions based on this data:

1. All significant subgroups remained about the same, displaying a stagnation of achievement growth toward all students meeting the state standards.
2. At an overall 101 points below the standard, the white population, as a whole maintains the largest deficit. This was a decrease of about 10 points from the previous year.
3. Although English learners are not a significant subgroup, there was an increase of 9 points, offsetting the 9 point decrease of our English only population.

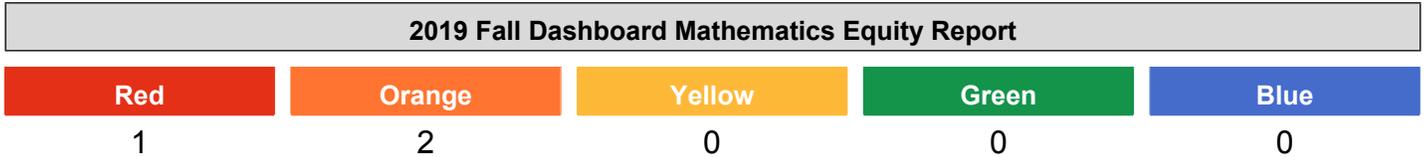
# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 85.8 points below standard Declined -3.4 points 137	<p><b>English Learners</b></p>  No Performance Color 63.5 points below standard Declined Significantly -24.8 points 18	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 87.4 points below standard Maintained -2.6 points 127	<p><b>Students with Disabilities</b></p>  No Performance Color 173.4 points below standard Maintained ++0.1 points 26

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 20.9 points below standard Declined -7.6 points 15	
Hispanic	Two or More Races	Pacific Islander	White
 Red 99.7 points below standard Declined Significantly -30.4 points 30	 No Performance Color 71.3 points below standard Increased Significantly ++10.1 points 16		 Orange 89.9 points below standard Maintained -0.8 points 67

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.4 points below standard Declined Significantly -25 points 13	Less than 11 Students - Data Not Displayed for Privacy 5	92 points below standard Maintained ++0.8 points 116

**Conclusions based on this data:**

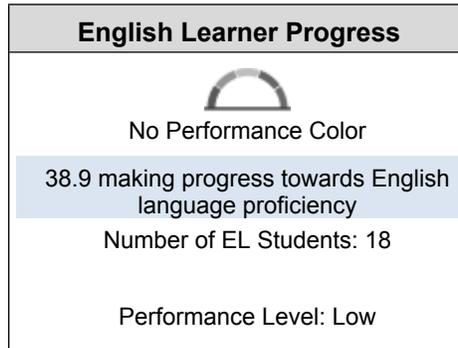
1. We were disappointed to not see the gains that we expected for our third year of the adopted math curriculum. A focus on math facts fluency could help us to see the expected gains for the next school year.
2. Our overall score dropped 3 points from average which was not a significant decrease.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
33.3	27.7		38.8

#### Conclusions based on this data:

1. Almost half of our English learners moved up one level on the ELPAC.

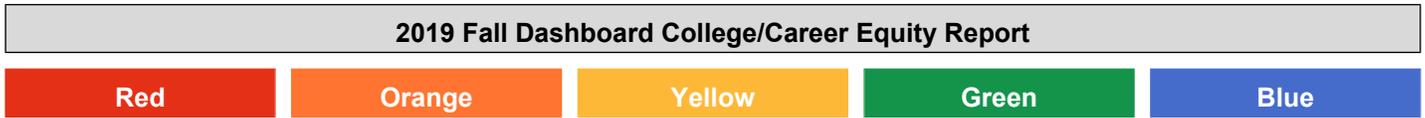
# School and Student Performance Data

## Academic Performance College/Career

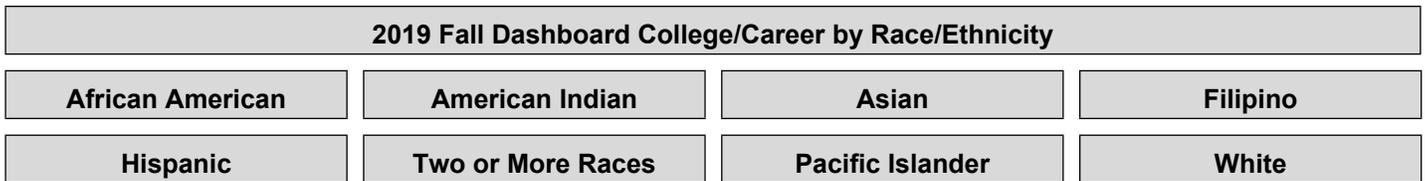
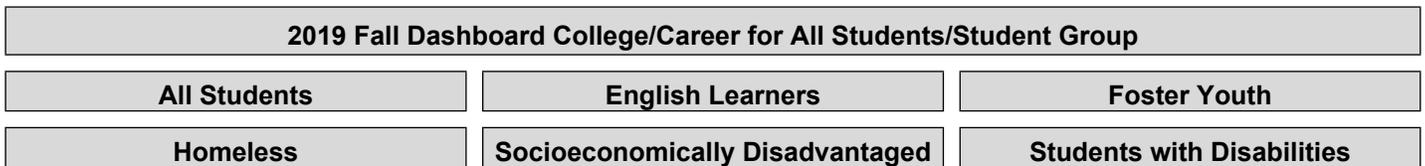
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

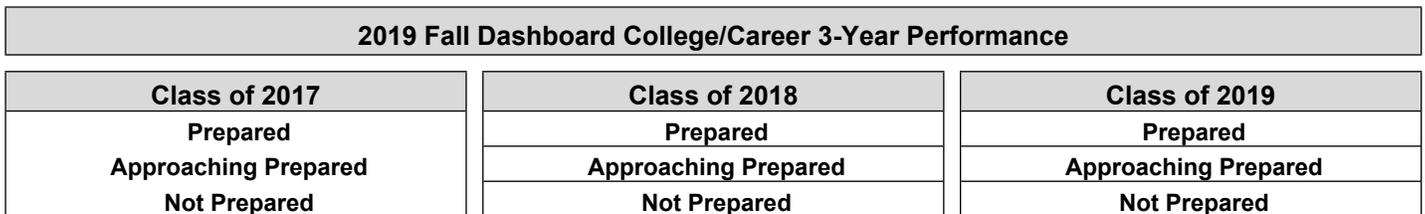
This section provides number of student groups in each color.



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



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

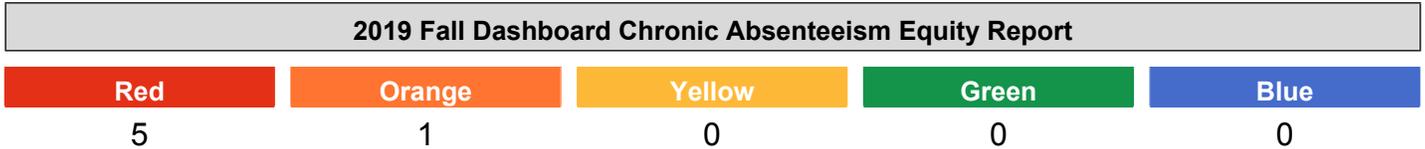
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>24.3</p> <p>Increased Significantly +4.8</p> <p>358</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>6.9</p> <p>Increased +1.9</p> <p>29</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>47.4</p> <p>Increased +17.4</p> <p>19</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>24.7</p> <p>Increased Significantly +6.1</p> <p>328</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>35.8</p> <p>Increased +3.5</p> <p>67</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 46.7 Increased +37.6 15	 Orange 12.2 Increased +7.8 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 24.7 Increased +4.7 73	 Red 23.8 Increased +0.9 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Red 25.8 Increased Significantly +3.3 178

**Conclusions based on this data:**

- Overall, we decreased for the chronic absenteeism section on the dashboard.
- Our socioeconomically disadvantaged population, which is our largest subgroup, showed the greatest increase of all student groups.

# School and Student Performance Data

## Academic Engagement Graduation Rate

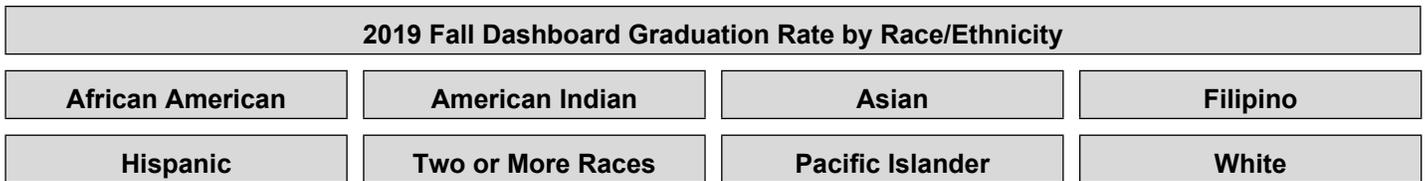
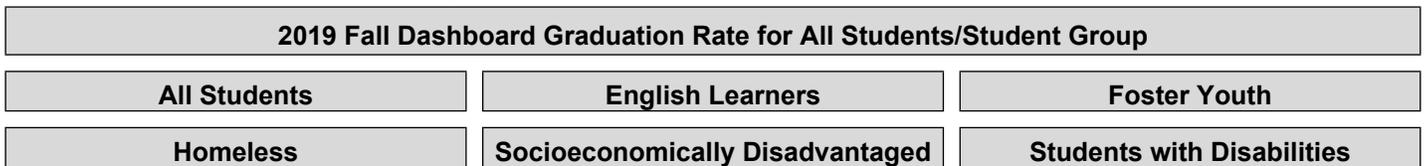
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

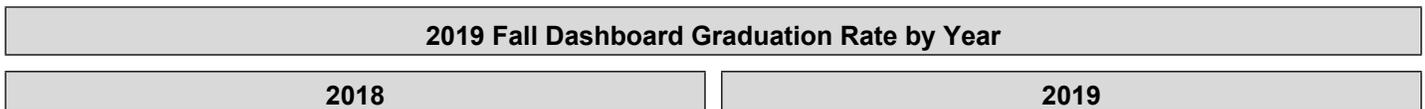
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

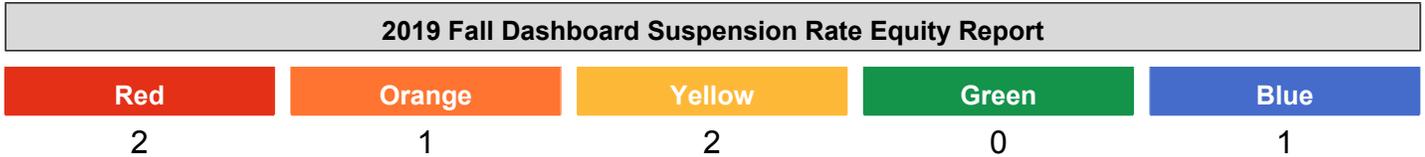
# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 10.2 Declined Significantly -3 371	<p><b>English Learners</b></p>  No Performance Color 3.4 Increased +3.4 29	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 9
<p><b>Homeless</b></p>  No Performance Color 20 Declined -8.6 20	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 10.6 Declined Significantly -3.2 339	<p><b>Students with Disabilities</b></p>  Orange 13.5 Declined -12.9 74

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9	 No Performance Color <span style="background-color: #d9e1f2; padding: 2px;">6.3</span> Declined -27.1 16	 Blue <span style="background-color: #d9e1f2; padding: 2px;">0</span> Maintained 0 41	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Red <span style="background-color: #d9e1f2; padding: 2px;">10.5</span> Increased +2.6 76	 Red <span style="background-color: #d9e1f2; padding: 2px;">18.2</span> Increased +2.2 44	 No Performance Color Less than 11 Students - Data 1	 Yellow <span style="background-color: #d9e1f2; padding: 2px;">10.9</span> Declined Significantly -5.9 183

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	13.2	10.2

**Conclusions based on this data:**

1. Overall suspension rates have decreased.
2. The addition of increased counseling time, Mindfulness practices, and restorative practices combined could be why we have had a decrease in suspensions.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 2: The achievement gap will be lessened as student achievement increases among all students groups including foster youth, special education, low socioeconomic, and all ethnic subgroups.

## Goal 1

The percentage of students school-wide scoring "meeting " or "exceeding" the standard on the CAASPP for ELA will increase by 5% each year. Significant subgroups, including low income students, English learners, students with disabilities, and foster youth will also show an increase of 5% per-year.

## Identified Need

Increase ELA Scores for all sub groups on the State dashboard

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Assessment for ELA	No scores for this past year	meet or exceed Standards 3rd grade 18%, 4th Grade 30%, 5th Grade 33%
California Dashboard for ELA	No scores for this past year	76 points below Standard
iReady Diagnostic for ELA	23% at or above grade level	37% at or above grade level

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Increased professional development including:  
 Best practices for teaching English Language Learners  
 Best use of instructional aides and support staff  
 Best practices for teaching students with disabilities including collaboration with special education staff (UDL Training)  
 Use of instructional aides to support growth with early literacy and struggling students in grades K-5.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
54,000	Title I
26,000	Other

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Implement MTSS Response-To-Intervention system in grades K-5. Daily: Provide additional reading intervention for below basic, far below basic, and beginning/intermediate ELPAC level students. Biweekly: Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze set student growth targets, and create action plans based on performance outcomes. Use of Illuminate to compile and track student data.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I
20,000	Other

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Increase parent awareness of the instructional program and provide ways for families to contribute directly to the progress of students including but not limited to back to school night, open house, and parent-teacher conferences. Use of Edulink to communicate with parents. Increase communication with parents through a digital sign.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17000	Title I
6000	General Fund

## **Strategy/Activity 4**

### **Students to be Served by this Strategy/Activity**

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

All Students

### Strategy/Activity

Hire a 1/2 time MTSS Teacher to lead Multi tiered systems of support for students, including PBIS, and SEL support in addition to some academic supports.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Strategy/Activity 5**

### **Students to be Served by this Strategy/Activity**

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

All Students

### Strategy/Activity

Utilize school-wide expectations and motivation plan to increase the on-task time for students. We will hold monthly award assemblies to recognize students academic achievements. Provide Character and anti bullying assemblies.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Strategy/Activity 6**

### **Students to be Served by this Strategy/Activity**

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

All Students

### Strategy/Activity

Implement adopted curriculum and incorporate CCSS through coaching provided by CORE  
Ancillary materials and supplies to supplement and enhance Core instruction.  
Field trips to enhance the core curriculum.  
Replace outdated Library books with new ones.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3897.14	Title I
20000	Other

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Because of the pandemic and moving in and out of distance learning, it is difficult to determine the effectiveness of the strategies.

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

Due to the Covid Pandemic, we were unable to assess students on the CAASPP. Students have also had a significant disadvantage in learning due to the fact that they have been on distance learning for a substantial portion of the year.

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 2: The achievement gap will be lessened as student achievement increases among all students including foster youth, special education, low socioeconomic, and all ethnic subgroups.

## Goal 2

The percentage of students school-wide scoring "meeting " or "exceeding" the standard on the CAASPP for Math will increase by 5% each year. Significant subgroups, including low income students, English learners, students with disabilities, and foster youth will also show an increase of 5% per-year.

## Identified Need

Increase math scores for all subgroups on the State dashboard

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores on SBAC for math	No scores available from last spring	meet or exceed Standards 3rd grade 22%, 4th Grade 24%, 5th Grade 30 %
California Dashboard for the Area of Math	No scores available from last spring	75.8 points below Standard
iReady Diagnostic for Math	18% of students are at or above grade level standard	36% at or above grade level

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Increased professional development including:  
 Best practices for teaching English Language Learners  
 Best use of instructional aides and support staff  
 Best practices for teaching students with disabilities including collaboration with special education staff  
 Use of instructional aides to support growth with mathematics and struggling students in grades K-5  
 Teacher Peer observations  
 Materials and manipulatives to support instruction

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,500	Title I
	LCFF
20,000	Title I

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Implement Multi-tiered Systems of Support Response-To-Intervention system in grades K-5. Daily: Provide additional math intervention for below basic, far below basic, and beginning/intermediate ELPAC level students. Biweekly: Grade-level teams will participate in PLC meetings to analyze student performance data, analyze set student growth targets, and create action plans based on performance outcomes. The school will use Illuminate as a data collection tool to help monitor student achievement. Use of Accelerated reader to increase reading with each student.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
10000	Title I

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Increase parent awareness of the instructional program and provide ways for families to contribute directly to the progress of students including but not limited to back to school night, open house, and parent-teacher conferences.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2000

Title I

1000

General Fund

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize school-wide expectations and motivation plan to increase the on-task time for students. We will hold monthly award assemblies to recognize students academic achievements.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

General Fund

5000

Title I

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement adopted curriculum and incorporate CCSS Ancillary materials and supplies to supplement instruction, including, but not limited to, iReady and reading counts. Replace broken and outdated technology. Use of Farnois Deep Freeze computer program to manage school computers.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title I

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students and teachers will have access to Technology in the classroom to enhance student learning, and engagement. Technology will include but not be limited to Chromebooks for every student, document projection devices.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10000

Source(s)

Title I

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Integration of math and science. Material and supplies to support the integration of math and Science.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5000

Source(s)

General Fund

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

all students

Strategy/Activity

Hire a 1/2 time MTSS Teacher to lead Multi tiered systems of support for students, including PBIS, and SEL support in addition to some accademic supports.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Title I

**Annual Review**

## **SPSA Year Reviewed: 2020-21**

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

### **ANALYSIS**

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

It is difficult to determine the effectiveness of the strategies due to the pandemic, and going in and out of Distance learning.

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

Due to the pandemic, budgeting was shifted to support distance learning.

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 3: The District will improve student engagement (attendance and chronic absenteeism rates; middle school dropout rates), and parent involvement. The District will improve school climate (suspension/expulsion rates, sense of safety, and school connectedness.)

## Goal 3

School Climate and Culture (Academic, Behavioral, and Attendance) create positive, safe, and nurturing school environment with high behavioral, academic, and attendance expectations for all students. Increase a sense of community with all stake-holders at Oakdale Heights Elementary School, with a focus on the needs of our EL, low-income, foster youth, and students with disabilities.

## Identified Need

Decrease the chronic absenteeism, and suspension rates for all subgroups

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard for Chronic Absenteeism	24.3	14.5
California Dashboard for Suspension rates	10.2	8.2

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 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Increased professional development including:  
 Best practices for inclusion for all students (UDL Training). Identify appropriate training/conferences through BCOE, CASE, etc.  
 Attended MTSS summer institute  
 SEL curriculum to use daily in the classroom

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Hire a 1/2 time MTSS Teacher to lead Multi tiered systems of support for students, including PBIS, and SEL support in addition to some accademic supports.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

67,300

Title I

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a full time instructional aide to help with CICO, and behavior interventions.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15,000

Title I

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Continue PBIS implementation, including incentives for students to display positive behaviors. Use BCOE to consult

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Title I

District Funded

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Use Edulink all call system to communicate with parents about school events, vacation times, and absences. Use of postcards to mail home positive notes to parents Use of monthly attendance awards for perfect attendance. Continued implementation of Restorative Practice.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

622.86

Source(s)

Title I

100

Title I

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

PBIS Implementation is continuing with consultation and support from BCOE. Students are responding to SEL, and learning self regulate their emotions.

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

none

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

For the 2020/21 school year we will not be using Chico state Psychology interns that will affect the number of students that will have access to small group counseling.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The district will improve all student engagement, parent involvement, and school climate

## Goal 4

Decrease the percentage of suspensions and increase student attendance.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

all

#### Strategy/Activity

Continue implementation and sustainability of PBIS

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I

District Funded

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

all

#### Strategy/Activity

Weekly awards for students who are caught displaying positive behavior, including, but not limited to the Top Notch award program.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5000	Title I
	Donations

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

all

Strategy/Activity

Monthly lessons on correct behavior in target areas of the campus.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
-----------	-----------

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

all

Strategy/Activity

Have assemblies to discuss the topic of bullying.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
9000	Title I
	General Fund

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

all

Strategy/Activity

Incentives to increase student attendance during instruction.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5000

Title I

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

all

Strategy/Activity

Involve students and parents in our school activities such as Walk to School, Award Assemblies, and Holiday performances.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

all

Strategy/Activity

Classroom instruction, newsletter articles, bully sheets for reporting

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2000

Title I

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

all

Strategy/Activity

Implement the office referral and SWIS Behavior tracking system.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
300	District Funded

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

all

Strategy/Activity

Work to improve student attendance by providing certificates and awards, and communicating through monthly newsletters, Edulink all-call system, the school website, facebook, and twitter.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded
	General Fund
1000	Title I

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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 10

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$250,420.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$329,720.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$250,420.00

Subtotal of additional federal funds included for this school: \$250,420.00

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

State or Local Programs	Allocation (\$)
District Funded	\$300.00
General Fund	\$13,000.00
Other	\$66,000.00

Subtotal of state or local funds included for this school: \$79,300.00

Total of federal, state, and/or local funds for this school: \$329,720.00

# 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
Ted Sentner	Parent or Community Member
Gloria Sentner	Parent or Community Member
Jamie Nulph	Parent or Community Member
Tonya Smith	Parent or Community Member
Olivia Brown	Parent or Community Member
Molly Uhland	Classroom Teacher
Tonya Soli	Other School Staff
John Bettencourt	Principal
Laimeng Chao	Classroom Teacher
Kara Flores	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2021.

Attested:

Principal, John Bettencourt on 5/13/2021

SSC Chairperson, Molly Uhland on 5/13/2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

### **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

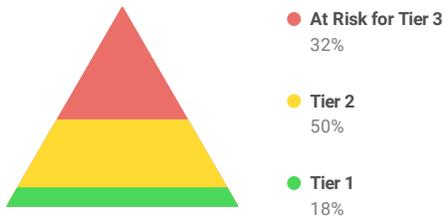
Developed by the California Department of Education, January 2019

# Diagnostic Results

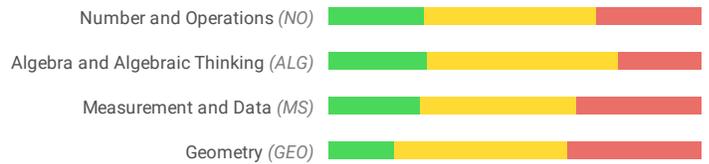
School: OAKDALE HEIGHTS ELEM SCHOOL  
 Subject: Math  
 Academic Year: 2019 - 2020  
 Diagnostic: Final Diagnostic  
 Prior Diagnostic: None  
 Placement Definition: Standard View

Students Assessed/Total: 258/308

## Overall Placement



## Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 6 of 6

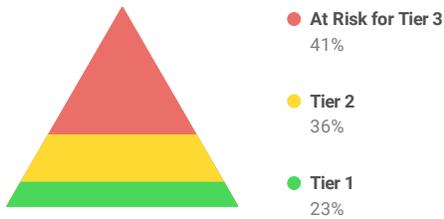
Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K		2/48
Grade 1		54/55
Grade 2		56/58
Grade 3		53/53
Grade 4		46/47
Grade 5		47/47

# Diagnostic Results

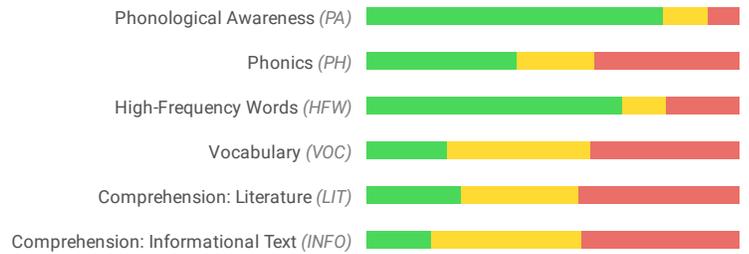
School: OAKDALE HEIGHTS ELEM SCHOOL  
 Subject: Reading  
 Academic Year: 2019 - 2020  
 Diagnostic: Final Diagnostic  
 Prior Diagnostic: None  
 Placement Definition: Standard View

Students Assessed/Total: 257/308

## Overall Placement



## Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	<div style="display: flex; justify-content: space-between;"> <span>33%</span> <span>67%</span> </div>	3/48
Grade 1	<div style="display: flex; justify-content: space-between;"> <span>30%</span> <span>54%</span> <span>17%</span> </div>	54/55
Grade 2	<div style="display: flex; justify-content: space-between;"> <span>32%</span> <span>34%</span> <span>34%</span> </div>	56/58
Grade 3	<div style="display: flex; justify-content: space-between;"> <span>31%</span> <span>21%</span> <span>48%</span> </div>	52/53
Grade 4	<div style="display: flex; justify-content: space-between;"> <span>4%</span> <span>41%</span> <span>54%</span> </div>	46/47
Grade 5	<div style="display: flex; justify-content: space-between;"> <span>11%</span> <span>28%</span> <span>61%</span> </div>	46/47