



**Comprehensive Support and Improvement
(CSI)
School Plan for Student Achievement (SPSA)**

School Name	Contact Name and Title	Email and Phone
Oasis Elementary	Dr. Jessica Mendoza Principal	Jessica.mendoza@cvusd.us 760-397-4112

School Name	Contact Name and Title	Email and Phone
CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736766032361	May 23, 2024	June 27, 2024

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

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

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

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

This plan is being used by Oasis Elementary for meeting ESSA's planning requirements for Comprehensive Support and Improvement (CSI) 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
Goals, Strategies, & Proposed Expenditures.....	7
Goal 1.....	7
Goal 2.....	17
Goal 3.....	21
Goal 4.....	24
Budget Summary	27
Budget Summary	27
Other Federal, State, and Local Funds	27
Budgeted Funds and Expenditures in this Plan	28
Funds Budgeted to the School by Funding Source.....	28
Expenditures by Funding Source	28
Expenditures by Budget Reference	28
Expenditures by Budget Reference and Funding Source	28
Expenditures by Goal.....	29
School Site Council Membership	30
Recommendations and Assurances	31

Plan Description

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

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

Oasis Elementary School is located in a rural area surrounded by farmland. During the 2023-2024 school year, a total of 491 students were enrolled, composed of 96.7% Socioeconomically Disadvantaged Students, 80.9% English Language Learners, 12.8% Migrant students and 8.8% Students with Disabilities. We provide comprehensive instruction for students in grades TK-6 in the areas of Language Arts, Math, English Language Development, Science, Social Studies, and Social Emotional Learning.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Oasis Elementary School's School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures. State data and other district and school data, including interim assessments and benchmarks, are utilized to further measure and monitor achievement throughout the school year. Input and advice is solicited from school advisory committees including the English Language Advisory Committee (ELAC) and Instructional Leadership Team (ILT).

Oasis Elementary is proud to provide Dual Language access to students in grades K-6. We are the first elementary school in the district to have a Wellness Center, and two therapists. We have established a POWER of Parenting program, and we will now partner with the Latino Commission to offer the Strengthening Families Parent Workshops. We are an AVID and PBIS school for grades TK-6. We have a very successful Joven Noble mentoring program and student leadership program, Friday Night Live.

Oasis Elementary School is CSI eligible based on the 2023 CA School Dashboard: Five or more Dashboard Indicators where the majority are Red including ELA, Math and Chronic Absenteeism. In addition to the CSI identification, there are 3 student groups that are designated as ATSI: English Learners, Socio-economically Disadvantaged (SED) and Students with Disabilities. Oasis Elementary has been working diligently in the development of a cohesive and comprehensive plan that meets the needs as per the CSI and ATSI eligibility criteria. Actions and services pertaining to address these needs are in goal 1, all actions that end with "c."

Educational Partner Involvement

How, when, and with whom did your Oasis 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 SPSA development and evaluation takes place throughout the year via the different leadership committees at the site and our parent committees. ILT meets monthly to progress monitor student outcomes, data chats take place with each grade level teams monthly for the different assessments, particularly iReady reading and math, and CAASPP: ELA and Math. Furthermore, we have had a literacy team that meets monthly to review data around our literacy goals and actions. SPSA progress is reviewed with SSC and ELAC every month. All this resulting in a comprehensive plan that is created collaboratively where all stakeholder groups have a say and ownership of the plan. All feedback, changes and actions are documented in the different agenda minutes of each meeting and group, as well as the LCAP Survey provided to parents, students and staff.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. Our needs assessment evaluation using the iReady data, Phonics Survey, Fluency Assessments, and CAASPP tests resulted in the following priorities:

Literacy: Set classroom routines for basic reading skills- Phonemic Awareness (PA), Phonics, Reading Fluency (RF), Vocabulary, Comprehension and Writing. These routines will particularly address our SWD, Els and SED. The focus for next year will be Tk-1: PA and RF, Grades 1-2 Phonics and Fluency, and Grades 3-6 Fluency, Vocabulary and Comprehension. All students will be focusing/using writing as part of their daily routines.

Numeracy: Intervention opportunities and support practices for students lacking basic skills in 4-6th grade.. In addition to the establishment of grade level routines and focus on basic numeracy skills. These practices will particularly address our SWD, Els and SED.

Language Development: Increased number of Newcomer students lacking basic literacy and numeracy skills from their Country of origin resulting in the implementation of Summit K-12 and collaboration routines to include the speaking, reading, writing and listening domains.

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.

Chronic Absenteeism: Overall color is red with 45.2% of students absent and an increase of 4.1%

Due to the increase and high Chronic Absenteeism the following initiatives will be in place next year:

- Attendance Parent Meeting
- Targeted Parent Workshops
- Monthly Home Visits
- Continuous SARB Meetings
- Monthly Attendance Class Incentives

Suspension Rate: Overall color is orange with 2.6% suspension rate with an increase of 2.1%

Due to the increase in student suspensions we will be implementing the following initiatives:

Wellness Center

Character development sessions with target students

Continue Joven Noble program

Start Girasol program

CAASPP ELA: Overall color is red with -91.4 points below standard and decreased 4.1 points

Due to the significant distance from standard we will be implementing the following initiatives:

Grades TK-2 implementation, professional development and coaching cycle in the areas of first best instruction, phonemic awareness and phonics instruction and routines.

Grades 2-3 implementation, professional development and coaching cycle in the areas of first best instruction, phonemic awareness and fluency instruction and routines.

Grades 3-6 implementation, professional development and coaching cycle in the areas of first best instruction, fluency, comprehension and vocabulary instruction and routines.

Grades 3-6 administration and data chats using Interim Assessment Blocks.

Grades 3-6 Tier 3 pilot implementation of "Corrective Reading" program during intervention.

CAASPP Math: Overall color is Red with -106.3 points below standard and a decrease of 2.9 points.

Due to the significant distance from standard we will be implementing the following initiatives:

Implementation of basic skills program for all grades

Algebra Club for grades 4-6

Pre-Algebra Club for grades 1-3

iXL and UCI math implementation improvement

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.

Given the fact that our overall score for CAASPP ELA and Math, and Chronic Absenteeism is at Red, there are no significant discrepancies between the different groups by color. None the less, there is a significant difference for SWD and EL students. The following actions will take place above and beyond the above mentioned strategies for these student groups:

SWD: Additional teacher collaboration time regarding rigor and co-teaching strategies.

EL: Summit K-12 implementation

Other Needs

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

We noticed a significant increase of newcomer students who have very little formal education in primary language, therefore we plan to create interventions specific to their needs. We immediately assess, hold Student Study Team (SST) meetings and strategies supports accordingly.

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.

LCAP Goal 1: Create equitable access to educational opportunities that will lead to academic success

CAASPP ELA

Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of 91.4 points below standard (red) on the 2023 Dashboard by 7.1 points annually as measured by the CA School Dashboard, to be yellow by 2026.

The stretch goal for All Students is to decrease distance from met 28.8 or more points annually as measured by the CA School Dashboard, to be green by 2026.

English Learners will decrease distance from standard met from the baseline of 121.7 (red) on the 2023 Dashboard by 17.2 points annually as measured by the CA School Dashboard, to be yellow by 2026.

The stretch goal for All Students is to decrease distance from standard 38.9 or more points annually as measured by the CA School Dashboard, to be green by 2026.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of 92.4 (RED) on the 2023 Dashboard by 7.5 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease distance from standard 29.1 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of 148.23 (RED) on the 2023 Dashboard by 26.1 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for Students with Disabilities is to decrease 47.8 or more points annually as measured by the CA School Dashboard, to be Green by 2026.

Long Term English Learners data not available until the 2024 CA School Dashboard

Foster Students data not available (there are less than 11 students so data is not published on the Dashboard for Privacy Reasons)

Homeless student data is not available (there are less than 11 students so data is not published on the Dashboard for Privacy Reasons)

CAASPP Math

Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of 106.3 (RED) on the 2023 Dashboard by 3.8 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for All Students is to decrease distance from standard met by 27.1 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

English Learners will decrease distance from standard met from the baseline of 127.5 (RED) on the 2023 Dashboard by 10.8 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for All Students is to decrease distance from standard met by 34.2 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of 106.9 (RED) on the 2023 Dashboard by 4 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease from standard met 27.3 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of 181.7 (RED) on the 2023 Dashboard by 28.9 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for Students with Disabilities is to decrease distance met from standard by 52.2 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Long Term English Learners data not available until the 2024 CA School Dashboard

Foster Students data not available (there are less than 11 students so data is not published on the Dashboard for Privacy Reasons)

Homeless student data is not available (there are less than 11 students so data is not published on the Dashboard for Privacy Reasons)

ELPAC:

At least 54.1% of our students will make progress as measured by the English Language progress Indicator from 48.7%.

Student performance on the ELPAC will increase:
 from 3% to 4% of students scoring at Level 4 - Well Developed
 from 28% to 30 % of students scoring at Level 3 - Moderately Developed
 from 30% to 32.4 % of students scoring at Level 2 - Somewhat Developed
 from 39% to 33.6 % of students scoring at Level 1 - Minimally Developed

CAASPP ELA

All Students

2023 Baseline: 91.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	7.1	84.3	Orange
3 Year Growth	21.4	70.0	Yellow

English Learner

2023 Baseline: 98.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	9.6	89.1	Orange
3 Year Growth	28.7	70.0	Yellow

Long Term English Learners

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A		
3 Year Growth	N/A		

Homeless Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Foster Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Socioeconomically Disadvantaged Students

2023 Baseline: 92.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	7.5	84.9	Orange
3 Year Growth	22.4	70.0	Yellow

Students with Disabilities

2023 Baseline: 148.3	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	26.1	122.2	Orange
3 Year Growth	78.3	70.0	Yellow

CAASPP Math

All Students

2023 Baseline: 106.3	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	3.8	102.5	Orange
3 Year Growth	11.3	95.0	Yellow

English Learner

2023 Baseline: 109.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	4.9	104.8	
3 Year Growth	14.7	95.0	

Long Term English Learners

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A		
3 Year Growth	N/A		

Homeless Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	NA	NA	NA
3 Year Growth	NA	NA	NA

Foster Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	NA	NA	NA
3 Year Growth	NA	NA	NA

Socioeconomically Disadvantaged Students

2023 Baseline: 106.9	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	4	102.9	Orange
3 Year Growth	11.9	95.0	Yellow

Students with Disabilities

2023 Baseline: 181.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	28.9	152.8	Yellow
3 Year Growth	86.7	95.0	Orange

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Create equitable access to educational opportunities that will lead to academic 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.

Oasis Elementary School was identified as a CSI (Comprehensive Support and Improvement) School based on the following: Five or more Dashboard Indicators where the majority are Red.

The Dashboard Indicator is Red for the following metrics:

ELA

Math

In addition to the CSI identification, there are 3 student groups that are designated as ATSI (Additional Targeted Support and Improvement):

*English Learners

*Socio-economically Disadvantaged (SED)

*Students with Disabilities

In an effort to improve our students academic growth in math and ELA for all students and specifically for the students groups listed, we plan to provide academic support programs after school for math, literacy and language development throughout the year. In general our school will focus on continuous professional development for all staff and providing first best instruction. Parent engagement and collaboration focused on academic growth for targeted populations will be in place.

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
<p>CAASPP ELA (Priority 4) CA Dashboard</p> <p>17.2% of students that met or exceeded the standard</p>	<p>CAASPP ELA – 2023 CA School Dashboard: 17.2% of students that met or exceeded the standard</p> <p>All: 17.2% EL: 5.45% LTEL: 6.67% HOM: In order to protect student privacy, data is suppressed because fewer than 11 students tested. FY: In order to protect student privacy, data is suppressed because fewer than 11 students tested. SED: 18.22% SWD: 8.33%</p>	<p>CAASPP ELA – 2026 CA School Dashboard: 26% of students that met or exceeded the standard</p> <p>All: 26% EL: 26% LTEL: 26% HOM: 26% FY: 26% SED: 26% SWD: 26%</p>
<p>CAASPP Math (Priority 4) CA Dashboard</p> <p>12.18% of students that met or exceeded the standard</p>	<p>CAASPP Math – 2023 CA School Dashboard: 12.18% of students that met or exceeded the standard</p> <p>All: 12.18% EL: 5.94% LTEL: 0.0% HOM: In order to protect student privacy, data is suppressed because fewer than 11 students tested. FY: In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p>	<p>CAASPP Math – 2026 CA School Dashboard: 18% of students that met or exceeded the standard</p> <p>All: 18% EL: 18% LTEL: 18% HOM: 18% FY: 18% SED: 18% SWD: 18%</p>

	SED:11.90% SWD: 4.17%	
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: Students who progressed at Least one ELPI Level: 48.1%	ELPI 2026 CA School Dashboard: Students who progressed at Least one ELPI Level: 60%
ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 10.86 % Level 3: Moderately Developed: 30.81 % Level 2: Somewhat Developed:33.33 % Level 1: Beginning to Develop: 25.00 %	2026 ELPAC: Level 4 – Well Developed: 27 % Level 3: Moderately Developed: 25 % Level 2: Somewhat Developed: 28% Level 1: Beginning to Develop: 20 %
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: %	2025-26 Percent of Students Reclassified:
EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – local data	EL Reclassification Rate – local data
iReady (local Data)	iReady ELA: Early on Grade level and mid/above grade level: All: 21 % EL: 13 % LTEL: Not reported HOM: Not reported FY: Not reported SED: Not reported SWD: Not reported	iReady ELA: Early on Grade level and mid/above grade level: All: 50% EL: 50% LTEL: Not reported HOM: Not reported FY: Not reported SED: Not reported SWD: Not reported
iReady (local Data) Math	iReady Math: Early on Grade level and mid/above grade level: All: 11 % EL: 9 % LTEL: Not reported HOM: Not reported FY: Not reported SED: Not reported SWD: Not reported	iReady Math: Early on Grade level and mid/above grade level: All: 30% EL: 30% LTEL: Not reported HOM: Not reported FY: Not reported SED: Not reported SWD: Not reported :

SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6): My school sets high expectations for my academic achievement. Strongly Agree/Agree: 96%	SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 99 %
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 88%	SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 98%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 87 %	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 97%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024)(grades 4-6) My teachers talk to me about my academic progress. Strongly Agree/Agree: 82%	SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 92%

Strategies/Activities

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

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1	Heggerty: Phonemic Awareness supplementary curriculum.	Supplementary curriculum focused on Phonemic Awareness routines in order to meet our Literacy Goal expectation of creating fluent readers by 3rd grade. (\$3,500)	All Students particularly TK-3, SED SWD ELs	Phonics Survey & iReady Reading	Comprehensive Support & Improvement 3182 4000-4999: Books And Supplies 1.1c
1.2	Learning A-Z: Foundational Literacy resources for	Supplementary Foundational Literacy resources for explicit instruction but on the Science of Reading for differentiated reading instruction. (\$3,000)	All Students SED SWD ELs	Phonics Survey & iReady Reading	Comprehensive Support &

	explicit instruction built on the Science of Reading.				Improvement 3182 4000-4999: Books And Supplies 1.2c
1.3	Literacy Supplies & Materials	Literacy Supplies and Materials including instructional materials to facilitate differentiated instruction and intervention. (\$11,200)	All Students SED SWD ELs	Phonics Survey, iReady Reading & IABs (grades 3-6)	Comprehensive Support & Improvement 3182 4000-4999: Books And Supplies 1.3c
1.4	Tutoring	Extra services for tutoring Program for students missing basic skills as measured by the Phonics Survey prioritizing ELs, SWD and SED per our ATSI focus. (\$13,500)	TK-6 SED SWD ELs	Phonics Survey	Comprehensive Support & Improvement 3182 1000-1999: Certificated Personnel Salaries 1.4c
1.5	Roving Sub for Instructional Refinement	Certificated Substitute Teacher for Math and ELA teacher collaboration throughout the year and support teachers pushing in intervention and support for students in Literacy & Math prioritizing ELs, SWD and SED per our ATSI focus. (\$40,680)	EL, SWD & SED	iReady Reading & Math, & IABs Reading and Math in grades 3-6.	Comprehensive Support & Improvement 3182 1000-1999: Certificated Personnel Salaries 1.5c
1.6	Classified Extra Services	Classified extra services for Safety Supervisors to support Data Driven collaboration and organize materials as needed to prepare for meetings and PDs (\$14,632)	All Students SED SWD ELs	iReady Reading & Math, & IABs Reading and Math in grades 3-6.	Comprehensive Support & Improvement 3182 2000-2999: Classified Personnel Salaries 1.6c
1.7	AVID Material & Supplies	AVID Material & Supplies for students such as agendas, binders, Nicky Folders, organizational materials , writing utensils, etcetera to meet our AVID Organizational goal. Metric = CCI - Coaching & Certification Rubric (\$5,000)	All Students SED SWD ELs	iReady Reading & Math, & IABs Reading and Math in grades 3-6, and AVID Walkthrough form and CCI tool.	9,600 Title I 3010 4000-4999: Books And Supplies 1.7a Comprehensive Support & Improvement 3182 4000-4999: Books And Supplies 1.7c

1.8	Teacher Services Extra	Extra services for certificated staff to stay for teacher/parent meetings after school.	All Students SED SWD ELs	iReady Reading & Math, & IABs Reading and Math in grades 3-6	1,000 Title I 3010 1000-1999: Certificated Personnel Salaries 1.8a
1.9	Reflex: mastering basic facts in addition, subtraction, multiplication, and division for grades 2+	Adaptive and individualized supplementary program for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+. (\$5,000)	All Students SED SWD ELs	Math, & IABs Reading and Math in grades 3-6	Comprehensive Support & Improvement 3182 4000-4999: Books And Supplies 1.9c
1.10	Library	Books and resources to meet the school library standards as per CDE.	All Students SED SWD ELs	iReady Reading & Phonics Survey	2,500 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.10b
1.11	Interventionist	Certificated extra service hours for a teacher to systematically organize, prepare and run data chats with each grade level in collaboration with Literacy and Math coach for coaching cycle, and assist with data folders. (\$6,000) As funds becomes available.	All Students SED SWD ELs	iReady Reading & Phonics Survey Math, & IABs Reading and Math in grades 3-6	Comprehensive Support & Improvement 3182 1000-1999: Certificated Personnel Salaries 1.11c
1.12	SIPPS Program	SIPPS is a foundational skills reading curriculum designed to help both new and struggling readers in grades K–12. The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. (\$13,500)	All Students SED SWD ELs	iReady Reading & Phonics Survey for grades k-6	Comprehensive Support & Improvement 3182 4000-4999: Books And Supplies 1.12c
1.13	Listening Centers	<p>Listening centers for students in grades TK-3. Classroom materials providing students with distributed practice and universal access to evidence based common core aligned instructional resources and tools.</p> <p>The benefits of listening centers:</p> <ul style="list-style-type: none"> • Models fluent reading • Helps students decode unfamiliar words • Teaches critical listening skills • Introduces new vocabulary • Provides a read-aloud model 	All Students SED SWD ELs	iReady Reading & Phonics Survey for grades k-6	Comprehensive Support & Improvement 3182 4000-4999: Books And Supplies 1.13c

		<ul style="list-style-type: none"> Introduces new genres that students might not otherwise consider Introduces students to books above their reading level (\$7,000)			
1.14	Teacher Collaboration Meetings	Teachers will meet regularly throughout the year to discuss best teaching practices for math and language arts. (16,308) As funds become available.	All Students SED SWD ELs	iReady Reading & Phonics Survey Math, & IABs Reading and Math in grades 3-6	Comprehensive Support & Improvement 3182 1000-1999: Certificated Personnel Salaries 1.14c

Annual Review

SPSA Year Reviewed: 2023-24

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.

2023-24 SPSA Goal 2 was focused on the academic growth of our students. Our previous SPSA funding was mainly allocated in the professional development of teachers and staff who directly impact student academic growth such as Aides and Para-professionals. Personnel received professional development for literacy focused on Phonics and Phonemic Awareness intervention and small group instruction, math focused on numerology, number talks and UCI math, and English language development focused on vocabulary development, student discourse and the four language domains: speaking, reading, writing and listening. A second area of priority for this goal was based on teacher data driven collaboration. Finally, a Library allocation in order to keep our library up to date with books and materials to engage our students.

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

Professional Development allocation had to be increased due to the amount of staff members attending the different conferences that came up after the plan was created, particularly those for our Dual Language Team. Data Driven Collaboration was all reallocated to different actions because all the collaboration was facilitated during the day with the support of the two roving subs provided by the district. Library Books and materials was increased by \$6000 due to the number of books and materials needed to update the library selection, this includes storage and displays. A new action was added for AVID materials using Title 1 funding because additional materials were required to continue our focus on student organization.

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.

One of the biggest changes to our plan will be the allocation for data driven collaboration, for the past two years, there is minimal to no interest in meeting after school hours for the purpose of data driven collaborations, therefore money will be minimally placed for this cause. Instead we will continue to facilitate those meeting during the day.

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.

Oasis Elementary Goal 2:

Oasis Elementary will provide equitable access to health and wellness to ensure social emotional and academic success. This is for all students included SWD, SED, ELs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic 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.

Attendance is definitely an area of concern, although overall attendance we are above 90%, we have 45% of students who are chronically absent. Further more, the SEL survey show that over 30% of our students in grades 4-6 feel disconnected, not valued and unsafe. We have to create a school environment that motivates students to come to school and learn.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate TK – 8 (Priority 5)	Chronic Absenteeism 2023 CA School Dashboard All: 45.2 % EL: 44.2 % LTEL: % HOM: No data due to population size FY: No data due to population size SED: 45.4% SWD: 51.0% 2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 34.00%	Chronic Absenteeism 2026 CA School Dashboard All: 10 % EL: 10% LTEL:10 % HOM: 10 % FY: 10 % SED: 10 % SWD:10 % 2026-27 Chronic Absenteeism (local measure) August, 2026 – March 1, 2027: %
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All: 2.6 % EL: 2.3% LTEL: % HOM: No data due to population size FY: No data due to population size	2026 Suspension Rate CA School Dashboard All: 0 % EL: 0 % LTEL: 0 % HOM: 0 % FY: 0 %

	SED: 2.7 % SWD: 4.1 %	SED: 0 % SWD: 0 %
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: 0% EL: 0 % LTEL: 0 % HOM: 0 % FY: 0 % SED: 0 % SWD: 0 %	2026 Expulsion Rate: DataQuest All: 0 % EL: 0 % LTEL: 0% HOM: 0 % FY: 0 % SED: 0 % SWD: 0 %
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate: 91.43% B. Special Education Program School Attendance rate: 92.30% C. Overall Average Attendance Rate: 91.86%	2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: 97 % B. Special Education Program School Attendance rate: 97 % C. Overall Average Attendance Rate: 97 %
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 69%	SEL - School Climate Survey (Spring 2027) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 90%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 68 %	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 90%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: 72 %	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 90%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I have access to a safe place at school. Strongly Agree/Agree: 81 %	SEL - School Climate Survey (Spring 2027) I have access to a safe place at school. Strongly Agree/Agree: 95 %

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
2.1	Wellness Center	Certificated Sub to service students in the Wellness Center (\$40,680)	All Students SWD, SED and ELs	Chronic Absenteeism, Suspension and LCAP Survey Student Responses	Comprehensive Support & Improvement 3182 1000-1999: Certificated Personnel Salaries 2.1c
2.2	Wellness Center	Materials and supplies to keep the wellness center equipped appropriately	All Students SWD, SED and ELs	Chronic Absenteeism, Suspension and LCAP Survey Student Responses	2,792 LCFF Supplemental/Co ncentration 0701 4000-4999: Books And Supplies 2.2b
2.3	PBIS Rewards	PBIS Store to incentivize students to follow behavior expectations.	All Students SWD, SED and ELs	Chronic Absenteeism, Suspension and LCAP Survey Student Responses	3,000 LCFF Supplemental/Co ncentration 0701 4000-4999: Books And Supplies 2.3b
2.4	Girasol & Joven Noble	Train staff to provide lessons for Girasol & Joven Noble. Provide coverage for teachers to meet with students and extra services for planning.	All Students SWD, SED and ELs	Chronic Absenteeism, Suspension and LCAP Survey Student Responses	1,500 LCFF Supplemental/Co ncentration 0701 1000-1999: Certificated Personnel Salaries 2.4b
2.5	PBIS Motivational Speakers, presentations, and field trips	PBIS Motivational Speakers, presentations, and field trips - Students will attend presentations, motivational assemblies and educational field trips aligned to curriculum to extend and enhance student learning.	All Students SWD, SED and ELs	Chronic Absenteeism, Suspension and LCAP Survey Student Responses	3,750 LCFF Supplemental/Co ncentration 0701 5800: Professional/Con sulting Services And Operating Expenditures 2.5b
2.6	Provide Emergency safety equipment and supplies	Provide Emergency safety equipment and supplies - Provide safety equipment and supplies to support a safe and secure	All Students SWD, SED and ELs	School Safety Plan	4,650 LCFF Supplemental/Co ncentration 0701

		learning environment in case of an emergency.			4000-4999: Books And Supplies 2.6b
--	--	---	--	--	---

Annual Review

SPSA Year Reviewed: 2023-24

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 proud and excited about our Wellness Center. Although originally afforded with the ELSB grant, we have now allocated funds via our CSI money due to the great success experience. We had 74 students served throughout the year with an average of 4 time visits per child. Services were provided in the following manner: Mediation 25.9%, Calming Activities 24.7%, classroom break 28.8%, behavior expectation review 1.8%, independent work 17.6%.
- We are also proud of the accomplishments made around educational fieldtrips and student events. All students in grades 1-6 attended a fieldtrip, kinder had in school interactive/learning activities.
- Joven noble was very successful this year, with 16 students completing the program, and most importantly demonstrating character growth.
- Emergency procedures have been implemented and equipment has been distributed successfully.

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

There were no substantial differences in the intended expenditure, however Xinatchly was not implemented this year as anticipated. Also, our PBIS meetings were not as consistent as anticipated. We wanted to apply for the PBIS Award and were not able to.

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.

Due to our level of success, we will continue to support the actions as listed last year. The biggest different will be in ensuring we have a Girasol mentoring program, consistent PBIS team meetings and we apply for the PBIS Award.

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.

Oasis Elementary School will strengthen parent and community partnerships through effective communication for student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for 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.

The survey data is very positive, however attendance to our different committee meetings, Coffee with the Principal and Parent workshops is extremely low. We noticed an increase of parents attending SST and IEP meetings, which leads us to believe that parents attend meetings that are strictly focused on their student grow, therefore we are currently conducting a parent survey related to best times and dates to meet as well as workshop topic interests.

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
Attendance at Back to School Night	2023-24 Attendance at Back to School Night: 200/500 student parents. 40%	2026-27 Attendance at Back to School Night: 80%
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops: 5-20 parents	2026-27 Attendance at Parent Liaison Workshops: 10-40 parents
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal: 0-5 parents	2026-27 Attendance at Coffee with the Principal: 10-20 parents.
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings: 3 parents	2026-27 Attendance at ELAC Meetings: at least 5 parents.
LCAP Family Survey	Spring 2024 LCAP Family Survey	Spring 2027 LCAP Family Survey

My student's teachers communicate their academic progress to their students and their families regularly.	My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 94 %	My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 98 %
LCAP Family Survey My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 93 %	Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 98 %
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 95 %	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 98 %
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 94 %	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 98 %
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 95 %	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 98 %
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 96 %	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 98 %

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
3.1	Parent Engagement Activities	Classified Personnel to support interpreting during parent meetings.	All Students	Chronic Absenteeism and Suspension	500 Title I 3010

					2000-2999: Classified Personnel Salaries 3.1a
3.2	School Visits & Parent Communication	Extra services for attendance clerk to regularly call parents and do home visits after school hours to reduce chronic absenteeism and increase attendance.	All Students	Chronic Absenteeism	500 Title I 3010 2000-2999: Classified Personnel Salaries 3.2a
3.3	Parent Engagement Activities	Supplies for POWER of Parenting workshops, Family Nights, STEM Nights, Resource Fairs, Literacy Nights, Grade Level Expectation Nights & Parent Portal Support Nights.	All Students	Chronic Absenteeism and Suspension	1,000 Title I 3010 4000-4999: Books And Supplies 3.3a
3.4	Parent Engagement Activities	Certificated Salaries to support parent engagement activities such as Parent Engagement activities: POWER of Parenting workshops, Family Nights, STEM Nights, Resource Fairs, Literacy Nights, Grade Level Expectation Nights & Parent Portal Support Nights.	All Students	Chronic Absenteeism and Suspension	890 Title I 3010 1000-1999: Certificated Personnel Salaries 3.4a

Annual Review

SPSA Year Reviewed: 2023-24

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.

The previously implemented strategies have demonstrated to be ineffective due to the fact that parents are not attending our regularly scheduled meetings. We do however had a significant increase in parents attending SST meetings and IEP meetings which leads us to believe that our parents want to be part of conversations that directly affect their children.

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

There were no significant budgetary differences due to the reallocation of funding in January.

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.

The biggest change is adding interpreting services for parent conferences for classified personnel. The funding is limited in this goal, therefore budgetary chances are limited, however we are currently conducting a parent survey related to best times and dates to meet as well as workshop topic interests.

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.

Provide professional learning to build the capacity of all staff to enhance learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

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.

Classified employees' LCAP survey shows that only 67% of the employees feel that the PD is relevant to their profession. 63% Conflict Management and 42% Employee emotional needs.
Certificated employees' LCAP survey shows that only 54% of the employees feel that the PD offerings our district offers are effective in enhancing their skills and knowledge to perform better at their job. 56% Technology, 59% Supporting the learning needs and challenges of students, 67% Managing student behaviors and 67% Teaching 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
Professional Development for Classified staff on Conflict Management	Need Conflict Management PD in LCAP Survey: 63%	Need Conflict Management PD in LCAP Survey: 10% which means 90% of staff members will no longer have this need.
Professional Development for Classified staff on Employee emotional needs	Need Employee emotional needs PD in LCAP Survey: 42%	Need Employee emotional needs PD in LCAP Survey: 10% which means 90% of staff members will no longer have this need.
Professional Development for Certificated staff on Technology	Need Technology PD in LCAP Survey: 56%	Need Technology PD in LCAP Survey: 10% which means 90% of staff members will no longer have this need.
Professional Development for Certificated staff on Supporting the learning needs and challenges of students	Need Supporting the learning needs and challenges of students PD in LCAP Survey: 59%	Need Supporting the learning needs and challenges of students PD in LCAP Survey: 10% which means 90% of staff members will no longer have this need.
Professional Development for Certificated staff on Managing student behaviors	Need Managing student behaviors PD in LCAP Survey: 67%	Need Managing student behaviors PD in LCAP Survey: 10% which means 90% of staff members will no longer have this need.
Professional Development for Certificated staff on Teaching Strategies	Need Teaching Strategies PD in LCAP Survey: 67%	Need Teaching Strategies PD in LCAP Survey: 10% which means 90% of staff members will no longer have this need.

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
4.1	CABE PD on Site	CABE Professional Development : SIOP, GLAD, Content & Language Objectives, DL Alignment: \$12,000 total (\$6,861 CSI)	EL student needs	iReady Reading & Math, & IABs Reading and Math in grades 3-6.	5,139 Title I 3010 5000-5999: Services And Other Operating Expenditures 4.1a Comprehensive Support & Improvement 3182 5000-5999: Services And Other Operating Expenditures 4.1c
4.2	UCI PD on Site	Math Professional Development -UCI math PD for all teachers in the area of word problems. Teachers will be part of the PD session and coaching model by participating in a demo lesson, planning and teaching sessions, and debriefing sessions. (\$12,000)	All Students/Staff	iReady Reading & Math, & IABs Reading and Math in grades 3-6.	Comprehensive Support & Improvement 3182 5000-5999: Services And Other Operating Expenditures 4.2c
4.3	Professional Conferences	Professional Conferences -Staff will be provided with the opportunity to attend professional development sessions via conferences in the areas of PBIS,Transformational Learning, Behavior Intervention, Technology, Supporting the learning needs and challenges of students, Managing student behaviors, Teaching strategies, AERIES, AVID, School Culture (AVID), math, reading, science, and writing (\$10,000 CSI As funds become available)	All Students/Certificated Staff	iReady Reading & Math, & IABs Reading and Math in grades 3-6, chronic absenteeism & Suspension.	10,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 4.3b Comprehensive Support & Improvement 3182 5000-5999: Services And Other Operating Expenditures 4.3c
4.4	Classified Professional Conferences	Professional Conferences -Staff will be provided with the opportunity to attend professional development sessions via conferences in the areas of	All Students/Classified Staff	iReady Reading & Math, & IABs Reading and Math in grades	8483 LCFF Supplemental/Concentration 0701

		PBIS, Transformational Learning, Behavior Intervention, AERIES, AVID, School Culture (AVID), conflict management, employee emotional needs, math, reading, science, and writing (\$9,180 CSI)		3-6, chronic absenteeism, Suspension and staff LCAP Survey.	5000-5999: Services And Other Operating Expenditures 4.4b Comprehensive Support & Improvement 3182 5000-5999: Services And Other Operating Expenditures 4.4c
--	--	---	--	---	--

Annual Review

SPSA Year Reviewed: 2023-24

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.

Not applicable, new goal.

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

Not applicable, new goal.

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.

Not applicable, new goal.

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	\$55,304.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
LCFF Supplemental/Concentration 0701	\$36,675.00
Title I 3010	\$18,629.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$55,304.00

Total of federal, state, and/or local funds for this school: \$55,304.00

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
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	36,675.00
Title I 3010	18,629.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,390.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	23,542.00
5000-5999: Services And Other Operating Expenditures	23,622.00
5800: Professional/Consulting Services And Operating Expenditures	3,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	1,500.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	12,942.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	18,483.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental/Concentration 0701	3,750.00
1000-1999: Certificated Personnel Salaries	Title I 3010	1,890.00
2000-2999: Classified Personnel Salaries	Title I 3010	1,000.00

4000-4999: Books And Supplies	Title I 3010	10,600.00
5000-5999: Services And Other Operating Expenditures	Title I 3010	5,139.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,100.00
Goal 2	15,692.00
Goal 3	2,890.00
Goal 4	23,622.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jessica Mendoza	Principal
Aracelli Casarrubias	Classroom Teacher
Mark Roybal	Classroom Teacher
Juliana Grajeda	Classroom Teacher
Diana Holguin	Other School Staff
Fredy Jimenez	Parent or Community Member
Armando Garcia	Parent or Community Member
Belen Navarro	Parent or Community Member
Ofelia Martinez	Parent or Community Member
Maritza Alvarado Rodriguez	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 5/23/24.

Attested:

	Principal, Dr. Jessica Mendoza on 5/23/24
	SSC Chairperson, Belen Navarro on 5/23/2024