



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oak Hills Elementary	19-64832-0108027	March 24, 2025	April 22, 2025

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

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

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

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

This plan is being used by Oak Hills Elementary for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Plan Description

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

In the 2025-26 Single Plan for Student Achievement (SPSA), Oak Hills Elementary has four site-based goals that we will be focusing on in order to ensure student growth. Our first goal focuses on academic achievement and other student outcomes. At Oak Hills, our goal is for all students to achieve at high levels which is achieved by demonstrating mastery of grade level expectations and language proficiency. We will measure our progress on this goal by analyzing English Language Arts (ELA) and Math California Assessment of Student Performance and Progress (CAASPP) scores, our English Language Proficiency Assessments of California (ELPAC) and language proficiency levels across all grade levels, districtwide ELA cycle assessments for all grade levels, math unit assessments, and the California Science Test (CAST) for 5th grade. Our second goal is to enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey. We will monitor our progress toward achieving this goal by reviewing the California Healthy Kids Survey (CHKS) taken by our 5th graders, our chronic absenteeism rate, and our suspension rate. Additionally, we will review our Positive Behavioral Interventions and Supports (PBIS) Tier 1 and Tier 2 data to measure the effectiveness of our PBIS program. This data provides us crucial insight to the social, emotional, and behavioral support needs of our students. Our next goal is to expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success. We will measure our progress toward achieving this goal by reviewing the data from our parent survey on school effectiveness, family attendance at school events, parent attendance at student conferences, and parent involvement in school committees. We will then use the results of this data to develop new strategies to increase parent involvement and participation. The final goal is to provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district. We will be addressing this goal by providing professional development opportunities for our staff as well as by providing dedicated staff meeting time for teachers to reflect on current practices and collaborate on strategies for meeting this goal.

Educational Partner Involvement

How, when, and with whom did your Oak Hills Elementary 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 Oak Hills teachers and administrators review student performance data throughout the school year in order to make instructional decisions for Tier 1, 2 and 3 instruction. Students are assessed formally and informally throughout the year and these assessments drive future instruction. Additionally, site goals are reviewed and discussed throughout the school year. New goals are mutually developed with teachers during staff meetings. School Site Council meets regularly throughout the year to discuss ongoing student data. The School Plan for Student Achievement (SPSA) was sent out to members of the site council for their review and approval on March 24, 2025. During the final ELAC (English Learner Advisory Committee) meeting on March 18, 2025, the members reviewed current Oak Hills data for English learners and provided feedback about the school wide needs assessment to the School Site Council. The final draft of the SPSA will be brought to the Governing Board for approval on April 22, 2025.

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.

According to the 2024 California School Dashboard, Oak Hills did not rate in the Red or Orange performance category for overall performance in any of the state indicators and therefore do not have to address specific performance categories in this school plan.

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.

Students with Disabilities earned in the Orange performance category in English Language Arts while All Students fall in the Green category in English Language Arts.

In the area of School Climate, socioeconomically disadvantaged students earned a yellow in the area of suspensions with an increase of .6% as well as two or more races earned an orange with an increase of 1.5%. All other student populations and programs in the area of School Climate earned a blue. As of March 30, 2025, there have not been any suspensions issued at Oak Hills Elementary for the 2024-25 school year..

Students with Disabilities also earned a red performance category for Chronic Absenteeism in the area of Student Engagement while All Students fall in the Green category. In addition, socioeconomically disadvantaged earned a yellow with a 12.8% listing of chronically engaged students. In addition, Filipino and Latino, and White student populations earned a yellow performance category in this area of suspension based on data from 2024 Dashboard.

Other Needs

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

As a site, we use Office Data Referrals (ODRs) to discuss student behavior outcomes. During the 2024-2025 school year, 118 major Office Data Referrals have been reported. 39% of those ODRs are instances that took place on the playground. 49% of the ODRs for Oak Hills are for students demonstrating physical aggression. 28% of the ODRs are for students using inappropriate or abusive language.

Regarding local assessment data, for ELA, in grades K-2, for the initial 3 cycles, approximately 90% of students in those grades met or exceeded standards with an overall average 89.3%. This trend was similar for unit assessment in math for Units 1-5 where the range by grade level was 86% to 100% of students scoring at or above standard. Overall, the average for these grades and these math assessments was 93%.

For grades 3rd - 6th, the first cycle data in ELA was at 30% meeting or exceeding standard; the second cycle was at 47%. And, the third cycle was at 60% overall of students meeting or exceeding standards. Thus, a positive trajectory. In mathematics, the range of unit assessments for these grades were between 58% at the lowest and 92% at the highest. For Unit 1, the average was 74% met or exceeded standard; for Unit 2, the average was 75%. For Unit 3, the average for grades 3rd-6th, was 72%, and for Unit 4, the average was 75%. For the final unit, Unit 5, the average was 80%

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
612	27%	10.6%	0.7%
Total Number of Students enrolled in Oak Hills Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	65	10.6%
Foster Youth	4	0.7%
Homeless	0	0.0%
Socioeconomically Disadvantaged	165	27%
Students with Disabilities	73	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	4.2%
American Indian	2	0.3%
Asian	173	28.3%
Filipino	32	5.2%
Hispanic	132	21.6%
Two or More Races	45	7.4%
Pacific Islander	1	0.2%
White	182	29.7%

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>Blue</div>		

School and Student Performance Data

Academic Performance English Language Arts

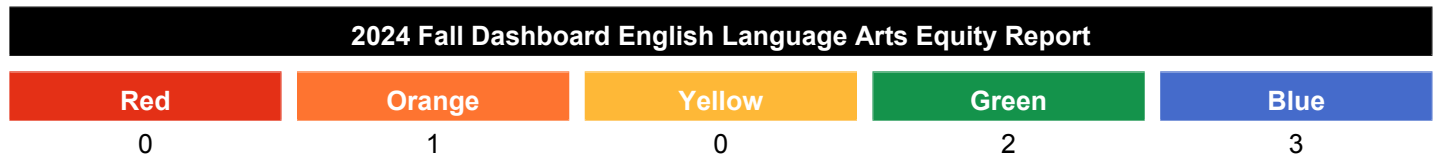
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>68.6 points above standard</div> <div>Declined 6.3 points</div> <div>340 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>43.1 points above standard</div> <div>Declined 29.9 points</div> <div>35 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>53.3 points above standard</div> <div>Maintained 1.9 points</div> <div>103 Students</div>

Students with Disabilities  Orange 25.4 points below standard Declined 9.1 points 43 Students	African American  No Performance Color 5.0 points above standard Declined 37.4 points 20 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 105.8 points above standard Maintained 0.8 points 89 Students	Filipino  No Performance Color 58.1 points above standard Declined 8.1 points 19 Students	Hispanic  Blue 45.5 points above standard Maintained 2.0 points 80 Students
Two or More Races  No Performance Color 104.4 points above standard Maintained 2.4 points 22 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 64.1 points above standard Declined 4.0 points 104 Students

School and Student Performance Data

Academic Performance Mathematics

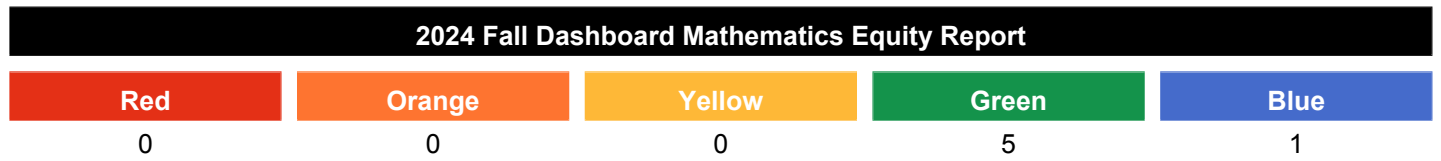
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>54.9 points above standard</div> <div>Declined 3.3 points</div> <div>340 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>44.9 points above standard</div> <div>Declined 24.4 points</div> <div>36 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>31.3 points above standard</div> <div>Maintained 1.9 points</div> <div>103 Students</div>

Students with Disabilities  <p>Green</p> <p>6.1 points below standard</p> <p>Increased 8.8 points</p> <p>42 Students</p>	African American  <p>No Performance Color</p> <p>12.9 points below standard</p> <p>Declined 23.0 points</p> <p>20 Students</p>	American Indian  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
Asian  <p>Green</p> <p>99.9 points above standard</p> <p>Declined 4.3 points</p> <p>90 Students</p>	Filipino  <p>No Performance Color</p> <p>40.5 points above standard</p> <p>Declined 4.8 points</p> <p>19 Students</p>	Hispanic  <p>Green</p> <p>24.2 points above standard</p> <p>Maintained 0.6 points</p> <p>79 Students</p>
Two or More Races  <p>No Performance Color</p> <p>94.6 points above standard</p> <p>Increased 14.0 points</p> <p>22 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	White  <p>Blue</p> <p>51.6 points above standard</p> <p>Maintained 1.1 points</p> <p>104 Students</p>

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>Blue</div> <div>68.4% making progress.</div> <div>Number Students: 38 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 0 Students</div>

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.3%	26.3%	28.9%	39.5%

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>9.1% Chronically Absent</div> <div>Declined 3.1</div> <div>637 Students</div>	<div>English Learners</div> <div> Green</div> <div>7.1% Chronically Absent</div> <div>Declined 2.9</div> <div>70 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>12.8% Chronically Absent</div> <div>Declined 2.2</div> <div>179 Students</div>

Students with Disabilities  Red 20.5% Chronically Absent Increased 2.5 83 Students	African American  No Performance Color 11.5% Chronically Absent Declined 7 26 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Green 2.7% Chronically Absent Declined 1.4 182 Students	Filipino  Yellow 14.3% Chronically Absent Declined 2.4 35 Students	Hispanic  Yellow 15.9% Chronically Absent Declined 1.8 138 Students
Two or More Races  Green 5.9% Chronically Absent Declined 6.8 68 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 10.3% Chronically Absent Declined 2.9 185 Students

School and Student Performance Data

Conditions & Climate Suspension Rate

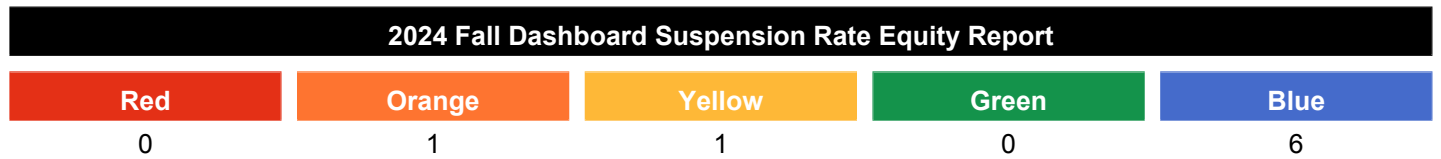
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.2% suspended at least one day</div> <div>Maintained 0.2%</div> <div>642 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>70 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>0.6% suspended at least one day</div> <div>Increased 0.6%</div> <div>180 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 83 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0% suspended at least one day Maintained 0% 182 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 35 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 140 Students
Two or More Races  Orange 1.5% suspended at least one day Increased 1.5% 68 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Blue 0% suspended at least one day Maintained 0% 188 Students

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.

Academic Achievement and Other Pupil Outcomes

The goal is for all students to demonstrate mastery of grade level academic standards and language proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To ensure that all students achieve academic success, fostering a positive and inclusive learning 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.

Oak Hills Elementary has some encouraging data in regards to academic achievement and other pupil outcomes. In English Language Arts, our overall color declined to green a rating and the majority of our student groups achieved a blue or green ranking. Students with Disabilities received a performance ranking of orange in the English Language Arts area as also addressed in our Needs Assessment. Our focus this year will be to continue to have high expectations for our students to ensure that we return to an overall blue ranking, meaning that we are exceeding standards. In addition, we will also focus on the specific needs of our Students with Disabilities to help them each improve by at least one color ranking. In mathematics, we declined to a green rating overall. Our English Language Proficiency Indicator (ELPI) shows that 68.4% of our students maintained a level 4 or increased on ELPI level; because of the status and change in this area, we earned a blue rating for the ELPI indicator. Our last academic area focus is on our fifth grade science performance. Last year, we had 74% of our students demonstrate proficiency. Our goal is to ensure that at least 80% of our students demonstrate proficiency on the CAST.

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
California Dashboard Indicator for English Language Arts:	Overall color ranking: Green Points from standard: 68.6 points above standard Change from previous year: Declined 6.3 points Student groups that performed below the overall school rating: Students with Disabilities: Orange	The school will improve to a Blue rating. All student groups will increase one color rating or maintain Blue rating. Students with Disabilities: Increase to at least Yellow
California Dashboard Indicator for Mathematics:	Overall color ranking: Green Points from standard: 54.9 points above standard Change from previous year: Declined 3.3 points Student groups that performed below the overall school rating:	The school will improve to an overall Blue rating. All student groups will increase one color rating or maintain Blue rating.

	None	
California Dashboard Indicator for English Language Proficiency	Percent of students who maintained a level 4 or increased one ELPI level: 68.4% Change from previous year: Increased 9.0 points	All students will increase one ELPI level or maintain a level 4.
District English Language Arts Cycle Assessments (Kindergarten - 2nd Grade)	Percent Proficient by Cycle Kindergarten: Cycle 1: 100% Cycle 2: 90% Cycle 3: 90% Cycle 4: n/a Cycle 5: n/a First Grade: Cycle 1: 90% Cycle 2: 81% Cycle 3: 87% Cycle 4: 90% Cycle 5: n/a Second Grade: Cycle 1: 90% Cycle 2: 86% Cycle 3: 91% Cycle 4: 88% Cycle 5: n/a	Each grade level will maintain a rate of 90% of students demonstrating proficiency or that respective grade level will increase the rate of students demonstrating proficiency to 90%.
District Mathematics Unit Assessments (Kindergarten-2nd Grade)	Percent Proficient by Unit Kindergarten Unit 1: n/a Unit 2: 95.2% Unit 3: 95.2% Unit 4: 100.0% Unit 5: 95.2% Unit 6: n/a First Grade Unit 1: 95.3% Unit 2: 89.2% Unit 3: 87.0% Unit 4: 87.5% Unit 5: 89.6% Unit 6: n/a Second Grade Unit 1: 87.8% Unit 2: 82.7% Unit 3: 91.5% Unit 4: 90.4% Unit 5: 91.3% Unit 6: n/a	Each grade level will maintain a rate of 90% of students demonstrating proficiency or that respective grade level will increase the rate of students demonstrating proficiency to 90%.
California Science Assessment (CAST)	74.4% of 5th graders were proficient on the 2024 CAST	80% or more students to be proficient on the CAST.

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	At the conclusion of each ELA Cycle, each grade level team will analyze students' progress and trends, review what was successful, identify target students, develop common agreements, and plan for next steps of instruction. Once the Data Reflection session has concluded, grade level teams will use staff meeting time and PLC time to create tiered cycles of WIN instruction for target students as well as to collaborate and plan for the next instructional cycle. Teachers will develop targeted interventions to address the needs of the students who are not currently demonstrating mastery of grade level standards.	All Students	5,007 Supplemental Additional materials and supplies needed to enhance tier 2 and tier 3 instruction
1.2	Prior to each ELA Cycle, teachers will be provided with 1/2 day substitute. During that times, the grade level team will meet to review the standards that will be taught in the upcoming ELA cycle, familiarize themselves with the expected rigor of each standard, collaborate on the best instructional practices to implement for each standard, create formative assessments to be utilized during the ELA cycle, and to develop pacing guides for when each standard will be taught.	All Students	9,000 Supplemental
1.3	Twice a year, all teachers will participate in learning walks at Oak Hills. Teachers will have the opportunity to observe in both the grade level above and the grade level below. The learning walks will help foster reflection on one's own teaching practice, will help develop understanding of how ELA standards build from one grade level to the next, and will lead to richer cross-grade level discussions and collaboration.	All Students	9,000 Supplemental
1.4	K-2 teachers will plan and receive assistance from the Learning Support Teacher and Curriculum Specialist(s) to assist in the implementation of instructional cycles. The Curriculum Special(s) focus will be placed on small group instruction that is planned for by the Learning Support Teacher a will support the standards identified and targeted in each unit.	Students in K-2	21,000 Supplemental 1 curriculum specialist for grades K-2
1.5	Teachers will use data from district created common formative assessments as well as site created common formative assessments to plan targeted units of English Language Arts instruction. These common formative assessments will also enable teachers to form WIN groups for students in need of additional support. Teachers will develop SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) Goals, create common formative assessments, analyze student data and create	All Students	42,000 Supplemental 2 curriculum specialists for grades 3-6

	tiered cycles of WIN instruction for students. Teachers in Grades 3-6 will be supported by 2 curriculum specialists.		
1.6	All students will continue to build their understanding of concepts and procedures by being exposed to various opportunities to solve word problems. Students will use a universal process (TIPS - Think - Info - Plan - Solve) to solve word problems that is consistent across the grade-level span. Math units will incorporate more use of word problems aligned to the expected grade-level rigor in daily practice.	All Students	0.00
1.7	Various strategies for English Learners will be embedded in lessons when planning instructional cycles. These may include the use of text features and coding to highlight textual evidence, small group instruction with modeling, using signal words, and partner talk with scaffolding. Be GLAD (Guided Language Acquisition Design) strategy professional development will continue to be provided by our site Be GLAD trainer.	EL Students	LCFF/District Funded GLAD PD Prep
1.9	Provide hands-on science workshops aligned to grade level standards at least twice throughout the school year for all students.	All Students	0.00 Oak Hills Educational Foundation
1.10	Agreed upon classroom teaching strategies and best practices will be used in both whole group and small group instruction in the classrooms in order to improve student achievement in ELA, math and science. Some of these strategies are, but are not limited to, the following: student discourse, providing learning targets and success criteria for lessons, using sentence frames and anchor charts, Daily 5, number talks, Be GLAD strategies, multisensory approaches, teaching expository text structures, using visuals, providing exit tickets for common formative assessments (CFAs), using thinking maps, teaching vocabulary context clues, and utilizing Google Classroom for differentiated assignments. Materials and supplies to support all levels of instruction (from students who require intervention to students in need of extension). This includes manipulatives, programs, and high-interest, leveled reading materials.	All Students	35,000 Base Grant Supplies could include poster chart paper, markers, Post-its, copy paper, manipulatives, high-interest, leveled reading materials, highlighters, white boards and markers, etc.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2024-2025 school year, our teachers at Oak Hills have successfully aligned their teaching instruction to the essential standards of their grade levels. There has been a steady improvement in ELA assessment scores from Cycle 1 to Cycle 3. Our teachers have embraced the essential standards and have invested their time into becoming familiar with the expected rigor of each standard, collaborating around best instructional practices, and analyzing trends in student data (at the grade level, classroom level, and individual level) to make informed, data-driven decisions about the

next steps that are needed to help all students achieve grade level standards and to create WIN groups for those students in need of additional support.

Our teachers have also worked closely with our district funded Learning Support Teacher (LST) to provide targeted tiered instruction for those students showing a deficiency in foundational skills. This targeted tier 2 and tier 3 instruction and intervention has enabled us to address the specific needs of our Students with Disabilities and help narrow the existing learning gaps. We also continue to support for our English learners by continuing to provide daily English Language Development lessons, and through the use of GLAD strategies.

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

\$11,000 was allocated for 4 teachers and the principal to attend California Principal's Support Networks (CAPS) training. The Instructional Leadership team decided that the we would not attend the CAPS training and would make our work with ELA curriculum alignment be our primary focus. Those funds were used instead to provide 1/2 day planning sessions for each grade level to prepare for each of the 5 ELA cycles. The remainder of the funds were used on materials.

\$44,800 was allocated for a WIN teacher. We were unable to hire a WIN teacher so those funds were set aside to hire 4 additional curriculum specialists instead. To date, we have been able to hire one curriculum specialist.

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.

In 2025-2026, We will be adding additional funding to our teacher planning time to support teachers with the DRS sessions and planned actions to support identified students. SDC teachers will attend the sessions for all grade levels they serve.

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.

Student Engagement and School Climate

All students will attend school daily, actively participate, and demonstrate a strong sense of connection and belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey

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.

According to the 2024 California School Dashboard, Oak Hills has received the performance category of Green in Chronic Absenteeism. School-wide, 9.1% of students were chronically absent, an improvement from 12.2% during the 2022-2023 school year. Although significant progress in the area of Chronic Absenteeism was made during the 2023-2024 school year, we are continuing to focus on improving this rate for the student populations and programs that earned a color rating below the Green indicator. In particular, we will focus on helping our Students with Disabilities to improve their attendance rates as this group falls into the Red category.

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
California Indicator	Dashboard Suspension		Overall color rating: Blue Percent suspended at least one day: 0.2% Maintained 0.2% Student groups that earned a color rating below the overall school color: Two or more races: Orange Socioeconomically Disadvantaged: Yellow	Our school will maintain a Blue rating. Those student groups in the blue will maintain their Blue color rating. Two or more races will move from an orange rating to at least a yellow rating. Socioeconomically Disadvantaged will move from Yellow to at least a Green rating.
California Indicator	Dashboard Chronic Absenteeism		Overall color rating: Green Percent chronically absent: 9.1% Decrease of: 3.1% Student groups that earned a color rating below the overall school color: Students with Disabilities: Red Filipino: Yellow Hispanic: Yellow	Our school will increase by at least one overall color rating to Blue. All student groups will increase by at least one color rating. Socioeconomically Disadvantaged: Increase to Green Filipino: Increase to Green

	Socioeconomically Disadvantaged: Yellow White: Yellow	Hispanic: Increase to Green White: Increase to Green Students with Disabilities: Increase to at least Orange
California Healthy Kids Survey	Percentage of students engaged based on key indicators: School connectedness: 82% Academic motivation: 88% Social and emotional learning supports: 72% Feel safe at school: 82%	We will score 90% or higher in each indicator.
PBIS Award	Earned the Silver Recognition award.	To continue earning the recognition award aligned with our current tier in the PBIS program.

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
2.1	<p>All students will have the opportunity to increase their social-emotional awareness and receive incentives for making good choices by following the school expectations described in our school-wide PBIS Behavior Matrix. Our site will continue to stay committed to the implementation of our PBIS structures for staff and students to teach and reinforce expected school behaviors.</p> <p>Our students will have the opportunity to earn individual HOWL (Have respect, Own your actions safely, Work together, Listen attentively) tickets for meeting behavioral expectations to purchase prizes, participate in planned events, and enter our monthly raffle drawings. Classrooms will have the opportunity to earn Line Tickets (for smooth transitions across campus).</p> <p>Our Positive Behavior Interventions and Supports (PBIS) committee, which is made up of both staff and parents, will continue to meet on a monthly basis to analyze behavioral data using to guide strategies to address Tier II and Tier III behaviors.</p> <p>Our principal will announce and describe the monthly character trait each week during weekly announcements and explain to the students how to strengthen the trait within them.</p>	All Students	3,300 LCFF/District Funded Supplemental Funding for PBIS supplies and training
2.2	Our school counselor will conduct social-emotional groups and visit classrooms to conduct whole class lessons related to social-emotional concerns as well as offer insight to teachers on social-emotional practices at staff meetings. Additionally, our	All Students	1,000.00 Supplemental Materials, board games, books, posters, copy paper

	<p>counselor and behavior specialists will be available to support individual students as needed.</p> <p>During specified staff meetings, the school psychologist and/or counselor will conduct ongoing professional development to build knowledge and understanding of trauma informed practices and creating a safe social/emotional environment for students.</p> <p>During monthly safety supervisor meetings, the school psychologist and/or counselor will conduct ongoing professional development to build knowledge and understanding of trauma informed practices and creating a safe social/emotional environment for students</p>		
2.3	<p>We will expand our 6th grade student ambassador program to have a bigger positive impact on our campus. 6th grade ambassadors will serve as mentors to students who are struggling to meet behavioral expectations on the playground, students who are new to the school and are adjusting to their new environment, and they will actively seek opportunities to help all students feel valued and included on the Oak Hills campus.</p>	All Students	200 Supplemental Books, Board Games
2.4	<p>We will continue to partner with our parents and students to understand the underlying factors that are contributing to attendance concerns. The administrators, school counselor, classroom teachers, office staff, and community liaisons will work together in an effort to support parents and help them navigate the barriers to regular attendance.</p> <p>If student attendance concerns continue following communication with parents and the issuance of our attendance letters, parents will be invited to participate in the School Attendance Review Team (SART) meeting process. The purpose of the SART process will be to gain greater understanding of parent needs and concerns related to attendance, outline clear expectations and strategies for attendance, and create a strategic plan with parents that is designed to improve student attendance.</p>	All Students	0.00
2.5	<p>We will continue to provide attendance incentives as we make every effort to ensure that our students come to school every day that he or she is healthy enough to do so. We will continue to hold attendance challenge tournaments such as the "Slam Dunk Attendance Challenge" and the "March Madness Attendance Challenge" to help motivate our students to come to school every day that they are well enough to do so. Incentive activities such as "What's in the Box?" and obstacle courses will be used as incentives for the winning grade levels. Classes will receive an administrator supervised extra recess each time that the class spells out</p>	All Students	2,000.00 LCFF/District Funded

	"Perfect Attendance". Each day that all students in the class are present and on time for school, the class will color in a letter and take a step closer to earning an extra recess. Attendance drawings will be held regularly, but strategically, throughout the year to provide incentives (choice of books, restaurant certificates, pizza party with the principal and assistant principal) for students to attend school. High interest activities such as the school picnic, assemblies, family reading events, dance parties, and bingo will be held on Fridays in an attempt to improve attendance.		
2.7			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our school-wide PBIS program has continued to evolve. We teach expected behaviors to our students using the HOWL acronym (Have respect, Own your actions safely, Work together, and Listen attentively). Overall, students are generally meeting behavioral expectations in the classroom setting. On the playground, however, expected behaviors are not being met at the same rate that they are in the classroom. The 6th grade ambassadors have had a very positive impact serving as mentors to some of our younger students and it is a program that we will certainly look to expand in the future. Additionally, our school counselor has made it a point to be on the playground regularly to help students problem solve and work through any conflicts that arise.

Another major focus for us this year has been to improve school attendance. One way in which we have worked to improve school attendance is by educating our parents (both in our weekly newsletter and during conferences) on the correlation between chronic absenteeism and long-term student achievement. We have also offered several incentives to help improve student attendance. Six times throughout the school year, we held three week long attendance challenges in which grade levels competed against one another to see who could achieve the highest daily rate of attendance. Additionally, each time that a class is able to spell out "perfect attendance" by earning a letter every day that all students are both present and on time for school, the students in the class earn an extra recess with the administrators. Each week and especially on days when attendance is traditionally lower, students who are at school that day are randomly chosen to receive gift cards to local restaurants and at other times, books as a reward for being at school that day. We also held incentives for students who had perfect attendance at during each 25 day increment. A final strategy that we used to improve our school attendance was by scheduling many of our much anticipated events on Fridays (which traditionally has a much lower attendance rate than the other days of the week). As much as possible, we held events such as PTA assemblies, our family picnic, and Accelerated Reader incentive assemblies on Fridays to improve school attendance. Through these efforts, we are proud to say that we have seen a decline in the amount of students who are chronically absent. Our chronic absenteeism rate declined from 12.2% during the 2022-2023 school year to 9.1% during the 2023-2024 school year and we are on track to show additional improvement during the 2024-2025 school year.

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

We held parent workshops to address concerns regarding chronic absenteeism and student behavior. We felt that it would be even more impactful if our teacher and our counselor participated in these workshops. Those staff members were compensated for their participation as they workshops were held in the evening. \$400 was spent on extra hourly for teachers.

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.

In 2025-2026 there will be a focus on providing professional development to both our teaching staff and our safety supervisors to help them better understand the social and emotional needs of our students. We feel that it is crucial that teachers and safety supervisors receive the same training with regard to understanding a student's social and emotional well-being. This will ensure consistency amongst the staff members on campus in terms of how they interact.

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.

Parental Involvement and Family Engagement

The goal is to increase parent involvement in school decision making and increase family participation at school events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: To expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success

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.

Parent involvement and family engagement at Oak Hills places a crucial role in the success of our students. When we hold social events and academic enrichment events at our school, we have tremendous participation numbers. As the data is outlined, below, of our 514 families, our social events such as the Multicultural Night and the Fall Harvest Festival, average approximate 450 families in attendance, representing 88% of the total number. However, we are seeking to increase participation for those parents who are invited to learning support events and ELAC meetings as our participation ratios are low for those offerings.

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
Parent Survey	Percentage of parents who indicate that they are encouraged to participate in school activities: 95.05% Percentage of parents who indicate that the school communicates with parents: 99.01%	To increase parent agreement that they are encouraged to participate in school activities to 98% or higher To maintain the parent agreement that the school communicates with parents at 99% or higher
School activities that provide opportunities to participate	Average number of families that attend social events: 450 Average number of families that attend learning / enrichment events: 50 Average number of parents that attend learning / support events: 15	To increase the average number of families that attend social events to 500 or more To increase the average number of families that attend learning / enrichment events to 60 or more To increase the average number of parents that attend learning / support events to 25 or more
Parent and teacher conferences	Percentage of parents who attended fall parent conferences: 99%	We will maintain our 99% rate of attendance
Parent Committees	English Language Advisory Council (ELAC): Number of meetings: 4, 9.7% of EL students represented:	To increase representation at the ELAC to represent at least 25% of English learning students

	School Site Council: Number of meetings: 5, Average percentage of elected members who attend: 85% Parent Teacher Association: Number of meetings: 10, average number who attend: 25	To increase elected member attendance at SSC meetings to 90% or higher To increase parent participation at PTA Association meetings to 40
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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
3.1	Work with teachers and staff to incorporate student participation into our events and meetings whenever possible. When parents know that their children are going to be actively participating, they are more likely to attend meetings and or events.	All Students	0.00
3.2	We will use multiple means of communication to ensure that both parents and students are informed of upcoming events. The following communication methods will be utilized: Parent Square messages, updates in the weekly newsletter, reminders on the school marquee, and phone calls from the Community Outreach to personally invite families to attend specific events such as ELAC.	All Students	0.00 LCFF/District Funded Cost of Parent Square
3.3	Continue to offer multiple ways for parents to be involved in our school community. Our PTA holds many events for both parents and students after school and in the evening. These fun events are always well attended. We will continue to open our campus to classroom volunteers and request feedback in parent groups such at PTA, our School Site Council, and English Language Advisory Committee.	All Students	0.00 PTA Funded
3.4	In an effort to improve attendance at parent events, we will provide a virtual option for parents whenever possible and we will schedule events at times that are most convenient for parents to attend.	All Students	0.00
3.5	We will survey families to collect parent input regarding the topics they would be interested in learning more about during our learning/support presentations.	All Students	0.00
3.6	Parent Education Nights to support parents in the areas student learning, attendance, safety, and behavior.	All Students	100 Supplemental
3.7	Materials for parent meetings including Site Council, ELAC, IEPs, SSTs, and other parent gatherings at school	All Students	500 Supplemental
3.8	We will hold parent education workshops geared toward helping parents navigate some of the behavior challenges that arise due to exposure to online content found on YouTube, social media, interactive video games, and texting/group chats.	All Students	500 Base Grant Teacher - Extra Hourly

3.9	We will hold parent education workshops geared toward helping parents understand the importance of regular school attendance. We will also use these workshops to teach parents about the direct correlation between Chronic Absenteeism and academic achievement.	All Students	500 Base Grant Teacher - Extra Hourly
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We are extremely encouraged by the high level of parent participation at Oak Hills (especially at PTA events and Oak Hills Educational Foundation events) with our 514 families. Improving parent participation at ELAC meetings and learning support events is an area of focus for us moving forward as those attendance numbers have been well below the average of 88% attendance of our most popular events. Specifically, it has been difficult to involve a greater number of parents of English learners. Alternative times and communication modalities have been explored. During the 2024-25 school year, attendance increased from two parents to six to eight parents at the final meeting. Based on parent feedback, a key to increasing parent involvement in ELAC and learning support events is that parents need to have tangible take-aways after such offerings that allow parents to readily implement at home.

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

None

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

No changes were made.

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.

Basic Services, Implementation of State Standards, and Access to Courses

The goal is to ensure that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: To provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district

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.

Our staff is in need of ongoing professional development geared toward ensuring that we are teaching state standards to the required level of rigor and utilizing the practices and teaching strategies best suited to meet the diverse needs of our students. 31.6% of our students did not make progress on the ELPAC, illustrating the need for more professional development in ELD strategies. Our ELA Cycle Assessments also indicate the need for additional instructional focus and support for our EL students. On the Cycle 1 ELA Assessment, 20% of English Learners in grades 3 through 6 demonstrated proficiency. During the Cycle 2 ELA Assessment, 46% of English Language Learners demonstrated proficiency and 39% of EL students demonstrated proficiency on the Cycle 3 assessment.

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
Staff Development / Professional Development - All Teachers	Approximately 45% of our teachers have received formal BeGlad training.	At minimum, 75% of our teachers will become BeGlad trained by the end of the 2025-2026 school year.
Staff Development / Professional Development - Primary (K-2)	Orton Gillingham Training - Our kindergarten through 2nd grade teachers have been trained in Orton Gillingham. Grade-level teams used the strategies learned in these trainings to provide additional, focused instruction for students in need.	Orton Gillingham strategies will be used in conjunction with Benchmark curriculum to support all K-2nd grade students in meeting grade level expectations on ELA Cycle assessments.
Instructional Leadership Team Data Analysis and Outcomes	During our staff meetings, data reflection sessions, and Professional Learning Community team meetings, grade level teams focused on identifying the best instructional practices for teaching each learning	At minimum, 95% of certificated will participate in data review opportunities with summative and formative assessments in Mathematics and on the ELA. After collaborating with colleagues, teachers will implement

	<p>standard. Grade level teams were provided time for vertical articulation with the grade level above and the grade level below to better understand how why mastering these essential standards are critical to future success.</p> <p>Additionally, grade level teams created common formative assessments during each instructional cycle to make data informed decisions about their next steps of instruction. From these common formative assessments, students who were in need of Tier 2 instruction were identified and additional focused instruction was provided by the teachers at each grade level.</p>	tiered instruction, utilizing discussed strategies, to meet the needs of all learners.
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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
4.1	Professional learning around the claims and targets will continue in both ELA and mathematics. We will also continue to work with our district Instructional team to study the and learning targets to focus our learning with the level of rigor expected on the CAASPP exam. Allow teams time to work together beyond district training to deepen their content knowledge around claims and targets.	All Students	2,000 Base Grant Teacher hourly/Sub
4.2	Administration and team leaders will provide professional development centered around best practices for providing Tier 2 support for all students who are not meeting grade level proficiency on essential standards. Opportunities for vertical articulation to share best practices will be provided during both staff meetings and instructional leadership team meetings.	All Students	1,500 Supplemental Teacher hourly/Sub
4.3	Substitutes will be provided so that grade level teams can go on Learning Walks with the site administrators. The Learning Walks will enable us to reflect upon student engagement and identify how we can support student achievement.	All Students	Supplemental Sub (Cost - \$10,000 as noted in strategy 1.3)
4.4	BeGlad Training to support our English Lanugage Learners	EL Students	4000 Supplemental
4.5	Orton Gillingham training for new K-2 teachers	Students in Grades K-2	0000 LCFF/District Funded
4.6	Maintain essential school operations and support professional learning by funding the lease and maintenance of copy machines and purchasing	All students	28,000 Base Grant

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our teachers have really benefited from being provided additional time to analyze the results of unit tests, common formative assessments, and ELA cycle tests. They have grown in their ability to use data to drive their instructional decisions and to focus on the specific needs of their students. Several teachers have also had the opportunity to observe ELA lessons both on our site and at other sites during the 24-25 school year. Those opportunities to look at instruction from a different lens, have proven to be extremely beneficial and have enabled our teachers to be more willing to implement new teaching strategies. Orton Gillingham strategies are being implemented successfully as an additional support for our K-2 students. Integrating BeGlad strategies into our instruction will be a continued area of growth and focus in the upcoming school year.

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

There have been no major differences or changes.

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.

There are no anticipated changes at this time.

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	\$164,607.00
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 (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Base Grant	\$66,000.00
LCFF/District Funded	\$5,300.00
Supplemental	\$93,307.00

Subtotal of state or local funds included for this school: \$164,607.00

Total of federal, state, and/or local funds for this school: \$164,607.00