



# School Plan for Student Achievement (SPSA)

| School Name              | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Oakley Elementary School | 07617626004428                    | May 21, 2026                           | June 17, 2026             |

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

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

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

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

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

## Schoolwide Program

Oakley Elementary (OES) is currently a SWP school. OES utilizes TI funding to supplement core instruction and to provide students targeted opportunities to meet grade levels standards. Oakley Elementary meets Every Student Succeeds Act requirements, in alignment with OUESD's LCAP goals.

# Table of Contents

|                                                           |    |
|-----------------------------------------------------------|----|
| SPSA Title Page .....                                     | 1  |
| Table of Contents.....                                    | 2  |
| Plan Description.....                                     | 4  |
| Educational Partner Involvement .....                     | 4  |
| Resource Inequities .....                                 | 5  |
| Comprehensive Needs Assessment Components .....           | 5  |
| California School Dashboard (Dashboard) Indicators.....   | 5  |
| Other Needs.....                                          | 6  |
| School and Student Performance Data .....                 | 7  |
| Student Enrollment.....                                   | 7  |
| CAASPP Results.....                                       | 9  |
| ELPAC Results .....                                       | 13 |
| Student Population.....                                   | 17 |
| Overall Performance .....                                 | 19 |
| Academic Performance.....                                 | 20 |
| Academic Engagement .....                                 | 28 |
| Conditions & Climate.....                                 | 31 |
| Goals, Strategies, & Proposed Expenditures.....           | 33 |
| Goal 1.....                                               | 33 |
| Goal 2.....                                               | 37 |
| Goal 3.....                                               | 40 |
| Goal 4.....                                               | 43 |
| Goal 5.....                                               | 47 |
| Budget Summary .....                                      | 50 |
| Budget Summary .....                                      | 50 |
| Other Federal, State, and Local Funds .....               | 50 |
| Budgeted Funds and Expenditures in this Plan.....         | 51 |
| Funds Budgeted to the School by Funding Source.....       | 51 |
| Expenditures by Funding Source .....                      | 51 |
| Expenditures by Budget Reference .....                    | 51 |
| Expenditures by Budget Reference and Funding Source ..... | 51 |
| Expenditures by Goal.....                                 | 52 |
| School Site Council Membership .....                      | 53 |
| Recommendations and Assurances .....                      | 54 |
| Instructions.....                                         | 55 |
| Appendix A: Plan Requirements .....                       | 62 |

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....65

Appendix C: Select State and Federal Programs .....68

# Plan Description

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

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

## Schoolwide Program

Oakley Elementary (OES) is currently a SWP school. OES utilizes TI funding to supplement core instruction and to provide students targeted opportunities to meet grade levels standards. Oakley Elementary meets Every Student Succeeds Act requirements, in alignment with OUESD's LCAP goals.

Oakley Elementary will meet ESSA requirements in the following manner:

- Hold 7 SSC meetings per year
- Hold annual Title I Conference in November of each year
- Hold 3 ELAC meetings per year
- Develop and implement Parent Involvement Policy and School Compact - review and update yearly at TI Conference
- Translate documents, flyers and other documentation so Spanish-speaking parents can access school information
- Provide Spanish translation at school events
- Hold parent conferences at least 1 time per year to inform parents on student progress
- Send progress reports and report cards several times per year to keep parents informed about student progress
- Annually approve SPSA and Safety Plan

## Educational Partner Involvement

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

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

The Oakley Elementary Single Plan for Student Achievement (SPSA) is aligned to the District's LCAP. SSC approved instructional strategies of the SPSA on April 16, 2026. Final approval of the SPSA took place at the May 21, 2026.

2023-2024 SPSA Review and Development Meetings:

SSC Meetings:

August, 28, 2025

December 18, 2025

February 19, 2026

March 12, 2026

April 16, 2026 - partial SPSA approval

May 21, 2026 - Final SPSA approval

ELAC Meetings:

August 28, 2025

January 22, 2026

Instructional Leadership Team:

January 26, 2026

April 20, 2026

December 3, 2025

January 28, 2026

February 18, 2026

March 11, 2026

May 6, 2026

Staff Meetings:

August 27, 2025

October 15, 2025

## Resource Inequities

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

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

No inequities were identified.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Oakley Elementary School's overall performance increased from 2024 to 2025 from a rating of 'Orange' to a rating in 'Yellow' in Chronic Absenteeism, Suspensions, ELA, Mathematics and Science. Our EL progress is in "Red" and our only major indicator not making progress.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

EL Progress

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

A needs assessment survey of parents and staff conducted in 2026, identified the following areas of need or interest: intervention, SEL, ELD and attendance.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 23-24                 | 24-25  | 25-26  | 23-24              | 24-25 | 25-26 |
| American Indian                | 0.27%                 | 0.26%  | 0.26%  | 1                  | 1     | 1     |
| African American               | 3.23%                 | 2.64%  | 2.89%  | 12                 | 10    | 11    |
| Asian                          | 2.16%                 | 2.37%  | 1.84%  | 8                  | 9     | 7     |
| Filipino                       | 2.96%                 | 4.49%  | 3.42%  | 11                 | 17    | 13    |
| Hispanic/Latino                | 64.69%                | 63.59% | 65.26% | 240                | 241   | 248   |
| Pacific Islander               | 0.81%                 | 0.53%  | 0.53%  | 3                  | 2     | 2     |
| White                          | 20.22%                | 19.53% | 17.63% | 75                 | 74    | 67    |
| Multiple/No Response           | 5.66%                 | 6.60%  | 7.63%  | 21                 | 25    | 29    |
| Total Enrollment               |                       |        |        | 371                | 379   | 380   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 23-24              | 24-25 | 25-26 |
| Transitional Kindergarten         |                    | 32    | 45    |
| Kindergarten                      | 61                 | 56    | 47    |
| Grade 1                           | 54                 | 54    | 54    |
| Grade 2                           | 63                 | 55    | 55    |
| Grade3                            | 57                 | 70    | 57    |
| Grade 4                           | 45                 | 59    | 66    |
| Grade 5                           | 62                 | 53    | 56    |
| Total Enrollment                  | 371                | 379   | 380   |

#### Conclusions based on this data:

1. Largest subgroup is Hispanic/Latino with 64.65% of total enrollment. Overall enrollment remained steady between 24/25 and 25/26.
2. TK and 3rd grade had the greatest changes in numbers with TK going up by 13 and 3rd grade dropping by 13.
3. 4th grade is the largest grade level at 66 in 2025/26. TK is the smallest at 45.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment |                    |       |       |                     |       |       |
|---------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                   | Number of Students |       |       | Percent of Students |       |       |
|                                 | 23-24              | 24-25 | 25-26 | 23-24               | 24-25 | 25-26 |
| English Learners                | 100                | 104   | 102   | 27.2%               | 27.0% | 26.8% |
| Fluent English Proficient (FEP) | 27                 | 28    | 25    | 7.3%                | 7.3%  | 6.6%  |

### Conclusions based on this data:

1. The number of ELs has remained steady since 2023/24.
2. The number of FEPs from 2023/24 to 2025/26 remained steady at about an average of 26.

# School and Student Performance Data

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

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 3                                | 48                     | 60    | 70    | 48                   | 59    | 69    | 48                        | 59    | 68    | 100.0                         | 98.3  | 98.6  |
| Grade 4                                | 60                     | 46    | 56    | 60                   | 45    | 55    | 60                        | 45    | 55    | 100.0                         | 97.8  | 98.2  |
| Grade 5                                | 63                     | 62    | 53    | 63                   | 61    | 51    | 63                        | 61    | 51    | 100.0                         | 98.4  | 96.2  |
| All Grades                             | 171                    | 168   | 179   | 171                  | 165   | 175   | 171                       | 165   | 174   | 100.0                         | 98.2  | 97.8  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 3                              | 2356.            | 2366. | 2347. | 4.17                | 13.56 | 1.47  | 20.83          | 10.17 | 16.18 | 18.75                 | 25.42 | 25.00 | 56.25              | 50.85 | 57.35 |
| Grade 4                              | 2408.            | 2424. | 2430. | 10.00               | 13.33 | 12.73 | 13.33          | 17.78 | 18.18 | 25.00                 | 24.44 | 23.64 | 51.67              | 44.44 | 45.45 |
| Grade 5                              | 2439.            | 2427. | 2457. | 7.94                | 1.64  | 9.80  | 12.70          | 21.31 | 17.65 | 25.40                 | 36.07 | 27.45 | 53.97              | 40.98 | 45.10 |
| All Grades                           | N/A              | N/A   | N/A   | 7.60                | 9.09  | 7.47  | 15.20          | 16.36 | 17.24 | 23.39                 | 29.09 | 25.29 | 53.80              | 45.45 | 50.00 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                    | 10.42            | 8.47  | 0.00  | 54.17                 | 49.15 | 54.41 | 35.42            | 42.37 | 45.59 |
| Grade 4                                                                    | 6.67             | 11.11 | 14.55 | 61.67                 | 71.11 | 60.00 | 31.67            | 17.78 | 25.45 |
| Grade 5                                                                    | 3.17             | 6.56  | 9.80  | 68.25                 | 59.02 | 56.86 | 28.57            | 34.43 | 33.33 |
| All Grades                                                                 | 6.43             | 8.48  | 7.47  | 61.99                 | 58.79 | 56.90 | 31.58            | 32.73 | 35.63 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                         | 6.25             | 6.78  | 0.00  | 35.42                 | 45.76 | 46.97 | 58.33            | 47.46 | 53.03 |
| Grade 4                                                         | 1.67             | 9.09  | 5.45  | 48.33                 | 47.73 | 60.00 | 50.00            | 43.18 | 34.55 |
| Grade 5                                                         | 7.94             | 3.33  | 9.80  | 44.44                 | 53.33 | 54.90 | 47.62            | 43.33 | 35.29 |
| All Grades                                                      | 5.26             | 6.13  | 4.65  | 43.27                 | 49.08 | 53.49 | 51.46            | 44.79 | 41.86 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                 | 4.17             | 5.08  | 7.46  | 70.83                 | 69.49 | 62.69 | 25.00            | 25.42 | 29.85 |
| Grade 4                                                                 | 10.00            | 2.22  | 1.82  | 56.67                 | 80.00 | 80.00 | 33.33            | 17.78 | 18.18 |
| Grade 5                                                                 | 6.35             | 9.84  | 13.73 | 71.43                 | 68.85 | 68.63 | 22.22            | 21.31 | 17.65 |
| All Grades                                                              | 7.02             | 6.06  | 7.51  | 66.08                 | 72.12 | 69.94 | 26.90            | 21.82 | 22.54 |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                | 12.50            | 13.56 | 2.94  | 58.33                 | 47.46 | 60.29 | 29.17            | 38.98 | 36.76 |
| Grade 4                                                                                | 6.67             | 4.44  | 9.09  | 61.67                 | 66.67 | 56.36 | 31.67            | 28.89 | 34.55 |
| Grade 5                                                                                | 7.94             | 4.92  | 15.69 | 63.49                 | 62.30 | 58.82 | 28.57            | 32.79 | 25.49 |
| All Grades                                                                             | 8.77             | 7.88  | 8.62  | 61.40                 | 58.18 | 58.62 | 29.82            | 33.94 | 32.76 |

**Conclusions based on this data:**

1. OES has exceeded the CAASPP minimum participation rate of 95% since 2022/23 at an average of 97% or higher.
2. The percentage of students that met standard in overall achievement went up from 16.36% in 2023/24 to 17.24% in 2024/25.
3. In Reading, the %age of students meeting standard went up from 6.56 in 2023/24 to 9.80 in 2024/25.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 3                                | 48                     | 60    | 70    | 48                   | 59    | 68    | 48                        | 59    | 68    | 100.0                         | 98.3  | 97.1  |
| Grade 4                                | 60                     | 46    | 56    | 60                   | 46    | 55    | 60                        | 46    | 55    | 100.0                         | 100   | 98.2  |
| Grade 5                                | 63                     | 62    | 53    | 63                   | 61    | 52    | 63                        | 61    | 52    | 100.0                         | 98.4  | 98.1  |
| All Grades                             | 171                    | 168   | 179   | 171                  | 166   | 175   | 171                       | 166   | 175   | 100.0                         | 98.8  | 97.8  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 3                              | 2354.            | 2379. | 2364. | 6.25                | 6.78  | 7.35  | 18.75          | 16.95 | 13.24 | 12.50                 | 27.12 | 25.00 | 62.50              | 49.15 | 54.41 |
| Grade 4                              | 2396.            | 2415. | 2423. | 1.67                | 6.52  | 1.82  | 6.67           | 17.39 | 21.82 | 38.33                 | 32.61 | 34.55 | 53.33              | 43.48 | 41.82 |
| Grade 5                              | 2421.            | 2411. | 2433. | 1.59                | 1.64  | 3.85  | 4.76           | 4.92  | 11.54 | 23.81                 | 26.23 | 28.85 | 69.84              | 67.21 | 55.77 |
| All Grades                           | N/A              | N/A   | N/A   | 2.92                | 4.82  | 4.57  | 9.36           | 12.65 | 15.43 | 25.73                 | 28.31 | 29.14 | 61.99              | 54.22 | 50.86 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                | 8.33             | 6.78  | 8.82  | 35.42                 | 42.37 | 36.76 | 56.25            | 50.85 | 54.41 |
| Grade 4                                                                | 5.00             | 2.17  | 1.82  | 30.00                 | 52.17 | 50.91 | 65.00            | 45.65 | 47.27 |
| Grade 5                                                                | 1.59             | 1.64  | 3.85  | 31.75                 | 29.51 | 46.15 | 66.67            | 68.85 | 50.00 |
| All Grades                                                             | 4.68             | 3.61  | 5.14  | 32.16                 | 40.36 | 44.00 | 63.16            | 56.02 | 50.86 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                                    | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                                                                            | 16.67            | 8.47  | 5.88  | 22.92                 | 40.68 | 39.71 | 60.42            | 50.85 | 54.41 |
| Grade 4                                                                                                                                            | 3.33             | 13.04 | 5.45  | 40.00                 | 45.65 | 56.36 | 56.67            | 41.30 | 38.18 |
| Grade 5                                                                                                                                            | 4.76             | 1.64  | 3.85  | 41.27                 | 39.34 | 42.31 | 53.97            | 59.02 | 53.85 |
| All Grades                                                                                                                                         | 7.60             | 7.23  | 5.14  | 35.67                 | 41.57 | 45.71 | 56.73            | 51.20 | 49.14 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                    | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                            | 8.33             | 13.56 | 14.71 | 52.08                 | 54.24 | 45.59 | 39.58            | 32.20 | 39.71 |
| Grade 4                                                                                            | 1.67             | 8.70  | 3.64  | 50.00                 | 47.83 | 58.18 | 48.33            | 43.48 | 38.18 |
| Grade 5                                                                                            | 3.17             | 1.64  | 9.62  | 52.38                 | 52.46 | 38.46 | 44.44            | 45.90 | 51.92 |
| All Grades                                                                                         | 4.09             | 7.83  | 9.71  | 51.46                 | 51.81 | 47.43 | 44.44            | 40.36 | 42.86 |

**Conclusions based on this data:**

1. OES exceeded the CAASPP minimum participation rate of 95% since 2022/23 at an average of 98%.
2. The %age of students who Exceeded Standard went up from 1.64 in 2023/24 to 3.85 in 2024/25  
The %age of students who Met Standard went up from 4.92 in 2023/24 to 11.54 in 2024/25.
3. The %age of students who did Not Meet Standard went down from 67.21 in 2023/24 to 55.77 in 2024/25

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 22-23   | 23-24  | 24-25  | 22-23         | 23-24  | 24-25  | 22-23            | 23-24  | 24-25  | 22-23                     | 23-24 | 24-25 |
| <b>K</b>                                                                                     | 1391.3  | 1382.6 | 1405.2 | 1398.2        | 1398.2 | 1410.1 | 1375.0           | 1346.2 | 1393.7 | 20                        | 33    | 23    |
| <b>1</b>                                                                                     | 1414.9  | 1368.4 | 1414.2 | 1450.8        | 1396.7 | 1437.0 | 1378.6           | 1339.5 | 1391.0 | 17                        | 14    | 22    |
| <b>2</b>                                                                                     | 1449.4  | 1449.4 | 1386.4 | 1468.1        | 1462.1 | 1385.2 | 1430.2           | 1436.2 | 1387.0 | 17                        | 15    | 14    |
| <b>3</b>                                                                                     | *       | 1450.0 | 1468.3 | *             | 1465.2 | 1480.3 | *                | 1434.2 | 1455.8 | 9                         | 13    | 16    |
| <b>4</b>                                                                                     | 1511.0  | *      | 1485.8 | 1518.9        | *      | 1482.4 | 1502.5           | *      | 1488.4 | 13                        | 9     | 16    |
| <b>5</b>                                                                                     | 1536.0  | 1511.9 | 1511.8 | 1544.5        | 1523.3 | 1511.7 | 1526.9           | 1499.8 | 1511.3 | 20                        | 11    | 13    |
| <b>All Grades</b>                                                                            |         |        |        |               |        |        |                  |        |        | 96                        | 95    | 104   |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| <b>K</b>                                                                              | 10.00   | 3.03  | 21.74 | 30.00   | 33.33 | 30.43 | 30.00   | 33.33 | 21.74 | 30.00   | 30.30 | 26.09 | 20                       | 33    | 23    |
| <b>1</b>                                                                              | 5.88    | 7.14  | 4.55  | 41.18   | 7.14  | 13.64 | 23.53   | 42.86 | 54.55 | 29.41   | 42.86 | 27.27 | 17                       | 14    | 22    |
| <b>2</b>                                                                              | 5.88    | 13.33 | 0.00  | 23.53   | 33.33 | 14.29 | 41.18   | 33.33 | 50.00 | 29.41   | 20.00 | 35.71 | 17                       | 15    | 14    |
| <b>3</b>                                                                              | *       | 0.00  | 0.00  | *       | 23.08 | 50.00 | *       | 46.15 | 18.75 | *       | 30.77 | 31.25 | *                        | 13    | 16    |
| <b>4</b>                                                                              | 15.38   | *     | 6.25  | 46.15   | *     | 25.00 | 30.77   | *     | 43.75 | 7.69    | *     | 25.00 | 13                       | *     | 16    |
| <b>5</b>                                                                              | 25.00   | 9.09  | 7.69  | 40.00   | 36.36 | 46.15 | 35.00   | 45.45 | 30.77 | 0.00    | 9.09  | 15.38 | 20                       | 11    | 13    |
| <b>All Grades</b>                                                                     | 12.50   | 5.26  | 7.69  | 33.33   | 30.53 | 28.85 | 36.46   | 37.89 | 36.54 | 17.71   | 26.32 | 26.92 | 96                       | 95    | 104   |

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                      | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                  | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| <b>K</b>                                                                                         | 15.00   | 15.15 | 21.74 | 30.00   | 27.27 | 30.43 | 20.00   | 30.30 | 17.39 | 35.00   | 27.27 | 30.43 | 20                       | 33    | 23    |
| <b>1</b>                                                                                         | 23.53   | 14.29 | 18.18 | 47.06   | 21.43 | 40.91 | 11.76   | 21.43 | 22.73 | 17.65   | 42.86 | 18.18 | 17                       | 14    | 22    |
| <b>2</b>                                                                                         | 23.53   | 33.33 | 0.00  | 23.53   | 40.00 | 35.71 | 41.18   | 6.67  | 35.71 | 11.76   | 20.00 | 28.57 | 17                       | 15    | 14    |
| <b>3</b>                                                                                         | *       | 15.38 | 12.50 | *       | 53.85 | 56.25 | *       | 23.08 | 12.50 | *       | 7.69  | 18.75 | *                        | 13    | 16    |
| <b>4</b>                                                                                         | 69.23   | *     | 25.00 | 15.38   | *     | 37.50 | 7.69    | *     | 25.00 | 7.69    | *     | 12.50 | 13                       | *     | 16    |
| <b>5</b>                                                                                         | 50.00   | 45.45 | 46.15 | 45.00   | 45.45 | 30.77 | 5.00    | 0.00  | 7.69  | 0.00    | 9.09  | 15.38 | 20                       | 11    | 13    |
| <b>All Grades</b>                                                                                | 34.38   | 23.16 | 20.19 | 34.38   | 36.84 | 38.46 | 17.71   | 17.89 | 20.19 | 13.54   | 22.11 | 21.15 | 96                       | 95    | 104   |

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                         | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                     | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| <b>K</b>                                                                                            |         | 0.00  | 26.09 |         | 15.15 | 8.70  |         | 54.55 | 43.48 |         | 30.30 | 21.74 |                          | 33    | 23    |
| <b>1</b>                                                                                            |         | 0.00  | 4.55  |         | 7.14  | 4.55  |         | 14.29 | 27.27 |         | 78.57 | 63.64 |                          | 14    | 22    |
| <b>2</b>                                                                                            |         | 6.67  | 0.00  |         | 33.33 | 14.29 |         | 33.33 | 42.86 |         | 26.67 | 42.86 |                          | 15    | 14    |
| <b>3</b>                                                                                            |         | 0.00  | 0.00  |         | 0.00  | 12.50 |         | 46.15 | 43.75 |         | 53.85 | 43.75 |                          | 13    | 16    |
| <b>4</b>                                                                                            |         | *     | 0.00  |         | *     | 25.00 |         | *     | 31.25 |         | *     | 43.75 |                          | *     | 16    |
| <b>5</b>                                                                                            |         | 0.00  | 0.00  |         | 27.27 | 7.69  |         | 36.36 | 69.23 |         | 36.36 | 23.08 |                          | 11    | 13    |
| <b>All Grades</b>                                                                                   | 5.21    | 1.05  | 6.73  | 26.04   | 15.79 | 11.54 | 33.33   | 42.11 | 41.35 | 35.42   | 41.05 | 40.38 | 96                       | 95    | 104   |

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| <b>K</b>                                                                                              | 10.00          | 15.15 | 30.43 | 70.00               | 60.61 | 47.83 | 20.00     | 24.24 | 21.74 | 20                       | 33    | 23    |
| <b>1</b>                                                                                              | 29.41          | 21.43 | 36.36 | 52.94               | 42.86 | 50.00 | 17.65     | 35.71 | 13.64 | 17                       | 14    | 22    |
| <b>2</b>                                                                                              | 29.41          | 13.33 | 14.29 | 58.82               | 73.33 | 50.00 | 11.76     | 13.33 | 35.71 | 17                       | 15    | 14    |
| <b>3</b>                                                                                              | *              | 7.69  | 12.50 | *                   | 76.92 | 62.50 | *         | 15.38 | 25.00 | *                        | 13    | 16    |
| <b>4</b>                                                                                              | 53.85          | *     | 12.50 | 46.15               | *     | 75.00 | 0.00      | *     | 12.50 | 13                       | *     | 16    |
| <b>5</b>                                                                                              | 35.00          | 18.18 | 7.69  | 60.00               | 72.73 | 76.92 | 5.00      | 9.09  | 15.38 | 20                       | 11    | 13    |
| <b>All Grades</b>                                                                                     | 29.17          | 15.79 | 21.15 | 59.38               | 64.21 | 58.65 | 11.46     | 20.00 | 20.19 | 96                       | 95    | 104   |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                      | 20.00          | 18.18 | 21.74 | 45.00               | 51.52 | 39.13 | 35.00     | 30.30 | 39.13 | 20                       | 33    | 23    |
| 1                                                                                      | 35.29          | 7.69  | 4.55  | 41.18               | 61.54 | 77.27 | 23.53     | 30.77 | 18.18 | 17                       | 13    | 22    |
| 2                                                                                      | 29.41          | 33.33 | 0.00  | 64.71               | 53.33 | 69.23 | 5.88      | 13.33 | 30.77 | 17                       | 15    | 13    |
| 3                                                                                      | *              | 38.46 | 43.75 | *                   | 46.15 | 37.50 | *         | 15.38 | 18.75 | *                        | 13    | 16    |
| 4                                                                                      | 61.54          | *     | 18.75 | 30.77               | *     | 50.00 | 7.69      | *     | 31.25 | 13                       | *     | 16    |
| 5                                                                                      | 90.00          | 81.82 | 76.92 | 10.00               | 9.09  | 7.69  | 0.00      | 9.09  | 15.38 | 20                       | 11    | 13    |
| All Grades                                                                             | 46.88          | 34.04 | 25.24 | 39.58               | 44.68 | 48.54 | 13.54     | 21.28 | 26.21 | 96                       | 94    | 103   |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                     | 10.00          | 0.00  | 8.70  | 60.00               | 69.70 | 73.91 | 30.00     | 30.30 | 17.39 | 20                       | 33    | 23    |
| 1                                                                                     | 5.88           | 7.14  | 4.55  | 35.29               | 7.14  | 18.18 | 58.82     | 85.71 | 77.27 | 17                       | 14    | 22    |
| 2                                                                                     | 0.00           | 13.33 | 7.14  | 58.82               | 60.00 | 50.00 | 41.18     | 26.67 | 42.86 | 17                       | 15    | 14    |
| 3                                                                                     | *              | 0.00  | 0.00  | *                   | 23.08 | 43.75 | *         | 76.92 | 56.25 | *                        | 13    | 16    |
| 4                                                                                     | 0.00           | *     | 0.00  | 61.54               | *     | 62.50 | 38.46     | *     | 37.50 | 13                       | *     | 16    |
| 5                                                                                     | 15.00          | 0.00  | 0.00  | 55.00               | 63.64 | 84.62 | 30.00     | 36.36 | 15.38 | 20                       | 11    | 13    |
| All Grades                                                                            | 6.25           | 3.16  | 3.85  | 54.17               | 49.47 | 53.85 | 39.58     | 47.37 | 42.31 | 96                       | 95    | 104   |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                     | 30.00          | 9.09  | 47.83 | 25.00               | 57.58 | 30.43 | 45.00     | 33.33 | 21.74 | 20                       | 33    | 23    |
| 1                                                                                     | 0.00           | 0.00  | 4.55  | 64.71               | 57.14 | 59.09 | 35.29     | 42.86 | 36.36 | 17                       | 14    | 22    |
| 2                                                                                     | 5.88           | 20.00 | 0.00  | 70.59               | 53.33 | 57.14 | 23.53     | 26.67 | 42.86 | 17                       | 15    | 14    |
| 3                                                                                     | *              | 0.00  | 0.00  | *                   | 75.00 | 56.25 | *         | 25.00 | 43.75 | *                        | 12    | 16    |
| 4                                                                                     | 15.38          | *     | 0.00  | 61.54               | *     | 62.50 | 23.08     | *     | 37.50 | 13                       | *     | 16    |
| 5                                                                                     | 15.00          | 0.00  | 0.00  | 65.00               | 54.55 | 84.62 | 20.00     | 45.45 | 15.38 | 20                       | 11    | 13    |
| All Grades                                                                            | 12.50          | 6.38  | 11.54 | 60.42               | 60.64 | 55.77 | 27.08     | 32.98 | 32.69 | 96                       | 94    | 104   |

#### Conclusions based on this data:

1. Tptal number of students tested was 104.
2. In the Reading domain, the %age of students who scored Well Developed increased from 3.16 in 2023/24 to 3.85 in 2024/25

3. In the Reading domain, the %age of students who scored Somewhat/Moderately increased from 49.47 in 2023/24 to 53.85 in 2024/25

# School and Student Performance Data

## Student Population

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

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

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

| 2024-25 Student Population                                     |                                                                                                                                  |                                                                                                                                                              |                                                             |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                               | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 379                                                            | 56.5%                                                                                                                            | 27.4%                                                                                                                                                        | 1.1%                                                        |
| Total Number of Students enrolled in Oakley Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 104   | 27.4%      |
| Foster Youth                                      | 4     | 1.1%       |
| Homeless                                          | 0     | 0.0%       |
| Socioeconomically Disadvantaged                   | 214   | 56.5%      |
| Students with Disabilities                        | 93    | 24.5%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 10    | 2.6%       |
| American Indian              | 1     | 0.3%       |
| Asian                        | 9     | 2.4%       |
| Filipino                     | 17    | 4.5%       |
| Hispanic                     | 241   | 63.6%      |
| Two or More Races            | 25    | 6.6%       |
| Pacific Islander             | 2     | 0.5%       |
| White                        | 74    | 19.5%      |

### Conclusions based on this data:

1. The percentage of English Learners is 27%, a significant subgroup with major instructional implications.

2. Our largest Ethnic subgroup is Hispanic at 63.6%. Second largest subgroup is White at 19.5%.
3. The percentage of students with disabilities is 24.5%

# School and Student Performance Data

## Overall Performance

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

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

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



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                       | Academic Engagement                                                                                                                     | Conditions & Climate                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div><br/>Yellow</div>  | <div>Chronic Absenteeism</div> <div><br/>Yellow</div> | <div>Suspension Rate</div> <div><br/>Yellow</div> |
| <div>Mathematics</div> <div><br/>Yellow</div>           |                                                                                                                                         |                                                                                                                                       |
| <div>English Learner Progress</div> <div><br/>Red</div> |                                                                                                                                         |                                                                                                                                       |

#### Conclusions based on this data:

- OES is at Performance Level Yellow in both ELA and Math.
- Chronic Absenteeism improved from Orange to Yellow from 2024 to 2025.
- English Learner Progress in in Red.

# School and Student Performance Data

## Academic Performance English Language Arts

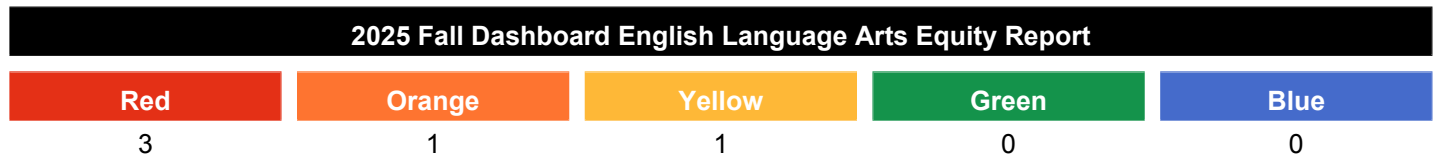
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                                            |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Yellow</div> <div>57.8 points below standard</div> <div>Increased 3.8 points</div> <div>176 Students</div> | <div>English Learners</div> <div><br/>Red</div> <div>93.9 points below standard</div> <div>Declined 21.4 points</div> <div>55 Students</div> | <div>Long-Term English Learners</div>                                                                                                                                                                                                               |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>   | <div>Homeless</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                               | <div>Socioeconomically Disadvantaged</div> <div><br/>Red</div> <div>79.3 points below standard</div> <div>Maintained -2.4 points</div> <div>111 Students</div> |

|                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>103.9 points below standard<br>Increased 8 points<br>43 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students              | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students         | <b>Hispanic</b><br><br>Red<br>73.5 points below standard<br>Maintained -2.6 points<br>111 Students              |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students  | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student  | <b>White</b><br><br>Yellow<br>24 points below standard<br>Increased 35.1 points<br>34 Students                  |

**Conclusions based on this data:**

1. In Reading OES has 3 student groups in Red , 1 in Orange and 1 in Yellow (ELs, Hispanic students and Socioeconomically Disadvantaged students)
2. In Reading, all students.increased 3.8 points from 2025 to 2025
3. IN Reading, English Learners decreased 21.4 points from 2024 to 2025.

# School and Student Performance Data

## Academic Performance Mathematics

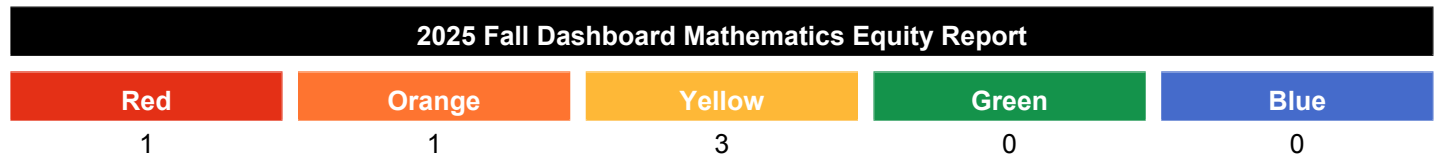
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                       |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Yellow</div> <div>71.2 points below standard</div> <div>Increased 11.3 points</div> <div>174 Students</div> | <div>English Learners</div> <div><br/>Red</div> <div>99.3 points below standard</div> <div>Declined 9.1 points</div> <div>54 Students</div> | <div>Long-Term English Learners</div>                                                                                                                                                                                                                |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>    | <div>Homeless</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                              | <div>Socioeconomically Disadvantaged</div> <div><br/>Yellow</div> <div>91.1 points below standard</div> <div>Increased 5.3 points</div> <div>111 Students</div> |

|                                                                                                                                                                                                         |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>119.8 points below standard<br>Increased 22.7 points<br>42 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students                 | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students         | <b>Hispanic</b><br><br>Yellow<br>86.7 points below standard<br>Increased 3.7 points<br>109 Students             |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students     | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student  | <b>White</b><br><br>Yellow<br>50.9 points below standard<br>Increased 37.7 points<br>34 Students                |

**Conclusions based on this data:**

1. In MathOES has 3 groups in Yellow, 1 in Orange and 1 in Red. In Yellow: White students, Socioeconomically Disadvantaged students and All students.
2. In Math, English Learners are in the Red, with a 9.1 point decrease.
3. In Math, All students had an increase of over 11 points

# School and Student Performance Data

## Academic Performance Science

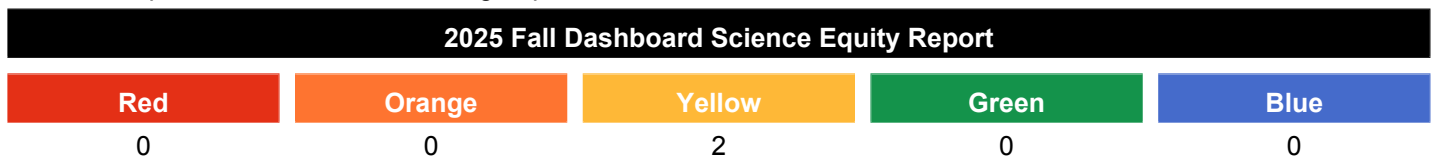
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Science Performance for All Students/Student Group                                                                                                                          |                                                                                                                                                                                                        |                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>47.7 science points<br>Increased 10.2 points<br>53 Students              | <b>English Learners</b><br><br>No Performance Color<br>35.2 science points<br>Maintained -1.4 points<br>15 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>0 Students                                        |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Homeless</b><br><br>No Performance Color<br>0 Students                                                           | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>42.6 science points<br>Increased 6.1 points<br>36 Students |

|                                                                                                                                                                                                               |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>50.6 science points<br>Increased 27.4 points<br>14 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students                       | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students         | <b>Hispanic</b><br><br>Yellow<br>42 science points<br>Increased 4.8 points<br>34 Students                       |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student            | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students         |

**Conclusions based on this data:**

1. IN Science, All students are at Green, an increase of 10 points

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator                                   |                                                                                                             |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                 | Long-Term English Learner Progress                                                                          |
| <br>Red | <br>No Performance Color |
| 31.6 making progress.                                                                    | making progress.                                                                                            |
| Number Students: 76 Students                                                             | Number Students: 0 Students                                                                                 |

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

| 2025 Fall Dashboard Student English Language Acquisition Results |                                            |                         |                                    |
|------------------------------------------------------------------|--------------------------------------------|-------------------------|------------------------------------|
| Decreased One ELPI Level                                         | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 25%                                                              | 43.4%                                      | 0%                      | 31.6%                              |

Conclusions based on this data:

1. Overall score for EL progress is in the Red, with 31.6% making progress.
2. 25% decreased one ELPI level, 43.4% maintained Levels 1-3H and 31.6% made progress. in At Least 1 ELPI level.

# School and Student Performance Data

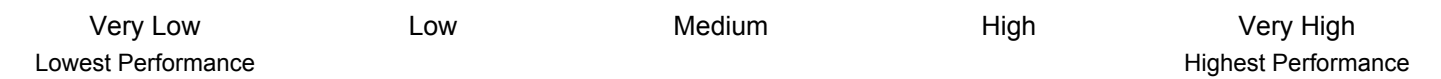
## Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

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

### Conclusions based on this data:

1. This section does not apply

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

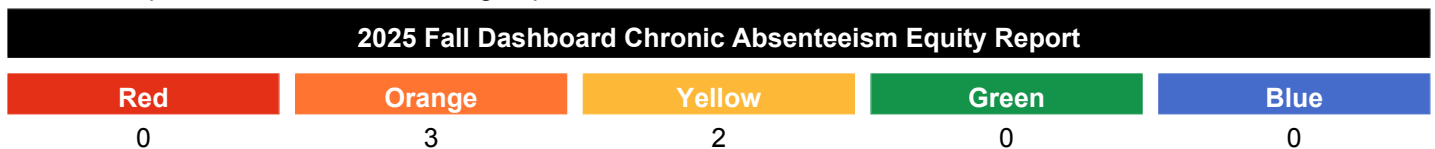
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group                            |                                                                                                   |                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>22.3% Chronically Absent<br>Declined 3.7<br>391 Students                 | <b>English Learners</b><br><br>Orange<br>21.3% Chronically Absent<br>Declined 4.6<br>108 Students | <b>Long-Term English Learners</b><br>                                                                            |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>Homeless</b><br><br>No Performance Color<br>0 Students                                         | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>20.8% Chronically Absent<br>Declined 8.6<br>231 Students |

|                                                                                                                                                                                                   |                                                                                                                                                                                                     |                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>31.5% Chronically Absent<br>Declined 1.5<br>111 Students      | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students           | <b>Filipino</b><br><br>No Performance Color<br>23.5% Chronically Absent<br>Declined 9.8<br>17 Students             | <b>Hispanic</b><br><br>Orange<br>24.2% Chronically Absent<br>Declined 2.5<br>252 Students                       |
| <b>Two or More Races</b><br><br>No Performance Color<br>19.2% Chronically Absent<br>Increased 4.9<br>26 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students  | <b>White</b><br><br>Yellow<br>13.5% Chronically Absent<br>Declined 7.5<br>74 Students                           |

**Conclusions based on this data:**

- 22.3% of all students are chronically absent, a decline of 3.7%
- All groups in Yellow or Orange, no groups in Red.

## School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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

Red  
Lowest Performance

Orange

Yellow

Green

Blue  
Highest Performance

This section provides number of student groups in each level.

## 2025 Fall Dashboard Graduation Rate Equity Report

Red

## Orange

## Yellow

Green

Blue

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

## 2025 Fall Dashboard Graduation Rate for All Students/Student Group

### All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

1. This section does not apply.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

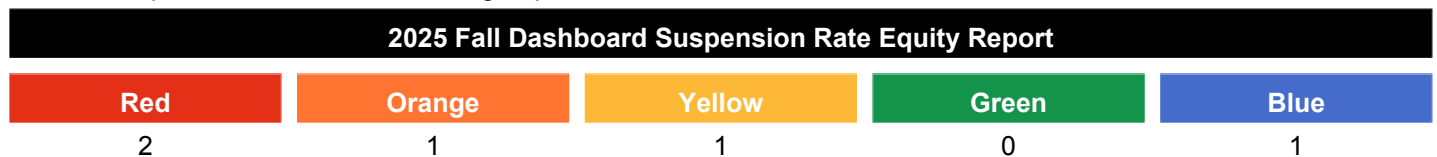
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                            |                                                                                                         |                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>5.2% suspended at least one day<br>Declined 0.3%<br>404 Students         | <b>English Learners</b><br><br>Red<br>7.2% suspended at least one day<br>Increased 2.7%<br>111 Students | <b>Long-Term English Learners</b>                                                                                        |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>Homeless</b><br><br>No Performance Color<br>0 Students                                               | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>6.3% suspended at least one day<br>Declined 0.8%<br>240 Students |

|                                                                                                                                                                                                           |                                                                                                                                                                                                           |                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>6.9% suspended at least one day<br>Increased 2.2%<br>116 Students        | <b>African American</b><br><br>No Performance Color<br>15.4% suspended at least one day<br>Increased 1.1%<br>13 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students                  | <b>Filipino</b><br><br>No Performance Color<br>5.9% suspended at least one day<br>Increased 5.9%<br>17 Students          | <b>Hispanic</b><br><br>Yellow<br>5.8% suspended at least one day<br>Declined 0.7%<br>258 Students               |
| <b>Two or More Races</b><br><br>No Performance Color<br>3.7% suspended at least one day<br>Increased 3.7%<br>27 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students        | <b>White</b><br><br>Blue<br>0% suspended at least one day<br>Declined 3.9%<br>76 Students                       |

**Conclusions based on this data:**

1. In overall suspensions, OES improved from Orange to Yellow
2. ELs and SWD are in Red.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Resources for Education

Expectation: Through a collaborative approach, we will ensure equitable access to resources, recruit and retain highly qualified staff, and maintain excellent facilities and infrastructure while continuously evaluating our curriculum and technological tools.

#### Key Initiatives:

Establish a strategy to attract and retain skilled educators.

Improve our systematic approach to device inventory and replace learning devices to ensure that all educators and students can access the latest technology that supports personalized and effective learning experiences.

Create a detailed list of facility inspections and upgrades to ensure safety and meet accessibility standards. Additionally, evaluate the system for tracking maintenance requests and repairs to ensure efficiency in maintaining safe, comfortable, and effective learning environments.

Improve cafeteria and kitchen facilities to support a variety of nutritious meal choices, update storage for fresh produce, and provide more seating areas for students to enjoy their meals.

Review and evaluate district-adopted curriculum and digital platforms to ensure that they align with educational goals, and provide high-quality resources that enhance the learning experience for students, educators, and educational partners.

Priorities 1, 2 & 7

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure equitable access to resources, highly qualified staff, facilities, technological tools, and infrastructure.

### Identified Need

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

ELA- According to 2025 Dashboard, OES improved it's overall ELA scores by 3.8% from the previous year, moving the school into the Yellow band. English Learners comprise the lowest achieving group (Red band), dropping 21% from the previous year. ELs continue to lag behind the other groups.

School response: Training for teachers on GLAD strategies for ELs in Nov 2025, with follow up in subsequent months; teachers and admin actively looking for a comprehensive ELD program; ELD instruction is an area of focus for 2026/27.

Math- According to 2025 Dashboard, OES improved it's overall Math scores by 11.3% from the previous year, moving the school into the Yellow band. English Learners comprise the lowest achieving group (Red band), dropping 9% from the previous year. ELs continue to lag behind the other groups.

School response: TDevelop math literacy by increasing math vocabulary; daily structured and dedicated ELD instruction; teach ELs to solve multi-step math problems

ELD- According to 2025 Dashboard, only 31% of English Learners are making adequate progrerss, placing the school in the Red band. ELs continue to lag behind the other groups.

School response: Teacher training in GLAD strategies, school os searching for a comprehensive ELD program; teacher collaboration around ELD instructional strategies

## Annual Measurable Outcomes

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

| Metric/Indicator                                    | Baseline/Actual Outcome                                                                                            | Expected Outcome                                                                                                             |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| SBAC, ELPAC and local assessments (STAR and others) | In 2025, Oakley Elementary School was rated in the Yellow band, according to the California Accountability System. | By 2027, OES will grow at least 5% as measured by CAASP/SBAC/Local Assessments and remain in Yellow or move up a color band. |

## Strategies/Activities

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

| Strategy/Activity # | Description                                                                                                                                                                                                                                          | Students to be Served          | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                                                                                                                                                                                                                                                      |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1.1                 | Teacher collaboration with focus on data analysis, grade level instructional alignment, shared instructional strategies, and intervention.<br><br>Substitute teachers to allow grade level teachers, time to meet and analyze data/plan instruction. | All Students in TK - 5th Grade | 6178<br>LCFF Supplemental<br>1000-1999: Certificated<br>Personnel Salaries<br>Substitute teachers to provide<br>release time for collaboration<br>and planning<br>6178<br>Title I<br>1000-1999: Certificated<br>Personnel Salaries<br>Substitute teachers to provide<br>release time for collaboration<br>and planning                                                                                                                                                                   |
| 1.2                 | Before and after school intervention                                                                                                                                                                                                                 | All Students in TK - 5th Grade | 11436<br>LCFF Supplemental<br>1000-1999: Certificated<br>Personnel Salaries<br>Teachers - hourly for before<br>and after school intervention<br>2253<br>Title I<br>4000-4999: Books And<br>Supplies<br>Supplies for intervention<br>1375<br>LCFF Supplemental<br>2000-2999: Classified<br>Personnel Salaries<br>Paras provide support for<br>intervention and extra duty<br>14765<br>Title I<br>1000-1999: Certificated<br>Personnel Salaries<br>Before and after school<br>intervention |
| 1.3                 | Strategic Test Preparation and Instruction<br>a) Developing students' test-taking strategies (e.g., the process of elimination for multiple-choice and                                                                                               | All Students in TK - 5th Grade |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|            |                                                                                                                                                                                                                                                                                                                                                                                                          |                                |                                                                                                                                                                                                                                                            |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <p>note-taking, highlighting key details for short answer and essay questions)</p> <p>b) Practicing test-taking to familiarize students with the format of assessments and how to respond.</p> <p>c) Purposeful and targeted instruction to meet the common core standards and provide students with a holistic and experiential understanding of the content utilizing various teaching strategies.</p> |                                |                                                                                                                                                                                                                                                            |
| <b>1.4</b> | <p>Professional Development</p> <p>a) Offer professional learning opportunities for teachers to increase their knowledge of standards and frameworks in ELA/ELD, math, social science, and NGSS.</p> <p>1) Conferences</p> <p>2) District and site-provided workshops</p> <p>b) Webinars and online professional development opportunities</p> <p>c) District-initiated partnerships (e.g., CORE)</p>    | All Students in TK - 5th Grade |                                                                                                                                                                                                                                                            |
| <b>1.5</b> | <p>Data Driven Instruction</p> <p>a) Local and state assessments (STAR, SBAC, ELPAC) to inform instruction</p> <p>b) Frequently collect formative and summative assessments to guide instruction</p>                                                                                                                                                                                                     | All Students in TK - 5th Grade |                                                                                                                                                                                                                                                            |
| <b>1.6</b> | Differentiated instruction, writing and technology to support instruction.                                                                                                                                                                                                                                                                                                                               | All Students in TK - 5th Grade |                                                                                                                                                                                                                                                            |
| <b>1.7</b> | Implement the Common Core instructional shifts                                                                                                                                                                                                                                                                                                                                                           | All students K-5th             | 2340<br>LCFF Supplemental<br>2000-2999: Classified<br>Personnel Salaries<br>Support intervention, extra<br>duty                                                                                                                                            |
| <b>1.8</b> | Utilize Instructional Paras to support intervention and other school-wide functions                                                                                                                                                                                                                                                                                                                      | All Students in TK - 5th Grade | 500<br>Site Discretionary<br>2000-2999: Classified<br>Personnel Salaries<br>Support intervention and<br>school activities<br>875<br>LCFF Supplemental<br>2000-2999: Classified<br>Personnel Salaries<br>Support intervention and<br>school-wide activities |
| <b>1.9</b> | Software licenses to support instruction                                                                                                                                                                                                                                                                                                                                                                 | All students in TK-5th Grade   | 3000<br>LCFF Supplemental<br>5000-5999: Services And<br>Other Operating Expenditures<br>Software licenses                                                                                                                                                  |

## Annual Review

## SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We have seen an overall improvement in ELA, going from orange to yellow, but some subgroups still did not make adequate progress, namely our English Learners. Thus, the academic achievement of our English Learners is an area of focus for the school.

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

There are no notable differences between budgeting and implementation of strategies. Our budget aligns to our goals and areas of focus.

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

We have identified our EL population as an area of focus, given the school did not meet academic goals for this group. OES also has a goal to improve achievement at least 5% as measured by local and state assessments.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Inclusive Educational Partnerships

Expectation: Involve and engage families and community members in meaningful partnerships that honor our diverse school community.

#### Key Initiatives:

Offer programs, advisory councils, and opportunities to our educational partners to guide important decisions that affect our students' academic, physical, social, and emotional growth.

Systematize family engagement at the district and site level to provide resources and tools for families to support students in the areas of academic, socio-emotional, and mental health support.

Provide high-quality translation services to ensure that all families can actively participate in their children's education.

Provide informative and responsive communication through tools such as school websites, marquees, newsletters, and other communication methods to ensure a strong connection between school, home, and community.

Provide opportunities to volunteer and ensure communication around the process of volunteer participation.

Priority 3

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Foster a welcoming environment for all families and community members and maintain a sense of belonging and shared responsibility for students' academic, physical, social, and emotional growth.

### Identified Need

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

OES endeavors to foster a safe and welcoming environment through a variety of strategies, including having a closed campus, holding monthly safety drills, partnering with Oakley Police Department and maintaining our families informed and involved. The monthly newsletter has a "safety" section and each year we hold the Health and Safety Fair, a community-wide event focused on safety. Our areas of need include: attendance and SEL (student behavior)

### Annual Measurable Outcomes

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

| Metric/Indicator                                                                                                      | Baseline/Actual Outcome                                                                                  | Expected Outcome                                                                              |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|                                                                                                                       |                                                                                                          |                                                                                               |
| Rate the Progress of Implementation based on the respondents<br>Source: Local Indicator Self Reflection<br>Priority 3 | In 2025, EL progress was in the Red band. 31.6% of ELs making progress towards English language fluency. | By May 2027, growth of at least 10% (from 31.6%) making progress towards English proficiency. |
| Completion Rate of California School Parent Survey<br>Source: California Healthy Kids Survey<br>Priority 3            |                                                                                                          |                                                                                               |
| # of events focused on engaging families<br>Source: Local Data                                                        |                                                                                                          |                                                                                               |

|                                                                                                                                                                                                |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Priority 3                                                                                                                                                                                     |  |  |
| % of district-sponsored events with parental participation low-income, English Learner and Foster youth students and provided with translations.<br>Source: Local Data<br>Priority 3           |  |  |
| # of professional development sessions offered to staff focused specifically on engaging families of low-income, English Learner, or Foster Youth students<br>Source: Local Data<br>Priority 3 |  |  |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students to be Served                                   | Proposed Expenditures |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------|
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                         |                       |
| <b>2.1</b>              | Support teacher collaboration and provide frequent administrative support.<br>a) The district and school site will continue to provide regular opportunities for teacher collaboration, including, but not limited to, minimum days on each Wednesday and times after the school day, providing staff the opportunity to collaborate on grade-level planning, strategy alignment, and interventions.<br>b) Frequent opportunities for data analysis with staff and administrative team<br>c) Data-driven instructional planning<br>d) Establishment and sharing of Tier I and II classroom-based instructional strategies to support student success | All English Language Learner Students in TK - 5th Grade |                       |
| <b>2.2</b>              | Daily, high-quality, explicit and structured ELD instruction & intervention<br>a) Utilize core curriculum and supplementary materials<br>b) offered before and after school<br>c) utilizing research-based strategies and/or programming<br>d) informed by student data<br>e) Targeted intervention for students designated as Newcomers, and Long-Term English Learners                                                                                                                                                                                                                                                                             | All English Language Learner Students in TK - 5th Grade |                       |
| <b>2.3</b>              | Additional strategies to support ELs: Hands on activities; oral lang. development; use realia and real life examples; videos, sight words, reading books; GLAD strategies; songs, rhymes and poems; vocab/phonics wall; word banks; math vocab.; preferential seating; stories to track meaning; hand motions, gestures and physical cues                                                                                                                                                                                                                                                                                                            | All English Language Learner Students in TK - 5th Grade |                       |
| <b>2.4</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                         |                       |

|     |  |  |  |
|-----|--|--|--|
|     |  |  |  |
| 2.5 |  |  |  |
| 2.6 |  |  |  |

# Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

We have seen an overall decrease in the %age of students making progress, going from Orange to Red. EL achievement is an area of focus for 2026-27.

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

There are no notable differences between budgeting and implementation of strategies. Budgeted expenditures align to academic goals.

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

We have identified our EL population as an area of focus, given the school did not meet academic goals for this group.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Safe School Climate

Expectation: All students will be provided with a safe and inclusive learning environment that supports, through the implementation of programs, a focus on students' physical fitness, mental health, and social and emotional wellness.

#### Key Initiatives:

All students can access socio-emotional learning (SEL) strategies and curriculum.

Annual review, revision, and adoption of the district and schools' comprehensive school safety plan.

Provide appropriate safety training to all staff members.

Increase education, awareness, and understanding about mental health.

Ensure that students are attending school regularly.

Priorities 5 & 6

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Strengthen the overall well-being of all students by fostering an equitable, safe, and inclusive environment.

### Identified Need

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

In the 2025 CAASPP, Oakley Elementary increased by 11.3% its overall score. Oakley Elementary continues making steady improvement.

### Annual Measurable Outcomes

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

| Metric/Indicator                                                                                                            | Baseline/Actual Outcome                                                                                                                            | Expected Outcome                                           |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Percent of students who are chronically absent<br>Source: California Dashboard<br>Priority 5                                | In 2025, Oakley Elementary School was rated in the Yellow band, according to the California Accountability System. School improved 11.3%age points | By May 2027, all students will improve by a minimum of 10% |
| Percent of students suspended once or more<br>Source: California Dashboard<br>Priority 6                                    |                                                                                                                                                    |                                                            |
| Number of students expelled<br>Source: DataQuest<br>Priority 6                                                              |                                                                                                                                                    |                                                            |
| Percent of students who report feeling safe and connected at school<br>Source: California Healthy Kids Survey<br>Priority 6 |                                                                                                                                                    |                                                            |

|                                                                                                                                                                     |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Percent of parents/guardians who report feeling confident that their child is safe and connected at school<br>Source: California School Parent Survey<br>Priority 6 |  |  |
| Percent of teachers who report feeling safe and connected at school<br>Source: California School Staff Survey<br>Priority 6                                         |  |  |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students to be Served          | Proposed Expenditures |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------|
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                       |
| <b>3.1</b>              | Support teacher collaboration and provide frequent administrative support.<br>a) The district and school site will continue to provide regular opportunities for teacher collaboration, including, but not limited to, minimum days on each Wednesday and times after the school day, providing staff the opportunity to collaborate on grade-level planning, strategy alignment, and interventions.<br>b) Frequent opportunities for data analysis with staff and administrative team<br>c) Data-driven instructional planning<br>d) Establishment and sharing of Tier I and II classroom-based instructional strategies to support student success | All Students in TK - 5th Grade |                       |
| <b>3.2</b>              | High-Quality Intervention<br>a) offered before and after school<br>b) utilizing research-based strategies and/or programming<br>c) informed by student data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | All Students in TK - 5th Grade |                       |
| <b>3.3</b>              | Strategic Test Preparation and Instruction<br>a) Developing students' test-taking strategies (e.g., the process of elimination for multiple-choice and note-taking, highlighting key details for short answer and essay questions)<br>b) Practicing test-taking to familiarize students with the format of assessments and how to respond.<br>c) Purposeful and targeted instruction to meet the common core standards and provide students with a holistic and experiential understanding of the content utilizing various teaching strategies.                                                                                                     | All Students in TK - 5th Grade |                       |
| <b>3.4</b>              | Develop math vocabulary in our ELs<br>a) Use Visual contexts and manipulatives<br>b) Explicitly teach mathematics vocabulary and provide multiple opportunities for exposure and practice<br>c) Targeted intervention for students designated as Newcomers, and Long-Term English Learners                                                                                                                                                                                                                                                                                                                                                           |                                |                       |

|            |                                                                                                                                                                                        |                                |  |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--|
| <b>3.5</b> | Data Driven Instruction<br>a) Participate in district assessments (e.g., STAR) to inform instruction<br>b) Frequently collect formative and summative assessments to guide instruction | All Students in TK - 5th Grade |  |
| <b>3.6</b> |                                                                                                                                                                                        |                                |  |

## Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We have seen an overall improvement in math going from orange to yellow, suggesting instructional strategies are producing increased achievement.

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

There are no notable differences between budgeting and implementation of strategies. O Budgeting aligns to instructional goals.

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

We have identified our EL population as an area of focus, given the school did not meet academic goals for this group. The focus will be on developing math vocabulary, math concepts and solving multi-step word problems.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### **Excellence in Teaching and Learning**

Expectation: All OUESD students will have equitable learning experiences across all content areas.

#### Key Initiatives:

Provide professional development to enhance the delivery of high-quality instructional practices.

Implement various assessments, including universal screeners, diagnostic tests, and interim assessments.

Offer learning opportunities for students through intervention and enrichment.

Address specific academic, social-emotional, and physical needs of African American, English Learners, special needs, and socio-economically disadvantaged students.

Implement a Multiple-Tiered System of Support (MTSS).

Priorities 4 & 8

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will engage in high quality learning experiences.

### Identified Need

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

The 2025 California Dashboard indicates that Oakley Elementary students are in the Yellow band, with 22.3% chronic absenteeism rate.

### Annual Measurable Outcomes

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

| Metric/Indicator                                                                                                                                         | Baseline/Actual Outcome                                              | Expected Outcome                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------|
| SBAC Math Academic Indicator for Math - Percent of students who met or exceeded standards<br>Source: CAASPP-ELPAC Website<br>Priority 4                  | Oakley Elementary has a 22.3% chronic absenteeism rate. Yellow band. | By May 2027, reduction of a minimum of 10% chronic absenteeism |
| SBAC ELA Academic Indicator for English Language Arts - Percent of students who met or exceeded standards.<br>Source: CAASPP-ELPAC Website<br>Priority 4 |                                                                      |                                                                |
| CAST Scores percent of students who met or exceeded standards<br>Source: CAASPP-ELPAC Website<br>Priority 4                                              |                                                                      |                                                                |
| Distance from Lowest Possible Score for Standard Met for Mathematics<br>Source: California School Dashboard                                              |                                                                      |                                                                |

|                                                                                                                                                                                                                |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Priority 4                                                                                                                                                                                                     |  |  |
| Distance from Lowest Possible Score for Standard Met for English Language Arts<br>Source: California School Dashboard<br>Priority 4                                                                            |  |  |
| % of English Learner students making progress toward English language proficiency on the ELPAC%<br>Source: California School Dashboard<br>Priority 4                                                           |  |  |
| % of English Learner students making progress toward English language proficiency on the ELPAC%<br>Source: <a href="https://caaspp-elpac.ets.org/elpac/">https://caaspp-elpac.ets.org/elpac/</a><br>Priority 4 |  |  |
| % of English Learner students reclassified as Fluent English Proficient<br>Source: DataQuest ELs Annual Reclassification (RFEP) Counts and Rates<br>Priority 4                                                 |  |  |
| Triennial Assessment Completion Rate<br>Source: Local Data<br>Priority 7                                                                                                                                       |  |  |
| Number of students participating in elementary band.<br>Source: Local Data<br>Priority 8                                                                                                                       |  |  |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students to be Served                                                                 | Proposed Expenditures |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------|
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |                       |
| <b>4.1</b>              | Targeted Identification and Intervention<br>a) Utilizing SchoolStatus Attend® staff is target efforts toward households whose absenteeism is designated as manageable, chronic, or severely chronic.<br>b) Households whose absenteeism is designated as manageable will be closely monitored to ensure they do not fall into the chronic or severely chronic designation.<br>c) Households whose absenteeism is designated as chronic or severely chronic will receive additional tiered intervention. | Students whose absenteeism is designated as manageable, chronic, or severely chronic. |                       |
| <b>4.2</b>              | Frequent Parent Outreach<br>a) Via phone, app text messenger, or email<br>b) Attendance conferences<br>c) Monthly school newsletters                                                                                                                                                                                                                                                                                                                                                                    | All Students in TK - 5th Grade                                                        |                       |
| <b>4.3</b>              | Provide Meaningful Resources:<br>a) Through print, online, and other technological means (such as app push/notification)                                                                                                                                                                                                                                                                                                                                                                                | All Students in TK - 5th Grade                                                        |                       |

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                           |                                                                |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------|
|             | b) During attendance conferences<br>c) via SART/SARB referral                                                                                                                                                                                                                                                                                                                                                                                              |                                                                           |                                                                |
| <b>4.4</b>  | School-Wide Administrative Collaboration<br>a) Daily collaboration with the school's attendance clerk<br>b) Weekly collaboration with the teachers of students designated as manageable, chronic, or severely chronic.<br>c) Every other week, with the site's community liaison discuss students designated as manageable, chronic, or severely chronic.<br>d) Monthly collaboration with the district administrators to collaborate and share strategies | All Students in TK - 5th Grade                                            |                                                                |
| <b>4.5</b>  | Incentivized Attendance Program<br>a) Scaled incentivized attendance program to maintain motivation for students across all attendance designations.<br>b) Incentive programs designated to address individual and whole class attendance<br>c) Perfect attendance awards - class and individual<br>d) "We Missed You" cards<br>e) study tour for kids with perfect attendance                                                                             | All Students in TK - 5th Grade                                            |                                                                |
| <b>4.6</b>  | Community Laison Support<br>a) Provides additional targeted support and communication to students from households designated as manageable, chronic, or severely chronic.<br>b) Assists staff and households by providing translating services orally and in writing                                                                                                                                                                                       | All Students in TK - 5th Grade                                            |                                                                |
| <b>4.7</b>  | Strategic Goal Setting<br>a) Developing personalized goals by classes to increase overall attendance<br>b) Developing personalized goals by household to increase overall attendance for students designated as chronic or severely chronic.                                                                                                                                                                                                               | All Students in TK - 5th Grade                                            |                                                                |
| <b>4.8</b>  | SART & SARB Referrals<br>a) Scheduling of SART meetings for students with individualized education plans and 504 plans to support student attendance.<br>b) Align SART meetings with SSTs to address students designated as chronic or severely chronic.<br>c) Referral to SARB if SART meetings do not support positive student attendance trends.                                                                                                        | Students whose absenteeism is designated as chronic, or severely chronic. |                                                                |
| <b>4.9</b>  | Social-Emotional Learning Programming and Intervention<br>a) Implementation of a weekly SEL program that pushes into every class<br>b) Identification of students who would benefit from Tier II SE support and providing students with targeted intervention as delivered by the SEL specialist, school counselor, or other staff members.<br>c) Continue efforts to maintain safety, support, and wellness at the school site.                           | Identified students in grades TK-5                                        |                                                                |
| <b>4.10</b> | PAWS positive behavior incentive program and office supplies                                                                                                                                                                                                                                                                                                                                                                                               | All students in TK-5th Grade                                              | 6741.08<br>Site Discretionary<br>4000-4999: Books And Supplies |

|      |                                               |                               |                                                                                                                                   |
|------|-----------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|      |                                               |                               | PAWS incentive program and office supplies<br>44.50<br>LCFF Supplemental<br>4000-4999: Books And Supplies<br>Office supplies      |
| 4.11 | Parent participation at SSC and ELAC meetings | All students in TK-5th Grades | 1000<br>Site Discretionary<br>5000-5999: Services And Other Operating Expenditures<br>Refreshments for parent meetings - SSC/ELAC |

## Annual Review

### SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

OES decreased the %age of chronic absenteeism, suggesting some of the strategies are working. Chronic absenteeism remains high, so focus on attendance will continue.

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

Budget aligns to attendance goals.

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

We are establishing a target of 10% reduction in chronic absenteeism. No major changes in strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### School Climate: Suspensions, SEL and School Climate

By May 2027, Oakley Elementary will reduce overall suspensions by 10%. Oakley Elementary will offer a positive behavior incentive programs (PAWS).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Inclusive Educational Partnerships- Involve and engage families and community members in meaningful partnerships that prioritize the whole student while honoring our diverse school community and the assets that are brought forward.

LCAP Goal 3: Safe School Climate- Strengthens the well-being of all students, regardless of background, by fostering an equitable, safe and inclusive environment that promotes a positive school climate centered on physical, social, mental and emotional wellness..

State priorities addressed by this goal are: 1, 3, 5, and 6.

### Identified Need

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

Oakley elementary is in the Yellow band in the area of suspensions. 5.2% of students were suspended at least 1 day, an decrease of .3% from the previous year. SEL is an area of focus for the school.

### Annual Measurable Outcomes

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

| Metric/Indicator                          | Baseline/Actual Outcome                                                                                                    | Expected Outcome                                 |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 2026 California Dashboard and PowerSchool | In 2025, Oakley elementary was in the Yellow band for suspensions with 5.2% of students suspended 1 day, a decrease of .3% | Reduce number of suspensions by 10% by May 2027. |

### Strategies/Activities

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

| Strategy/Activity # | Description                                                                                                                                | Students to be Served          | Proposed Expenditures |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------|
|                     |                                                                                                                                            |                                |                       |
| 5.1                 | Implement school's Discipline Plan and update it each year.                                                                                | All Students in TK - 5th Grade |                       |
| 5.2                 | Implement PAWS positive behavior incentive program                                                                                         | All Students in TK - 5th Grade |                       |
| 5.3                 | Counselor provides SEL support (groups and class presentations/workshops) to students needing additional support to engage in learning and | All Students in TK - 5th Grade |                       |

|            |                                                                                                                                                                                        |                                                |                                                                                                                                                                                                |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | adhere to the rules and procedures of the classroom and the school..                                                                                                                   |                                                |                                                                                                                                                                                                |
| <b>5.4</b> | Community Liaison will support families who have students with social and behavior challenges. Community Liaison will provide the families access to District and community resources. | All Students in TK - 5th Grade                 |                                                                                                                                                                                                |
| <b>5.5</b> | Support health and well-being of our students by having first aid and emergency response supplies and materials                                                                        | All Students in TK - 5th Grade                 | 2000<br>Site Discretionary<br>4000-4999: Books And Supplies<br>Health and medical supplies for the classrooms and the office                                                                   |
| <b>5.6</b> | Provide learning opportunities beyond the classroom - Study Tours                                                                                                                      | All Students in TK - 5th Grade                 | 10001.50<br>LCFF Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Study Tours<br>5063<br>Title I<br>5000-5999: Services And Other Operating Expenditures<br>Study Tours |
| <b>5.7</b> | School safety: campus supervisors coverage for activities and events beyond the regular school day                                                                                     | All Students in TK - 5th Grade                 | 3000<br>Site Discretionary<br>2000-2999: Classified Personnel Salaries<br>Extra hours                                                                                                          |
| <b>5.8</b> | Continue to increase parent participation at SSC and ELAC meetings                                                                                                                     | All Students, including ELs, in TK - 5th Grade | 1998.92<br>Site Discretionary<br>5000-5999: Services And Other Operating Expenditures<br>Food and refreshments for meetings                                                                    |
| <b>5.9</b> | Office supplies                                                                                                                                                                        | Support administration of office and school    |                                                                                                                                                                                                |

## Annual Review

### SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Determining effectiveness of the strategies being implemented is still in progress. We have seen an increase in student suspensions. This is an area of focus for 2025-2026.

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

There are no notable differences between budgeting and implementation of strategies. Overall effectiveness of these strategies is still being determined.

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.

Focus on SEL supports for students, implementation of discipline plan.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION                                                             | AMOUNT      |
|-------------------------------------------------------------------------|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$78,749.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$          |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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          | \$28,259.00     |

Subtotal of additional federal funds included for this school: \$28,259.00

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 (\$) |
|-------------------------|-----------------|
|                         |                 |
| LCFF Supplemental       | \$35,250.00     |
| Site Discretionary      | \$15,240.00     |

Subtotal of state or local funds included for this school: \$50,490.00

Total of federal, state, and/or local funds for this school: \$78,749.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source     | Amount      | Balance |
|--------------------|-------------|---------|
| Title I            | \$28,259.00 | 0.00    |
| LCFF Supplemental  | \$35,250.00 | 0.00    |
| Site Discretionary | \$15,240.00 | 0.00    |

## Expenditures by Funding Source

| Funding Source     | Amount    |
|--------------------|-----------|
| LCFF Supplemental  | 35,250.00 |
| Site Discretionary | 15,240.00 |
| Title I            | 28,259.00 |

## Expenditures by Budget Reference

| Budget Reference                                     | Amount    |
|------------------------------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries           | 38,557.00 |
| 2000-2999: Classified Personnel Salaries             | 8,090.00  |
| 4000-4999: Books And Supplies                        | 11,038.58 |
| 5000-5999: Services And Other Operating Expenditures | 21,063.42 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                     | Funding Source     | Amount    |
|------------------------------------------------------|--------------------|-----------|
| 1000-1999: Certificated Personnel Salaries           | LCFF Supplemental  | 17,614.00 |
| 2000-2999: Classified Personnel Salaries             | LCFF Supplemental  | 4,590.00  |
| 4000-4999: Books And Supplies                        | LCFF Supplemental  | 44.50     |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental  | 13,001.50 |
| 2000-2999: Classified Personnel Salaries             | Site Discretionary | 3,500.00  |
| 4000-4999: Books And Supplies                        | Site Discretionary | 8,741.08  |
| 5000-5999: Services And Other Operating Expenditures | Site Discretionary | 2,998.92  |

|                                                      |         |           |
|------------------------------------------------------|---------|-----------|
| 1000-1999: Certificated Personnel Salaries           | Title I | 20,943.00 |
| 4000-4999: Books And Supplies                        | Title I | 2,253.00  |
| 5000-5999: Services And Other Operating Expenditures | Title I | 5,063.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 48,900.00          |
| Goal 4      | 7,785.58           |
| Goal 5      | 22,063.42          |

# 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                       |
|---------------------|----------------------------|
| Marco A Franco      | Principal                  |
| Sara Lacaba         | Classroom Teacher          |
| Ben Buckman         | Classroom Teacher          |
| Christine Dugan-Ihm | Classroom Teacher          |
| Ana Logan           | Other School Staff         |
| Julie Swenson       | Parent or Community Member |
| Rosalba Barbosa     | Parent or Community Member |
| Sandra Barbosa      | Parent or Community Member |
| Rocio Velasco       | Parent or Community Member |
| Judith Soto         | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 21, 2026.

Attested:



Principal, Marco Franco on May 21, 2026

SSC Chairperson, Julie Swenson on May 21, 2026

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023