

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Live Oak Elementary School
Address	5099 E. Bear Creek Rd. Lodi, CA 95240
County-District-School (CDS) Code	39685856042170
Principal	Sarah Santana
District Name	Lodi Unified School District
SPSA Revision Date	September 14, 2021
Schoolsite Council (SSC) Approval Date	September 27, 2021
Local Board Approval Date	December 14, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- Purpose and Description..... 3
- School Profile 3
- Stakeholder Involvement 3
- Resource Inequities 4
- Annual Review and Update 5
 - Goal 1..... 5
 - Goal 2..... 8
 - Goal 3..... 10
 - Goal 4..... 13
 - Goal 5..... 15
 - Goal 6..... 18
- Goals, Strategies, & Proposed Expenditures..... 20
 - Goal 1..... 20
 - Goal 2..... 25
 - Goal 3..... 28
 - Goal 4..... 31
 - Goal 5..... 34
 - Goal 6..... 36
- Form C: Budget Summary and Consolidation 40
 - Budget Summary 40
 - Allocations by Funding Source..... 40
 - Expenditures by Funding Source 41
 - Expenditures by Budget Reference and Funding Source 42
- FORM D: School Site Council Membership..... 43
- FORM E: Recommendations and Assurances 44

School Vision and Mission

Vision: We strive to nurture students to become lifelong learners who are responsible and productive citizens.

Mission: The staff of Live Oak School will:

- Challenge all students to excel
- Support all students with appropriate instructional strategies
- Emphasize life skills and character education
- Help all students become successful in school and society
- Strive to create an environment that is friendly and nurturing
- Work together with students, teachers, support staff and parents
- Instill positive cultural awareness and acceptance

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Profile

Live Oak Elementary School is a smaller school consisting of 308 students, nestled in the country. The school is very unique and diverse. The school has 2 preschool classes and 3 special day classes. The school's ethnic population is 70% Hispanic, 14% White, 1% American Indian, Pacific Islander, and Filipino, 5% Asian, 3% Black, and 5% Multi-Ethnic. Live Oak also serves a large migrant community of 67 K-6th grade students and their families.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement was reviewed and adjusted with input from stakeholders such as parents and staff members.

The School Plan was discussed with input from parents at the following meetings:

Title 1 Parent Meeting before Back to School Night - August 17, 2021

Staff Meetings- July 26 and September 15, 2021

ELAC meeting - September 24, 2021

School Site Council Meeting- September 27, 2021

Resource Inequities

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

The results of the ELAC site needs assessment showed a need for a full-time bilingual staff member available in the office daily to assist, support and communicate with our Spanish speaking families.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

Increase the percentage of students scoring at the proficient level on ELA Smarter Balanced Assessment in grades 3rd-6th, by 3%, increasing from 29% to 32% and increase the percent of students proficient or advanced on the Reading Inventory from 24% to 25%.

STRATEGY: During 2020-2021 school year, Live Oak will implement a school-wide reading intervention program to address the needs of struggling readers as measured by the Reading Inventory assessment and DIBELS.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA SBA Assessment	3% increase to 32% proficient	19% proficient- goal not met
Reading Inventory	3% increase to 27% proficient	20% proficient- goal not met

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1.1 Identify struggling readers in 3rd-6th Grade with the Reading Inventory and district benchmark results. Provide reading intervention to students who are below grade level in 3rd-6th Grade.</p> <p>Monitor and evaluate reading intervention goals and objectives; determine if goals and objectives are being met.</p>	<p>Students identified using the Reading Inventory data as being below proficient in reading participated in System44/Read 180 interventions in grades 3 through 6 for 90 minutes daily.</p>	<p>Reading Intervention LCFF</p>	<p>Reading Intervention LCFF</p>
<p>ELA 1.2 Provide reading intervention in primary grades (K-3) to support students who need additional literacy support.</p> <p>Monitor and evaluate students' academic progress on district benchmarks, iRead software, and System 44 software to ensure they</p>	<p>Students identified as below proficient in reading through SIPPs, Dibels and the Reading Inventory assessments were provided intervention in small groups during and after school.</p>	<p>Timecards for teachers to teach intervention after school and during breaks 1120 Teacher Temp Title I 4392.49</p> <p>Retired teacher to provide SIPPS intervention 1920 Other Cert Temp Title I 540</p> <p>Extra time on a timecard for other classified employees to support</p>	<p>Timecards for teachers to teach intervention after school and during breaks 1120 Teacher Temp Title I 6604.90</p> <p>Retired teacher to provide SIPPS intervention 1920 Other Cert Temp Title I 0</p> <p>Extra time on a timecard for other classified employees to support</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
are making adequate progress.		with reading intervention 2920 Other Class Temp Title I 4745	with reading intervention 2920 Other Class Temp Title I 0
<p>ELA 1.3 Teachers will identify resources needed to assist their students improve their literacy skills. Literacy materials, books, and hands on activities to increase student learning.</p> <p>Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Conduct walk throughs to ensure supplemental materials are being used appropriately. Measure students progress on Reading Counts program to ensure they are comprehending the books they are reading.</p>	SIPPs reading materials were purchased to be implemented in Kindergarten through third grade.	<p>Literacy Materials Handwriting without Tears 4300 Materials Title I 3900</p> <p>Books for students 4200 Books Title I 21484</p> <p>Books for students 4375 Technology (under \$500) Title I 800</p> <p>Laptops 4475 Technology (\$500-\$9,999) Title I 5000</p>	<p>Literacy Materials Handwriting without Tears 4300 Materials Title I 12,549.46</p> <p>Books for students 4200 Books Title I 9693.97</p> <p>Books for students 4375 Technology (under \$500) Title I 800</p> <p>Laptops 4475 Technology (\$500-\$9,999) Title I 5000</p>
<p>ELA 1.4 Provide reading intervention in primary grades (K-3) to support students who need additional literacy support.</p> <p>Monitor and evaluate students' academic progress on district benchmarks, and System 44 software to ensure they are making adequate progress.</p>	Students in kindergarten through third grade received SIPPs supplemental reading instruction during the school day. All teachers in kindergarten through third grade were trained in SIPPs.	<p>Timecards- push in classroom intervention 1120 Teacher Temp Title I 5307</p> <p>Timecards-Retired teacher providing intervention 1150 Teacher Sub Title I 8888</p> <p>SIPPS Professional Development Consultant 5800 Prof and Operating/Consultants Title I 3164</p>	<p>Timecards- push in classroom intervention 1920 Other Cert Temp Title I 5307</p> <p>Timecards- Retired teacher providing intervention 1150 Teacher Sub Title I 8888</p> <p>SIPPS Professional Development Consultant 5800 Prof and Operating/Consultants Title I 3164</p>

Analysis

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

The overall implementation of the strategies/activities we implemented to achieve our ELA goal was impacted by the distance learning and teaching format utilized during the first three quarters of the school year due to COVID 19 and the restrictions and limitations placed on the learning environment. Reading interventions were provided during the school

day and after school. System 44/Read 180 was provided for 90 minutes daily and students in grades kindergarten through third grade received SIPP supplemental reading daily. However, some students did not participate and/or did not fully participate through the Zoom or Google Meeting formats in which the instruction was presented. Student engagement and participation were low since students often did not turn on their cameras or unmute themselves to contribute to discussions or provide feedback and ask questions. SIPP supplemental reading training and support continued throughout the year with the CORE program coordinators. We also used classified staff to help monitor in the classroom as the classroom teacher and a retired teacher, who was trained, provided small group SIPP supplemental reading during the school day.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to the distance learning and hybrid model of teaching, students struggled to perform academically. The activities and strategies were not fully utilized by those students who did not engage through the digital teaching formats. The preliminary overall ELA SBAC data for the 2020-2021 school year shows that 19% of students met the achievement standard. According to the data, it seems as though the implemented strategies were not effective. However, it is not a fair comparison as three quarters of the school year were entirely virtual, 2 weeks of the 4th quarter were taught in a hybrid model and the last 8 weeks of the school year were in-person teaching and learning if parents opted to send their students to school. The action plan to improve student achievement in reading through the use of our reading interventions, Read 180, SIPP, after school intervention and materials to support ELA were not proven to be effective, however, these action plans were implemented using a virtual format for more than three quarters of the school year which may have had a negative impact on student achievement results.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our school plan for the 2020-2021 school year budgeted \$27,300 and we spent \$27,416.82. Walmart and other businesses donated many different types of school supplies, alleviating the need to purchase several types of office/class supplies.

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 COVID 19, remote teaching and learning in synchronous and asynchronous platforms during the 2020-2021 school year, changes have been made to this goal for the 2021-2022 school year since the actions proved not to be effective. The new goals include 10% growth on the SBAC assessments and we will continue using the Reading Inventory data as a metric/indicator. MTSS Academic Conferences will be held with grade K-3 in the fall 2021, and spring 2022 to review and analyze data, identify at-risk students, and create action plans to address students' individual needs. A 1.0 FTE intervention teacher will teach System 44/Read 180 to identified students in grade 4th -6th as well as additional 6th grade writing support for 25 minutes daily and provide pullout additional SIPP reading support in grades 2nd & 3rd for 30 minutes daily.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Increase the percentage of students scoring at the proficient level on Math Smarter Balanced Assessment by 3% in grades 3rd-6th, increasing from 22% during the 2018-2019 Math Smarter Balanced Assessment to 25% on the 2020-2021 assessment. Increase the percentage of students scoring at or above the proficient level on Math district benchmarks by 3% school wide, increasing from 66% during the 2019-2020 school year to 69% during the current 2020-2021 school year.

STRATEGY: During 2020-2021 school year, the school will implement a school-wide math intervention program to address the needs of students struggling as measured by district benchmark assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math SBA	3% increase to 25% proficient	9% proficient- goal not met
Math Benchmark Assessment	3% increase to 69% proficient	Due to COVID no data available

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math 2.1 Math intervention provided after school and intersessions during school breaks for students below grade level in kindergarten through 6th grade.</p> <p>Monitor and evaluate math intervention goals and objectives; determine if goals and objectives are being met.</p>	<p>Math intervention was provided throughout the school year for students in grades 4 through 6 after school for one hour twice a week.</p>	<p>Math intervention - See ELA Goal 1.2 1120 Teacher Temp Title I 0</p>	<p>Math intervention - See ELA Goal 1.2 1120 Teacher Temp Title I 6604</p>
<p>Math 2.2 Students will receive homework assistance and tutoring during the Bridge After-School Program.</p> <p>Evaluate students' district benchmarks and report cards to determine if students are improving academically and</p>	<p>Students received homework assistance and tutoring during the Bridge After-School Program.</p>	<p>ASES funded after school program</p>	<p>ASES funded after school program</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
completing homework assignments.			
<p>Math 2.3 Students will develop automaticity with math facts by practicing on the following programs: Fast Math and Timez Attack. Students in K-6th grade will complete at least 2 lessons a week on Dreambox to develop their conceptual understanding of math concepts.</p> <p>Teachers will monitor students progress by monitoring program data.</p>	Students used Dreambox, FasttMath, Imagine MATH and Relex Math.	<p>District Funded LCFF</p> <p>STEM kits for hands on learning for students 4400 Equipment (\$500-\$9,999) Title I 11200</p>	<p>District Funded LCFF</p> <p>STEM kits for hands on learning for students 4400 Equipment (\$500-\$9,999) Title I 0</p>

Analysis

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

Overall, the implementation of the strategies/activities were not successful to achieve the Math SBA goal of 27.2% proficient as only 9% of students met the achievement standard. Due to COVID 19, distance and hybrid learning and teaching model through synchronous and asynchronous platforms, students struggled to achieve math standards. Goal 2.1 and 2.2 were implemented throughout the year, and students used the math applications all year yet many had difficulty learning remotely and/or in a hybrid model.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The after school math intervention and math applications were used all year, yet the after school Bridge program with tutoring help was only offered during the 4th quarter when students returned to in-person learning did not appear to be effective as only 9% met achievement standards. We believe student achievement in math would have been higher if school was not entirely distance learning for 3 quarters of the year and then hybrid for 2 weeks of the 4th quarter.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Live Oak Elementary, we established our material differences threshold to be \$5,000.

For action 2.3, there was a material difference of 11200. The difference in the proposed and actual expenditures is due to the materials being sold out and unavailable for purchase during the time allotted.

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 to this goal for 2020-2021 school year. The goal will remain 3% growth and the metric/indicators will remain the same. All of the action plans will remain the same.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

English Learners. Our goal is to have 3% growth from 27% of our English Language Learners attaining proficiency on the State Language Assessment to 30%. In addition, we will increase, by 3%, the number of students reclassified as Redesignated Fluent English Proficient (RFEP) to 16%.

STRATEGY: Provide English Language Learners with additional support in the classroom. Ensure classroom teachers provide 30 minutes of designated English Language Development daily.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC	30% Proficient	27% proficient- goal not met
RFEP Criteria	16% Redesignated	7.4 % reclassified- goal not met

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELD 3.1 Bilingual Paraeducators will be provided to assist with the needs of English learners at the school site.</p> <p>Provide support to English Language Learners to help them access core materials.</p> <p>Evaluate students' district benchmarks and report cards to determine if students are improving academically, completing classroom assignments and homework. Analyze state language assessment results annually to ensure students are attaining proficiency. We will also monitor implementation of designated and integrated ELD through classroom walk-throughs and monitoring of ELD assessments.</p>	<p>Paraeducators supported our English Language Learners daily in the classroom.</p>	<p>Paraeducators LCFF</p>	<p>Paraeducators LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELD 3.2 District ELD Coach Support</p> <p>Teachers will work with District ELD Coach to ensure they are using research based strategies to support their English Language Learners. Principal will invite District ELD Coach to present at staff meetings to support implementation of research based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>	<p>Our two ELA coaches supported our teachers with ELD instruction to ensure our EL students received 30 minutes of ELD instruction in small group daily.</p>	<p>District ELD Coach support Title III funded Title III</p>	<p>District ELD Coach support Title III</p>
<p>ELD 3.3 Classroom teachers will use Rosetta Stone program to provide support to their students who scored a 1, Novice Learner, on ELPAC.</p> <p>Evaluate students' district benchmarks and report cards to determine if students are improving academically, completing classroom assignments, and homework. Monitor Rosetta Stone usage reports to ensure teachers are implementing the program to assist their English learners who are at an ELPAC level 1.</p>	<p>All students who scored a 1 on ELPAC from the previous year utilized the Rosetta Stone application throughout the year.</p>	<p>Rosetta Stone Title III funded Title III</p>	<p>Rosetta Stone Title III</p>
<p>ELD 3.4 Classroom teachers will provide designated and integrated ELD to support their English learners acquisition of English.</p> <p>Principal will monitor implementation of</p>	<p>Teachers provided 30 minutes of designated ELD in small group setting daily.</p>	<p>Timecards for extra hours for bilingual para educator to support ELD in the classroom and translate 2120 Para Temp Title I 4557.73</p> <p>Timecards for extra hours for bilingual para</p>	<p>Timecards for extra hours for bilingual para educator to support ELD in the classroom and translate 2120 Para Temp Title I 4557.73</p> <p>Timecards for extra hours for bilingual para</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
designated and integrated ELD through classroom walk-throughs and monitoring of ELD assessments.		educator to support ELD in the classroom 2200 Class Support Temp Title I 1035.50	educator to support ELD in the classroom 2200 Class Support Temp Title I 1035.50

Analysis

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

Overall we were able to implement the strategies/activities 3.1, 3.2, 3.3, 3.4, however we did not achieve the articulated goal. The strategies were implemented virtually the first 3 quarters of the year and in-person for quarter 4 for those who opted to come to campus for instruction and remotely for those who remained at home. We utilized paraeducators to help support or EL students by working with students remotely in breakout rooms and in-person for the last 8 weeks of the school year. Classroom teachers provided 30 minutes of designated ELD instruction for all ELLs with the support of our ELS coaches. Rosetta Stone was used by students with an overall ELPAC level 1 score. The strategies/activities did not appear to be effective to help us meet our goals, however, had we been in-person rather than virtual for instruction the first 3 quarters of the year, we may have seen different results in our EL students' proficiency.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies/activities implemented did not prove to be effective as we did not meet our goal of proficient students on the ELPAC summative assessment. However, 9 students did not have the RFEP student monitoring completed due to distance learning. Our Migrant students came back from Mexico during the fourth quarter so many were not tested and are not represented in the data. The additional bilingual support was needed for communication with families during distance learning and teaching using synchronous and asynchronous platforms during the 2020-2021 school year. Many families needed additional help accessing the teachers' digital instruction platforms, utilizing hot spots and working with students in small groups during breakout sessions during hybrid and distance learning.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We budgeted \$4557.73 to time card for additional bilingual paraeducator support and spent \$4557.73.

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.

Changes have been made to this goal for the 2020-2021 school year. The new goal will include 5% growth instead of 1% since we are no longer distance or hybrid teaching and learning. Live Oak will work with SJCOE to strategically plan and develop lesson study cycles. All of the action plans remain the same.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Parent Involvement. Live Oak Elementary School will increase parent involvement at school meetings, including ELAC, parent classes, PTA, conferences and family events on campus.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign In Sheets for Meetings	3% increase	Goal was not met due to COVID and limiting the number of parents on campus and holding virtual Back to School Night, ELAC and PTA meetings.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parent Involvement 4.1 Purchase Parent-Teacher-Student Communication Planners and Folders to provide a tool for staff to regularly communicate with families.</p> <p>Work with staff to select student planners and folders that will be used throughout the school year.</p>	<p>We did not need to buy planners or folders since we had enough from the previous year. Planners and folders were still used for communication between school and home.</p>	<p>Planners and folders 4300 Materials Title I: Parent Involvement 1803</p>	<p>Planners and folders 4300 Materials Title I: Parent Involvement 0</p>
<p>Parent Involvement 4.2 Increase communication by providing translated services through written communications that go home and parent meetings.</p> <p>Work with office staff to order materials and supplies to facilitate communicating with parents and hire translators to translate the material that goes home and personal interactions</p>	<p>Colored paper for communication to parents was purchased and classified employees were timecarded for translating communication home.</p>	<p>Timecards for classified employees to translate materials, meetings, and conferences (see EL goal 3.4) 2200 Class Support Temp Title I 0</p> <p>Paper for parent communication 4300 Materials Title I 250</p>	<p>Timecards for classified employees to translate at after school meetings, conferences, and events 2200 Class Support Temp Title I 1035.50</p> <p>Paper for parent communication 4300 Materials Title I: Parent Involvement 250</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
such as conferences and other parent meetings.			
Parent Involvement 4.3 Provide Jump Into English Classes for parents to help them with their language development. Work with staff to plan schedule for classes.	Jump into English classes were provided virtually.	Jump Into English 5800 Prof and Operating/Consultants Title I 0	Jump Into English 5800 Prof and Operating/Consultants Title I 4564

Analysis

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

The overall implementation of the strategies/activities to achieve our articulated goal was not successful. We implemented 4.1, 4.2, and 4.3 throughout the school year. Due to limited number of visitors and volunteers on campus we were not successful in meeting our goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

By implementing 4.1, 4.2, and 4.3 throughout the 2020-2021 school year, we had hoped to see an increase in parent involvement. We had less schoolwide activities and had to hold virtual and drivethrough events, thus we feel this led to having fewer parents attend.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We budgeted 1803 for parent involvement within our parent involvement expenditure and 250 under Title 1 expenditure.

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.

Changes will be made to this goal for the 2021-2022 school year since we can now hold parent meetings either in-person or remotely. The new goal includes 10% growth instead of 1% and the metric/indicators remain the same. Another change will be to include Parenting Partners program and Rosetta Stone accounts to increase parent's English development.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

Provide professional development for teachers to learn strategies and techniques to address the needs of Live Oak Students in the following areas: language arts, math, English Language Development, rigor, classroom management, and PBIS.

STRATEGY: Provide professional development opportunities for teachers, including attending conferences, related to the areas above.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Students academic progress on SBA in ELA and math- School Goals #1 & #2	Increase 3%	goals in ELA and Math see Goals #1 & #2
Reading Inventory	Increase 3%	goal not met (see annual review goal 1)
Students progress on ELPAC - School Goal #3	Increase 3%	goal not met (see annual review goal 3)

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Development 5.1</p> <p>Provide professional development for teachers to learn strategies and techniques to address the needs of Live Oak Students in the following areas: language arts, math, English Language Development, rigor, classroom management, and PBIS.</p> <p>Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, and #3.</p>	<p>Professional development was provided for teachers to learn strategies and techniques to address the needs of Live Oak's students in the areas of Math, English Language Development, rigor, classroom management, PBIS and Social Emotional learning.</p>	<p>Timecards for teachers to attend professional development 1120 Teacher Temp Title I 10173.51</p> <p>RCA Professional Development for teachers 5800 Prof and Operating/Consultants Title I 29500</p> <p>Professional Development Books for Teachers 4200 Books Title I 111</p> <p>CORE Consultant for SIPPS 5800 Prof and Operating/Consultants Title I 11100</p>	<p>Teachers attend Conferences 5220 Conference Title I 13850</p> <p>Timecards for substitute teachers 1150 Teacher Sub Title I 14799</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Development 5.2</p> <p>Teachers will work with district English Language Arts, Math, and Technology coaches to improve their teaching practices and techniques. In addition, district coaches will be invited to present at staff meetings.</p> <p>Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, and #3</p>	<p>Teachers worked with district ELA, Math and Technology coaches to improve their teaching practices and techniques through professional development and training.</p>	<p>District Coaches LCFF</p>	<p>District Coaches LCFF</p>

Analysis

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

The overall implementation of the strategies/activities to achieve our articulated goals were implemented virtually throughout the year due to COVID 19. All K-3 teachers attended professional development training through CORE. All teachers received training in writing, math and ELA during 1/2 day data conferences and the other 1/2 day was PD lead by district curriculum coaches and site administration. Teachers also attended virtual PBIS, AVID, SIPP and RCA PD throughout the year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall the implemented strategies were not as effective as planned. Looking at the school wide goals for student achievement, none of the goals were met except the math benchmark goal. ELA and EL proficiency scores did not increase. Last year's distance and hybrid teaching/learning model may have had a negative impact on the scores. As a result to school closure during the 4th quarter of 2019-2020 school year, SBAC assessments were not given. There is no previous year's data to compare 2020-2021 SBAC results to, thus may not be a fair comparison.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Live Oak Elementary, we established our material differences threshold to be \$5,000.

For action 5.1, there was a material difference of 28649 due to use of another funding source (CSI). This allowed timecards for sub teachers to teach so classroom teachers could perform peer observations and be timecarded to attend Professional Development.

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.

Changes have been made to this goal for the 2021-2022 school year. The new changes include 5% growth instead of 1%. Teachers will participate in MTSS Academic conferences and peer observations. Timecards for sub teachers will be provided so K-3 teachers can work with CORE consultant to foster improved early literacy, and k-6 teachers can strategically plan math lesson studies with SJCOE staff. The metric indicators will include Reading Inventory, state assessments and benchmarks for the 21-22 school year. All of the action plans remain the same and professional

development may be provided virtually and in-person. More professional development was planned in goal 6 under CSI as well.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 6

Live Oak will improve one or more indicators, from red to orange or orange to yellow on the California Department of Education Dashboard for the 2020-2021 school year. Administration and teachers will be given opportunities to collaborate as a team to analyze data in each of the indicators. Based upon needs, Live Oak will provide training and professional development opportunities for administration, teachers, and school staff to further enhance their repertoire of strategies and techniques to engage students in the classroom and therefore have a positive impact on each of the indicators.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>CSI 6.1</p> <p>Provide intervention for students to address mental health and behavior.</p> <p>Monitor and evaluate students' behaviors through Aries discipline data.</p>	<p>Mental health clinician provided for tier 2 and 3 students' needs for 4 hours/week.</p>	<p>Mental health support for mental health intervention, 4 hours a week 1900 Other Cert Salaries Comprehensive Support and Improvement 7904.20</p>	<p>Mental health support for mental health intervention, 4 hours a week 1900 Other Cert Salaries Comprehensive Support and Improvement</p>
<p>CSI 6.2</p> <p>Provide up to date technology to address the needs of Live Oak Students in the following areas: language arts, math, and English Language Development.</p> <p>Monitor and evaluate students' academic progress on district benchmarks, RI, and SBA Assessments. Monitor students' progress towards meeting School Goals #1, #2 & #3.</p>	<p>Promethean panels provided for every teacher including the cafeteria for after school programs and parent meetings.</p>	<p>Promethean boards 4475 Technology (\$500-\$9,999) Comprehensive Support and Improvement 18326.49</p>	<p>Promethean boards 4475 Technology (\$500-\$9,999) Comprehensive Support and Improvement</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>CSI 6.3</p> <p>Provide professional development for teachers to support students with behavior and academic needs for both ELA and Math.</p> <p>Monitor and evaluate students' academic progress on district benchmarks, RI, and SBA Assessments. Monitor students' progress towards meeting School Goals #1 & #2</p>	<p>Teachers participated in virtual RCA PD throughout the year.</p>	<p>Ron Clark professional development and Club RCA account 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 23769.31</p>	<p>Ron Clark professional development and Club RCA account 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 50000</p>

Analysis

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

The overall implementation of the strategies/activities was successful. The mental health clinician worked with tier 2 and 3 students, all teachers utilize the promethan panels to promote student achievement and participated and implemented RCA strategies which include engagement, rigor and classroom management techniques.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategies/activities were successful since the number of AERIES behavior incidents decreased. This may have been due to the fact the students remained at home on distance learning during the first 3 quarters of the year. However, students' academic progress on district benchmarks, RI and SBA assessment goals were not met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Live Oak Elementary, we established our material differences threshold to be \$5,000.

For action 6.1-6.3, there were no material differences.

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.

Changes have been made to this goal for the 2021-2022 school year. The new changes include 5% growth instead of 1%. The metric indicators will include Reading Inventory, state assessments and benchmarks for the 21-22 school year. All of the action plans remain the same and professional development may be provided virtually and in-person.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Increase the percentage of students scoring at the proficient level on ELA Smarter Balanced Assessment in grades 3rd-6th, by 10%, increasing from 19% to 29%. Increase the percent of students proficient or advanced on the Reading Inventory from 24% to 25%. Increase the percentage of students scoring at the proficient level on DIBELS assessment in grades K-2 by 10% from 20% to 30%.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

Basis for this Goal

- District Benchmark Assessments from the past two years were analyzed.
- 2018-2019 and 2020-2021 ELA Smarter Balanced Assessment Results were reviewed. There were no 2019-2020 SBA results as the assessment was not given due to COVID 19 and school closures
- Reading Inventory Results for the 2019-2020 and 2020-2021 school year were also reviewed.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA SBAC Assessment	9% proficient on 20-21 ELA SBA	10% increase to 19% proficient on 21-22 ELA SBA
Reading Inventory	20% proficient or advanced in 20-21	10% increase to 30% proficient in 21-22
DIBELS	20% proficient or advanced in 20-21	10% increase to 30% proficient in 21-22

Planned Strategies/Activities

Strategy/Activity 1

ELA 1.1

Live Oak will add .50 FTE intervention teacher. The intervention teacher will provide additional supplemental reading support First-Grade and Second Grade students, as well as providing Read 180 curriculum to the 4th-6th grade students. Also, the teacher will provide additional writing support to 6th-graders.

Students to be Served by this Strategy/Activity

Identified target students in First, Second and Fourth - Sixth Grade

Timeline

Aug. 2021-June 2022

Person(s) Responsible

Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	48361
Source	Title I
Budget Reference	1100 Teacher
Description	Reading Intervention
Amount	15808
Source	Title I
Budget Reference	3000 Benefits
Description	Reading Intervention teacher benefits

Strategy/Activity 2

ELA 1.2

Teachers will provide after-school literacy support to K-3 students who do not meet grade-level proficiency on measures such as DIBELS and SIPPS Mastery tests.

Students to be Served by this Strategy/Activity

Students struggling in K-3rd grade

Timeline

Aug. 2021 to June 2022

Person(s) Responsible

Teachers providing intervention, retired teacher, and classified staff supporting with the intervention

Proposed Expenditures for this Strategy/Activity

Amount	988
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards for teachers to teach intervention after school and during breaks
Amount	1500
Source	Title I
Budget Reference	2920 Other Class Temp

Description	extra time on a timecard for other classified employees to support with reading intervention
Amount	3500
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes for yearly academic conferences and for teachers to observe and collaborate with peers
Amount	933
Source	Title I
Budget Reference	3000 Benefits
Description	benefits for certificated staff
Amount	496
Source	Title I
Budget Reference	3000 Benefits
Description	benefits for classified staff

Strategy/Activity 3

ELA 1.3
 Literacy
 In order to improve literacy in grades K-6, teachers will use AVID resources, materials, independent reading books, and other hands-on activities such as study trips to increase student engagement and learning.

Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Conduct walk throughs to ensure supplemental materials are being used appropriately. Measure students progress on Reading Counts program to ensure they are comprehending the books they are reading.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug. 2021– June 2022

Person(s) Responsible

Principal Santana and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7741
Source	Title I
Budget Reference	4300 Materials

Description	AVID resources and supplies
Amount	1500
Source	Title I
Budget Reference	5872 Field Trips
Description	study trips for hands on learning to support writing activities in the classroom

Strategy/Activity 4

ELA 1.5
Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten and first grade students in letter naming, letter sounds, and other early literacy skills needed.

Students to be Served by this Strategy/Activity

Kindergarten and 1st grade students

Timeline

August 2021-June 2022

Person(s) Responsible

principal, teachers

Proposed Expenditures for this Strategy/Activity

Amount	640
Source	Title I
Budget Reference	5875 Technology Licenses
Description	ESGI licenses

Strategy/Activity 5

A mental health clinician will be added to provide tier 2 and 3 interventions for students to address mental health and behavior.

Monitor and evaluate students' behaviors through Aeries discipline and SEL Panorama data.

Students to be Served by this Strategy/Activity

identified high risk students

Timeline

August 2021-May 2022

Person(s) Responsible

mental health clinician, school counselor, school psychologist, admin

Proposed Expenditures for this Strategy/Activity

Amount	11096
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	provide mental health services and support for high risk students

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

Increase the percentage of students scoring at the proficient level on Math Smarter Balanced Assessment by 10% in grades 3rd-6th from 9% during the 2020-2021 Math Smarter Balanced Assessment to 19% on the 2021-2022 assessment.

Increase the percentage of students scoring at or above the proficient level on Math district benchmarks by 5% school-wide, increasing from 66% during the 2020-2021 school year to 71% during the current 2021-2022 school year.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

Basis for this Goal

- District Benchmark Assessments from the past two years were analyzed.
- 2018-2019 and 2020-2021 Math Smarter Balanced Assessment Results were reviewed. There was no 2019-2020 assessment data to review as the test was not administered due to COVID 19 and school closures.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math SBA	9% proficient on math SBA in 2020-2021	10% increase to 19% proficient on math SBA in 2021-2022
Math Benchmark Assessment	66% proficient on math benchmarks in 2020-2021	5% increase from 66% to 71% proficient on math benchmarks in 2021-2022

Planned Strategies/Activities

Strategy/Activity 1

Math 2.1

Math intervention provided after school and intersessions during school breaks for students below grade level in kindergarten through 6th grade.

Monitor and evaluate math intervention goals and objectives; determine if goals and objectives are being met.

Students to be Served by this Strategy/Activity

Students not meeting grade level standards in math k-6th

Timeline

Sept. 2021 to May 2022

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Math intervention - See ELA Goal 1.2
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes for yearly academic conferences and for teachers to observe and collaborate with peers- See ELA Goal 1.2

Strategy/Activity 2

Math 2.2

Students will receive homework assistance and tutoring during the Bridge After-School Program.

Evaluate students' district benchmarks and report cards to determine if students are improving academically and completing homework assignments.

Students to be Served by this Strategy/Activity

All students who attend the after school Bridge program

Timeline

Aug. 2021 – May 2022

Person(s) Responsible

Principal Santana, Bridge Staff, and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Description	ASES funded after school program
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Strategy/Activity 3

Math 2.4

Admin and SJCOE staff will provide Professional Learning experiences focused on implementing mathematical instruction that is fun, interactive and leads to increasing students' academic achievement. Our site will collaboratively plan to focus on the SJCOE Math Lesson Study Professional Learning.

Students to be Served by this Strategy/Activity

All Students K-6

Timeline

August 2021-June 2022

Person(s) Responsible

Admin, SJCOE staff, teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Budget Reference

5800 Prof and Operating/Consultants

Description

SJCOE strategic planning- Math Lesson Study Professional Learning

Strategy/Activity 4

Math 2.3

Students will develop automaticity with math facts by practicing on the following programs: Dreambox, Reflex Math, Frax Program, and ImagineMath. Students in K-6th grade will complete at least 5-8 lessons a week on Dreambox to develop their conceptual understanding of math concepts. Students will enhance their conceptual understanding of 21st Century learning by participating in STEM and STEAM activities.

Teachers will monitor students' progress by monitoring program data. Principal Santana will implement weekly math challenges to motivate and monitor student usage.

Students to be Served by this Strategy/Activity

All Students K-6

Timeline

Aug. 2021-June 2022

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Funded math programs

Amount

6520

Source

Title I

Budget Reference

4400 Equipment (\$500-\$9,999)

Description

Makerspace and STEM/STEAM kits & materials

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By May 2022, we will have an increase of 3% of English Learners making progress on the ELPAC summative from 39.5% to 42.4%

STRATEGY: Provide English Language Learners with additional support in the classroom. Ensure classroom teachers provide 30 minutes of designated English Language Development daily.

LCAP Goal

A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

AMAOs
ELPAC scores
Read 180 data
Reclassification data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC	39.4% making progress toward proficiency in 2019	42.4% making progress toward proficiency in 2021-2022
RFEP Criteria	13% Redesignated in 2020-2021	16% Redesignated in 2021-2022

Planned Strategies/Activities

Strategy/Activity 1

ELD 3.1

Bilingual Paraeducators will be provided to assist with the needs of English learners at the school site.

Provide support to English Language Learners to help them access core materials.

Evaluate students' district benchmarks and report cards to determine if students are improving academically, completing classroom assignments and homework. Analyze state language assessment results annually to ensure students are attaining proficiency. We will also monitor implementation of designated and integrated ELD through classroom walk-throughs and monitoring of ELD assessments.

Students to be Served by this Strategy/Activity

EL Students

Timeline

August 2021 – June 2022

Person(s) Responsible

Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Paraeducators

Strategy/Activity 2

ELD 3.2

District ELD Coach Support

Teachers will work with District ELD Coach to ensure they are using research based strategies to support their English Language Learners. Principal will invite District ELD Coach to present at staff meetings to support implementation of research based strategies and allow teachers to collaborate regarding how to best support English Language Learners.

Students to be Served by this Strategy/Activity

EL Students

Timeline

Aug. 2021-June 2022

Person(s) Responsible

Principal Santana and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Source

Title III

Description

District ELD Coach support
Title III funded

Strategy/Activity 3

ELD 3.3

Classroom teachers will use Rosetta Stone program to provide support to their students who scored a 1, Novice Learner, on ELPAC.

Evaluate students' district benchmarks and report cards to determine if students are improving academically, completing classroom assignments, and homework. Monitor Rosetta Stone usage reports to ensure teachers are implementing the program to assist their English learners who are at an ELPAC level 1.

Students to be Served by this Strategy/Activity

EL Students with a level 1 on ELPAC

Timeline

Aug. 2021– June 2022

Person(s) Responsible

Principal Santana and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Source

Title III

Description

Rosetta Stone
Title III funded

Strategy/Activity 4

ELD 3.4

Paraeducators and classified staff will provide additional support to English learners in the classroom.

Principal will monitor student progress and reclassification rates by reviewing benchmarks, ELPAC scores and other measures.

Students to be Served by this Strategy/Activity

EL Students

Timeline

Aug. 2021- June 2022

Person(s) Responsible

Principal Santana and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount

2308

Source

Title I

Budget Reference

2120 Para Temp

Description

Timecards for extra hours for paraeducators and classified staff to support English Learners in the classroom

Amount

759

Source

Title I

Budget Reference

3000 Benefits

Description

benefits for paraeducators and classified staff

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

Parent Involvement. Live Oak Elementary School will increase parent involvement by 3% at school meetings, including ELAC, parent classes, PTA, conferences and family events on campus from 51% to 54% by May 2022.

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LCAP Goal B)

Basis for this Goal

Sign-in Sheets from 2019-2020 and 2020-2021 Meetings

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Sign In Sheets for Meetings	51% average parent attendance at parent meetings such as Back to School Night, parent conferences and Open House	3% increase to 54% average parent attendance at parent meetings such as Back to School Night, parent conferences and Open House

Planned Strategies/Activities

Strategy/Activity 1

Parent Involvement 4.1

Increase communication by providing translated services through written communications that go home and at parent meetings, work with office staff to order materials and supplies to facilitate communicating with parents with translated material that goes home and personal interactions such as parent conferences and other parent meetings, purchase Parent-Teacher-Student Communication Planners and Folders to provide a tool for staff to regularly communicate with families.

Work with staff to select student planners and folders that will be used throughout the school year.

Students to be Served by this Strategy/Activity

K-6th Grades

Timeline

Aug. 2021 – May 2022

Person(s) Responsible

Principal Santana, bilingual paraeducators, office staff

Proposed Expenditures for this Strategy/Activity

Amount	1459
Source	Title I: Parent Involvement
Budget Reference	4300 Materials
Description	Planners and folders, paper and online resources and newsletters to send better communication home to parents
Amount	100
Source	Title I: Parent Involvement
Budget Reference	5875 Technology Licenses
Description	S'more online newsletter subscription which enhances Blackboard mass communication feature.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Parent Involvement 4.3
Provide Parenting Partners and Jump Into English Classes for parents to help them with their language development.
Work with staff to plan schedules for classes.

Students to be Served by this Strategy/Activity

EL Students Parents

Timeline

Oct. 2021 – May 2022

Person(s) Responsible

Principal Santana, classroom teachers, and support staff.

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF

Budget Reference

1150 Teacher Sub

Description

Parenting Partners

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

Provide professional development for teachers to learn strategies and techniques to address the needs of Live Oak Students in the following areas: language arts, math, English Language Development, rigor, classroom management, and PBIS.

STRATEGY: Provide professional development opportunities for teachers, including attending conferences, related to the areas above.

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

Language Arts, Math, and English Language Development Data outlined in School Goals #1, #2, & #3.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Students academic progress on SBA in ELA and math- School Goals #1 & #2	ELA: 19%; Math: 9% in 2020-2021	Increase 10% on SBA in ELA and math in 2021-2022
Reading Inventory	24% proficient or advanced in 2020-2021	Increase 3% on Reading Inventory in 2021-2022
Students progress on ELPAC - School Goal #3	27% proficient in 2020-2021	Increase 3% proficient on ELPAC in 2021-2022

Planned Strategies/Activities

Strategy/Activity 1

Professional Development 5.1

Provide professional development for teachers to learn strategies and techniques to address the needs of Live Oak Students in the following areas: language arts, math, English Language Development, rigor, classroom management, and PBIS.

Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, and #3.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 20201– June 2022

Person(s) Responsible

Principal Santana and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Budget Reference	5800 Prof and Operating/Consultants
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Description	CORE Consultant for SIPPS
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Strategy/Activity 2

Professional Development 5.2

Teachers will work with district English Language Arts, Math, and Technology coaches to improve their teaching practices and techniques. In addition, district coaches will be invited to present at staff meetings.

Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, and #3

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2021 - May 2022

Person(s) Responsible

Principal and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
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Description	District Coaches
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Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Comprehensive Support & Improvement

Goal Statement

Live Oak will improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020-2021 school year.

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

High quality and ongoing professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)

Basis for this Goal

Due to COVID 19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 dashboard. CDE Dashboard Data for the 2019-2020 school year indicates that Live Oak is either in the red or orange in each of the four indicators.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism 2019-2020	Orange	Yellow
Suspension Rate 2019-2020	Red	Orange
English Language Arts 2019-2020	Orange	Yellow
Mathematics 2019-2020	Orange	Yellow

Planned Strategies/Activities

Strategy/Activity 1

CSI 6.1

Literacy

In order to improve literacy in grades K-6, teachers will use AVID resources, materials, independent reading books, and other hands-on activities such as study trips to increase student engagement and learning.

Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Conduct walk throughs to ensure supplemental materials are being used appropriately. Measure students progress on Reading Counts program to ensure they are comprehending the books they are reading.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2021 - June 2022

Person(s) Responsible

Principal, Classroom Teacher, Mental Health Clinician, School Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1596
Source	Comprehensive Support and Improvement
Budget Reference	4200 Books
Description	Books for students

Strategy/Activity 2

CSI 6.2

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi-Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2021 - June 2022

Person(s) Responsible

Principal and Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Amount	3134.69
Source	Comprehensive Support and Improvement
Budget Reference	1150 Teacher Sub
Description	Provide substitutes to allow teachers to attend Professional Development

Strategy/Activity 3

CSI 6.3

Continue to provide professional development in instructional strategies that support early literacy, implementing SIPPS curriculum, positive behavior intervention systems through RCA, and instructional strategies with AVID as well as other professional development in the areas of MTSS and RTI.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2021 - June 2022

Person(s) Responsible

Principal and Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Amount	35769.31
Source	Comprehensive Support and Improvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Ron Clark professional development and Club RCA account
Source	Comprehensive Support and Improvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Stephanie McConnell- MTSS/RTI book study and professional development

Strategy/Activity 4

Professional Development 6.4

Provide professional development for teachers to learn strategies and techniques to address the needs of Live Oak Students in the following areas: language arts, math, English Language Development, rigor, classroom management, and PBIS. All teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence-based reading procedures and routines through professional development with Consortium on Reading Excellence in Education (CORE) trainers.

Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, and #3.

Students to be Served by this Strategy/Activity

K-3 students

Timeline

August 2021- June 2022

Person(s) Responsible

Admin, teachers, paras

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	Comprehensive Support and Improvement
Description	CORE consultants
Amount	9500
Source	Comprehensive Support and Improvement
Budget Reference	5220 Conference
Description	provide professional development to teachers and staff in the areas of classroom engagement strategies and the improvement of instructional practices

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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	154,709.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	103,150.00	0.00
Title I: Parent Involvement	1,559.00	0.00
Comprehensive Support and Improvement	50,000	0.00

Expenditures by Funding Source

Funding Source
Comprehensive Support and Improvement
LCFF
Title I
Title I: Parent Involvement

Amount
0.00
50,000.00
0.00
103,150.00
1,559.00

Preliminary Plan

Final Plan



11/02/2021 01:45 pm

Principal

Date

Principal

Date



11/02/2021 01:45 pm

SSC Chairperson

Date

SSC Chairperson

Date



11/02/2021 01:45 pm

Program Manager

Date

Program Manager

Date

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
5800 Prof and Operating/Consultants		0.00
	Comprehensive Support and Improvement	0.00
1150 Teacher Sub	Comprehensive Support and Improvement	3,134.69
4200 Books	Comprehensive Support and Improvement	1,596.00
5220 Conference	Comprehensive Support and Improvement	9,500.00
5800 Prof and Operating/Consultants	Comprehensive Support and Improvement	35,769.31
1150 Teacher Sub	LCFF	0.00
1100 Teacher	Title I	48,361.00
1120 Teacher Temp	Title I	1,988.00
1150 Teacher Sub	Title I	3,500.00
2120 Para Temp	Title I	2,308.00
2920 Other Class Temp	Title I	1,500.00
3000 Benefits	Title I	17,996.00
4300 Materials	Title I	7,741.00
4400 Equipment (\$500-\$9,999)	Title I	6,520.00
5800 Prof and Operating/Consultants	Title I	11,096.00
5872 Field Trips	Title I	1,500.00
5875 Technology Licenses	Title I	640.00
4300 Materials	Title I: Parent Involvement	1,459.00
5875 Technology Licenses	Title I: Parent Involvement	100.00

FORM D: 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
- 10 Total

Name of Members	Role
Sarah Santana	Principal
Jessica Almazan	Classroom Teacher
Nicole McKiligan	Classroom Teacher
Erika Gallegos	Parent or Community Member
Michael Mc Chrystal	Parent or Community Member
Danielle Naranjo	Parent or Community Member
Jillian Barlett	Parent or Community Member
Claudia Miranda	Parent or Community Member
Nancy St. Clair	Classroom Teacher
Ashlan Hogan	Other School Staff

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.


FORM E: 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
CLAUDIA	Other: 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 09/27/2021 03:00 pm.

Attested:

Preliminary Plan		Final Plan	
	09/27/2021 03:00 pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	09/27/2021 03:00 pm		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	11/02/2021 01:45 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>