



# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Live Oak	39685856042170	May 10, 2024	June 18, 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 Live Oak for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

**Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities**

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices.

**Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency**

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

**Goal #3: Safe and Connected School Environment**

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

## Educational Partner Involvement

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

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

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

- Parents/guardians
- Students
- School faculty and staff
- Community members
- Advisory committees (e.g., English Learner Advisory Committee, School Site Council)

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

- Communication channels (e.g., newsletters, emails, text messages, school website, social media)
- Meeting schedules and agendas
- Opportunities for feedback and input
- Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include:
  - Parent and community forums 8/3/23
  - Faculty and staff meetings 1/31/24, 2/14/24

- Advisory committee meetings 8/18/23, 11/17/23, 1/26/24, 2/23/24, 3/8/24, 4/22/24, & 5/10/24

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:

- Brainstorming and idea generation 2/14/24
- Goal setting and action planning 11/17/23
- Reviewing progress towards goals from previous years 12/8/23, 1/31/24, 2/14/24, 3/8/24

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

- School site council 5/10/24
- District Administration
- Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

- Data analysis 12/20/24
- Stakeholder consultation 12/8/23, 1/31/24
- Revision of goals and action plans 1/31/24, 2/14/24

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

## Resource Inequities

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

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

Based upon the California School Dashboard state indicators, Live Oak has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, White students entered ATSI due to meeting the criteria based on the following indicators: Suspension and Chronic Absenteeism Rate as reported by the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school's needs will be addressed through collaboration with all stakeholders and the implementation of the School Plan for Student Achievement. Live Oak's professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging, and nurturing community.

## 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.

Based on the needs assessment, we have identified the following areas in Suspension Rate, English Language Arts, and Math that need significant improvement based on a review of the California School Dashboard and local data. Referring to the Dashboard we have identified (a) Suspension Rate is "Red", English Language Arts is "Orange", Mathematics is "Orange", and the English Learner Progress is "Orange". To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional

development, and community engagement initiatives will be implemented as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

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.

Referring to the California School Dashboard, Live Oak Elementary School did not have any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

# 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.

#### English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Live Oak Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts by March 31, 2025:

- K-3 DIBELS Assessment
- 2nd-6th Grade STAR Scale Score
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

This targeted improvement will contribute to the overall academic growth and success of our students.

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

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### 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.

Based on a comprehensive review of the ELA needs assessment and disaggregated data from the assessments listed below, several areas emerged that require significant improvement. Specifically, we have identified 3rd-6th grade CAASPP ELA assessment, CA Dashboard: ELA, 2nd-6th grade iReady MOY ELA assessment, 2nd-6th grade MOY Reading Inventory (RI) and K-2 MOY Dibels assessment and notable performance gaps among student groups on Dashboard indicators such as Students with disabilities and English Learners.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of support involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives that will be implemented as described in the Goals, Strategies/Activities, and Expenditures in this SPSA, aimed at closing these performance gaps and improving outcomes across all student groups.

This goal is based on disaggregated data from the following sources:

- The 2022-2023 3rd - 6th CAASPP ELA Assessment
- The 2023 California Dashboard: ELA
- The 2023-2024 2nd - 6th iReady MOY ELA Assessment
- The 2023-2024 K-2 MOY DIBELS Assessment
- The 2023-2024 2nd-6th MOY Reading Inventory (RI) Assessment

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 28.3% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K- 36% Grade 1- 20% Grade 2- 18%	During the 2024-2025 school year, 33.3% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. Grade K- 37% Grade 1- 21% Grade 2- 19%
2023 California Dashboard: ELA	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 56.9 points below standard.  The performance color for the ALL student group is Orange.	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard.  The performance color for the ALL student group will move from Orange to Yellow.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023-2024 school year, 30% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2- 25% Grade 3- 32% Grade 4- 35% Grade 5- 33% Grade 6- 17%	During the 2024-2025 school year, 35% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2- 26% Grade 3- 33% Grade 4- 36% Grade 5- 34% Grade 6- 18%
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 24.07% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 3- 18.42% Grade 4- 27.78% Grade 5- 14.71% Grade 6- 33.33%	During the 2023-2024 school year, 29% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 3- 20% Grade 4- 30% Grade 5- 16% Grade 6- 35%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.	All Students	0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA



	<p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> <li>* Available to model or co-teach SIPPS or Amplify lessons.</li> <li>* Support teachers in delivering effective lessons.</li> <li>* Provide flexible, short-term small group instruction</li> </ul> <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> <li>* Work with site administrators to give input on professional development based on needs.</li> <li>* Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.</li> <li>* Maintain consistent communication and interaction with administrators.</li> </ul> <p>Assessment Support:</p> <ul style="list-style-type: none"> <li>* Assist in DIBELS and SIPPS testing as needed.</li> <li>* Progress monitor own intervention students every 3 to 6 weeks.</li> <li>* Provide assistance to teachers with testing timelines.</li> </ul>		
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> <li>* Analyze universal screeners and state/local data to identify trends and areas for improvement.</li> <li>* Collaborate, plan, and respond with best practices.</li> <li>* Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>* Tailor instructional practices based on data insights to address diverse student needs.</li> <li>* Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</li> <li>* Use Data Collection Sheets to track individual student progress.</li> <li>* Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul>	All Students	<p>9000 Title I 1150 Teacher Sub 45 Sub codes for MTSS Data Conferences and Collaboration 2724 Title I 3000 Benefits Sub Benefits</p>
1.3	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality instruction.</p> <p>Handwriting Without Tears (TK-5)—meets today’s learners with digital resources that extend instruction beyond the classroom, giving teachers</p>	All Students	<p>6100 Title I 4300 Materials List AVID Supplies: Pencils, ink pens, highlighters, dry erase pens, crayons, colored pencils, colored markers,pencil boxes/pouches, glue sticks, pink erasers, pencil top erasers, composition notebooks, spiral notebooks, scissors, binders, binder paper, 2 pocket folders, dividers, communication folders, planners, sheet protectors, white boards, rulers,</p>

	<p>and students the flexibility needed to succeed, a research-proven multimodality program that is developmentally appropriate.</p> <ul style="list-style-type: none"> <li>• Get Set of School (PreK-TK)—teaches kindergarten readiness skills through fun comprehensive multisensory and explicit, targeted instruction.</li> <li>• Keyboarding Without Tears (K-5+)-prepares students for more than just typing – this digital curriculum encourages proper keyboarding techniques.</li> </ul>		<p>500 Title I 4200 Books independent reading books for students 100 Title I 4328 Warehouse Supplies supplemental copy paper 200 Title I 5715 Print Shop print shop- duplicating services</p>
<b>1.4</b>	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District ELA Initiative Professional Developments Include: * Early literacy * MTSS Site ELA Based Initiative Professional Developments Include: *Early Literacy/CORE Consulting to support SIPPS implementation *Integrated Science and Literacy *AVID *PBIS</p>	All Students	<p>0 Title I 5220 Conference See PD 5.1 for Funding Allocation</p>
<b>1.5</b>	<p>Jump Into English after school program 18 enrolled students per group 24 hours (8 weeks) of intervention instruction per student Two 90-minute sessions per week Note: CDE requirements for migrant intervention services is 30 hours Highly qualified Instructor hired and trained by JIM Enterprises Inc. Para-Instructor for snack supervision Instructor and Para-Instructor for instructional delivery Student enrollment and attendance management Hard copy materials and digital license per student Common Core Aligned English and ELD curriculum JIM Enterprises Inc. Proprietary Fluency Curriculum Pre/Post Assessments, Data Reporting to district and site administration</p>	1st-5th grade	<p>20700 Title I 5800 Prof and Operating/Consultants JIM Enterprises Inc. Jump Into English after school program</p>
<b>1.6</b>	<p>Air Tutors intervention during the school day 3-4 days/week, 20-30 minutes Air Tutors is founded and managed by graduates of the top universities all with a passion for teaching, mentoring and inspiring students to succeed. "Air Tutors will work with migrant students at Live Oak Elementary School to accelerate learning in ELA to close learning gaps and help students increase their CAASPP scores in two thirty-minute sessions a week for 24 weeks. The session will focus on</p>	1st-6th grade	<p>0 5800 Prof and Operating/Consultants Air Tutors</p>

	reading, writing, speaking, listening, research, and inquiry using a curriculum aligned with California's state standards."		
1.7	<p>After School Intervention</p> <p>Certificated and Classified staff to provide targeted academic support and enrichment activities that foster students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions aim to address specific learning needs identified during regular school hours, ensuring that all students have equitable access to resources and strategies that promote academic success in ELA.</p>	Strategic/Targeted student groups	<p>1000 Title I</p> <p>1120 Teacher Temp certificated timecards</p> <p>250 Title I</p> <p>3000 Benefits certificated benefits</p> <p>1000 Title I</p> <p>1920 Other Cert Temp ELA TOSA timecard</p>
1.8	<p>Study Trips</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level.</p> <p>Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</p>	All students	<p>5000 Title I</p> <p>5872 Field Trips Entrance fees</p> <p>20000 Title I</p> <p>5712 Transportation Charter Buses</p> <p>3000 Title I</p> <p>5800 Prof and Operating/Consultants Vendor coming to site (MobileEd, CA Math Festival)</p> <p>1500 Title I</p> <p>5872 Field Trips District transportation</p>
1.9	<p>Technology Supporting Core Instruction:</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching</p>	All students	<p>5000 Title I</p> <p>4375 Technology (under \$500)</p>

	effectiveness, student engagement, access and learning outcomes across academic subjects.		earbuds, extra student chromebooks and chargers 6000 Title I 4475 Technology (\$500-\$9,999) promethean panel for the resource classroom, AverVision F17-8M document cameras
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# 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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
22-23 ELA CAASPP (SBAC)	8% increase to 37% proficient on 22-23 ELA CAASPP (SBAC)	During the 2022-2023 school year, 24.07% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 3- 18.42% Grade 4- 27.78% Grade 5- 14.71% Grade 6- 33.33%
Reading Inventory 2nd-6th	8% increase to 38% proficient in 23-24	decreased to 21%
DIBELS K-2	8% increase to 46% proficient in 23-24	decreased to 28%
iReady ELA 3rd-6th	8% increase to 39% proficient in 23-34	increased to 41%

## Analysis

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

It was through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Live Oak Elementary School would show a 8% increase in proficiency on the following universal measures in English Language Arts:  
K-2 DIBELS Assessment  
2nd - 6th Grade Reading Inventory (RI)  
3rd- 6th Grade ELA iReady Universal Screener  
3rd-6th Grade CAASPP English Language Arts  
All students were given at-home learning backpacks which contained literacy and math materials which decreased the amount of regression we've seen in the past when students return from school breaks.

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

Live Oak Elementary School did not meet or exceed the articulated goal of 8% growth of the stated universal measures in English Language Arts by the middle of the year, with the exception of the iReady Universal Screener data. During the 2022-2023 school year, the following universal measures increased or decreased the number of students at or above grade level/students proficient from the Middle of the Year (MOY) 2022 to the Middle of the Year (MOY) 2023.

K-3 DIBELS Assessment - 38% (2022 MOY) to 28% (2023 MOY) of students at or above grade level. This is a decrease of 10%

2nd-6th Grade Reading Inventory (RI) - 30% (2022 MOY) to 21% (2023 MOY) of students proficient. This is a decrease of 9%

2nd - 6th Grade ELA iReady Universal Screener - 31% (2022 MOY) to 41% (2023 MOY) of students at or above grade level. This is an increase of 10%.

3rd-6th Grade CAASPP English Language Arts - 29.65% in 2021-2022 to 24.07% in 2022-2023. This is a decrease of 5%.

Overall, the data shows we have not grown in most of the universal measures, and not by the articulated goal of 8%. The following articulates and accounts for some of the data from the MOY 2022 to the MOY 2023.

#### DIBELS

\*43 kindergarten-third grade students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico.

#### RI

\*53 second-sixth grade students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico

#### ELA iReady Universal Screener

\*53 second-sixth grade students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico

#### CAASSP

\*43 third-sixth grade migrant students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico

Teachers did not teach after-school ELA intervention.

We have shown good growth within each school year, but not from MOY to MOY.

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.

At Live Oak Elementary School we have established a material threshold of \$ 10,000. There are minimal material differences between the Proposed Expenditures and Estimated Actual Expenditures for Goal 1: English Language Arts. School Plan for Student Achievement (SPSA) Page 12 of 52 Live Oak Elementary School.

Interventions and student achievement will continue to be more aligned in the ongoing implementation of the Multi-Tier Systems and Supports Model in the area of English Language Arts. Administration, teachers, and staff, will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices and needs of students to support in achieving goals for ELA. The ongoing support and needed changes will be reflected in the 2024-2025 SPSA under Goal 1: English Language Arts Goals and Strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Live Oak Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency in the following universal measures in Mathematics by March 31, 2025:

- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics
- This targeted improvement will contribute to the overall academic growth and success of our students.

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

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### 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.

Based on a comprehensive review of the Math needs assessment and disaggregated data from the below listed assessments, several areas emerged that require significant improvement. Specifically, we have identified Mathematics and notable performance gaps among student groups on Dashboard indicators such as Students with Disabilities and Socioeconomically disadvantaged students. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of support aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

- The 2022-2023 3rd-6th CAASPP Math Assessment
- The 2023 California Dashboard: Mathematics
- The 2023-2024 K-6th grade iReady MOY Mathematics Assessment

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 31% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 37% Grade 4- 44% Grade 5- 14% Grade 6- 28%	During the 2023-24 school year, 36% of 3rd-6th grade students will meet/exceed the standards on CAASPP/SBAC Assessments in Math. Grade 3- 40% Grade 4- 45% Grade 5- 29% Grade 6- 30%
2nd-6th iReady MOY Math Assessment	During the 2023-24 school year, 34% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade 2- 24% Grade 3- 37% Grade 4- 48% Grade 5- 49% Grade 6- 22%	During the 2024-25 school year, 39% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade 2- 26% Grade 3- 38% Grade 4- 49% Grade 5- 50% Grade 6- 24%
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 69.5 points below standard.  The performance color for the ALL student group is Red and Orange.	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard.  The performance color for the ALL student group will move from Red and Orange to Orange and Yellow

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <p>Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, and a counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	All Students	<p>0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2</p>

<p><b>1.2</b></p>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	<p>All Students</p>	<p>0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3 750 Title I 4300 Materials Wipebooks- dry erase posters for students</p>
<p><b>1.3</b></p>	<p>After school Math Intervention Certificated and Classified staff will provide targeted academic support and enrichment activities in alignment with the CA Common Core Standards for Mathematics. These interventions aim to enhance students' mathematical proficiency, higher-level problem solving skills, and overall numeracy development. Equitable access to resources and strategies will be provided to promote mathematical success for all students.</p>	<p>Targeted groups of students</p>	<p>1000 Title I 1120 Teacher Temp certificated timecards 150 Title I 3000 Benefits certificated benefits</p>
<p><b>1.4</b></p>	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Math Initiative Professional Developments Include: * * Site Math Based Initiative Professional Developments Include: *iReady data chats and collaboration *</p>	<p>All Students</p>	<p>1000 Title I 5800 Prof and Operating/Consultants PD to support iReady math implementation</p>
<p><b>1.5</b></p>	<p>Technology Supporting Core Instruction:  Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p>	<p>All Students</p>	<p>0 Title I 4375 Technology (under \$500) see ELA goal 1.9</p>
<p><b>1.6</b></p>	<p>STEAM/STEM materials and mathematics manipulatives to support instruction and increase student interaction and student engagement to improve student achievement in math. LegoEdu: 2 STEAM Parks 2 Coding Express</p>	<p>All Students</p>	<p>10000 Title I 4300 Materials LegoEdu kits, Makerspace materials and items, digital cameras, photo paper, cricut supplies</p>



	2 Animals 2 People 2 StoryTales 2 Letters 17 Spike Essentials 17 BricQ Essentials		
1.7	Math Olympiad team registration fee	4-6th grades	200 Title I 5800 Prof and Operating/Consultants Math Olympiad registration fee

# 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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP/SBAC 2023	20% of Live Oak grades 3-6th grade students met/exceeded the standards on CAASPP/SBAC assessments in Mathematics.	During the 2022-23 school year, 31% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 37% Grade 4- 44% Grade 5- 14% Grade 6- 28%

## Analysis

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

Live Oak School has successfully implemented the actions/strategies as shown in our overall 2022 CAASPP and MOY iReady Mathematics data. All k-6 students did have access to LUSD’s adopted supplemental math curriculum- DreamBox. While some teachers set and monitored goals of 8 lessons weekly, some teachers placed a heavier focus on the adaptive mathematics instructional program within the iReady Mathematics curriculum (My Path). All students were given at-home learning backpacks which contained literacy and math materials which decreased the amount of regression we’ve seen in the past when students return from school breaks.

After analyzing both CAASPP and the i-Ready Mathematics data, Live Oak School is demonstrating effectiveness in mathematics. Live Oak school met the school-wide goal that states students scoring at/above grade level will increase by 8% as demonstrated between the Middle of the Year 2022-2023 and the Middle of the Year 2023-2024 i-Ready Mathematics diagnostic assessment. Middle of the year local assessment data demonstrates that between August 1, 2022, and February 18th, 2023; Live Oak K-6 grade students scoring at/above grade level increased by 9%.

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

At Live Oak school, we set a threshold of \$10,000 for material differences. For this Math goal, there weren’t any actions/services that exceeded the material difference threshold.

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.

After careful analysis, we need to continue to build upon and strengthen the actions/strategies that are outlined in the school plan. In addition, we need to continue to develop and enhance our math instruction, by continuing to provide targeted professional development in mathematics using the Multi-Tiered System of Support framework. Live Oak will continue to implement the evidenced-based iReady mathematics program. The identified actions and services are designed to develop and promote a cohesive program across grade levels K-6 with a primary focus on high-quality first instruction, student engagement, and differentiation. Teachers will continue to participate in ongoing professional development at regular intervals throughout the school year, with an increased emphasis on collaboration, building capacity, and sustaining the developed consistency and confidence in the iReady Mathematics curricular program. Teachers will continue to work with mathematics coaches and iReady consultants to build capacity and confidence. Instructional groupings will be utilized to support Tiered support within the classroom learning space. Live Oak will continue to develop and align instructional strategies and teaching practices aligned to the CA state standards.

# 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.

#### English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Live Oak Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

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

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### 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.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified Math and English Language Arts. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

### 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
English Learner Progress Indicator reported by the California Dashboard	38% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	43% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	MTSS Data Conferences and Analysis  Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies.	EL Students	0 Title I 1150 Teacher Sub See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2

	<p>Tailor instructional practices based on data insights to address diverse student needs.</p> <p>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p> <p>Use Data Collection Sheets to track individual student progress.</p> <p>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>		
<b>1.2</b>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	EL Students	<p>0</p> <p>see ELA goal 1.3</p>
<b>1.3</b>	<p>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. The principal will invite the 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>	EL Students	<p>0</p> <p>Title III</p> <p>1900 Other Cert Salaries</p> <p>ELD Coach - Teacher on Special Assignment</p>
<b>1.4</b>	<p>Technology Supporting Core Instruction:</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p> <p>All technology must be specific in detail and must be noted here for the purpose</p>	EL Students	<p>0</p> <p>Title I</p> <p>4375 Technology (under \$500)</p> <p>see ELA goal 1.9</p> <p>0</p> <p>Title I</p> <p>4475 Technology (\$500-\$9,999)</p> <p>see ELA goal 1.9</p>
<b>1.5</b>	<p>Provide Rosetta Stone for students who score level 1 on the ELPAC.</p>	EL Students- Level I	<p>0</p> <p>Title III</p> <p>5875 Technology Licenses</p> <p>Rosetta Stone- Level I EL</p>
<b>1.6</b>	<p>Bilingual Para-educators will provide push-in support to English Learners.</p>		<p>0</p> <p>Title III</p> <p>Bilingual Paraeducators</p>

# 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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Progress Indicator (ELPI)	38% making progress towards English language proficiency decreased -1.5% in 2023	increase by 5% to 44.4% making progress toward English proficiency in 2024

## Analysis

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

It was through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Live Oak Elementary School would show an increase in toward the English Learner Progress Indicator (ELPI). All students were given at-home learning backpacks which contained literacy and math materials which decreased the amount of regression we've seen in the past when students return from school breaks. 38% are making progress towards English language proficiency, decreased -1.5% in 2023

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

Live Oak Elementary School did not meet or exceed the articulated goal of 8% growth of the stated universal measures in English Language Arts by the middle of the year, with the exception of the iReady Universal Screener data. During the 2022-2023 school year, the following universal measures increased or decreased the number of students at or above grade level/students proficient from the Middle of the Year (MOY) 2022 to the Middle of the Year (MOY) 2023.

K-3 DIBELS Assessment - 38% (2022 MOY) to 28% (2023 MOY) of students at or above grade level. This is a decrease of 10%

2nd-6th Grade Reading Inventory (RI) - 30% (2022 MOY) to 21% (2023 MOY) of students proficient. This is a decrease of 9%

2nd - 6th Grade ELA iReady Universal Screener - 31% (2022 MOY) to 41% (2023 MOY) of students at or above grade level. This is an increase of 10%.

3rd-6th Grade CAASPP English Language Arts - 29.65% in 2021-2022 to 24.07% in 2022-2023. This is a decrease of 5%.

Overall, the data shows we have not grown in most of the universal measures, and not by the articulated goal of 8%. The following articulates and accounts for some of the data from the MOY 2022 to the MOY 2023.

### DIBELS

\*43 kindergarten-third grade students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico.

### RI

\*53 second-sixth grade students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico

### ELA iReady Universal Screener

\*53 second-sixth grade students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico

### CAASSP

\*43 third-sixth grade migrant students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico

Teachers did not teach after-school ELA intervention.

We have shown good growth within each school year, but not from MOY to MOY.

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.

At Live Oak Elementary School we have established a material threshold of \$ 10,000. There are minimal material differences between the Proposed Expenditures and Estimated Actual Expenditures for Goal 1: English Language Arts. School Plan for Student Achievement (SPSA) Page 12 of 52 Live Oak Elementary School.

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.

Interventions and student achievement will continue to be more aligned in the ongoing implementation of the Multi-Tier Systems and Supports Model in the area of English Language Arts. Administration, teachers, and staff, will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices and needs of students to support in achieving goals for ELA. The ongoing support and needed changes will be reflected in the 2024-2025 SPSA under Goal 1: English Language Arts Goals and Strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

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

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### 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.

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community

### 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
Back to School Night Parent Attendance rate	Average attendance was 58.4%	Increase of 10% to 68.4%
Parent Conference Attendance rate	Average attendance was 94.64%	Increase of 2% to 96.4%

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All students	0 Title I: Parent Involvement 5800 Prof and Operating/Consultants outside vendors for events such as Math or STEAM Night see Math goal 1.4
1.2	School to Home Communication Planners, Folders, and supplemental copy paper	All students	1250 Title I: Parent Involvement 4300 Materials

	Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.		School Datebooks, Nicky folders and supplemental copy paper
1.3	Fingerprinting Services/workshops for parents	All students	1000 Title I: Parent Involvement 5800 Prof and Operating/Consultants Fingerprinting services/workshops for parents
1.4	Food for Parent meetings	All students	240 Title I: Parent Involvement 4325 Food For Meetings P card to Food for Less
1.5	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements	All students	0 Title I 4328 Warehouse Supplies see ELA goal 1.3

## 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.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign In Sheets for Meetings	1% increase to 97% average parent attendance at parent meetings such as Back to School Night, parent conferences and Open House	Average attendance was 76.52%

### Analysis

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

Our Parent Conference attendance was a huge success at 94.64% however Back to School Night had an attendance rate of 58.4%. All correspondence is always translated to Spanish and our community liaison provides follow up and reminder phone calls in English and Spanish regarding important upcoming events.

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

We will include Fingerprinting services this year since we saw an increase in interest from families wanting to attend more study trips and volunteer in classrooms.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Live Oak School will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

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

LCAP goal to which this school goal is aligned.

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 standards. (Compensatory Education: 18)

#### LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### 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.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified English Language Arts and Mathematics and notable performance gaps among student groups on Dashboard indicators such as Students with Disabilities and English Learners.

To address these concerns, we have implemented several strategic steps. These include multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

### 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 Trainings, Meetings, and PLCs	new metric	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>Site-Based Initiative Professional Developments Include:            *MTSS            *RCA EXP            *Get Your Teach On</p>	All	21922 Title I 5220 Conference Site-Based Initiative Professional Developments Include: MTSS, RCA EXP, Get Your Teach On
1.2	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:            Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.            Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.            Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.            Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.            Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.            Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.            Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining</p>	All	1000 Title I 1120 Teacher Temp certificated timecards to collaborate and debrief after in Site-Based Initiative Professional Developments Include: MTSS, RCA EXP, Get Your Teach On 125 Title I 3000 Benefits certificated benefits

	<p>strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p><b>1.3</b></p>	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts</p>	<p>All</p>	<p>0 Title I 5800 Prof and Operating/Consultants see ELA goal 1.8</p>

	<p>students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
1.4	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level.</p> <p>Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</p>	ALL	<p>0</p> <p>Title I</p> <p>5872 Field Trips</p> <p>see ELA goal 1.8</p>

## 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.

**Annual Measurable Outcomes**

Metric/Indicator	Expected Outcomes	Actual Outcomes
Students academic progress on SBA in ELA and math- School Goals #1 & #2	8% increase to 37% proficient on 23-24 ELA SBA; 5% increase to 25% proficient on math SBA in 2022-2023	During the 2022-2023 school year, 24.07% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 3- 18.42% Grade 4- 27.78% Grade 5- 14.71% Grade 6- 33.33%
Reading Inventory	8% increase to 38% proficient in 23-24	decreased to 21%
English Learner Progress Indicator (ELPI) - School Goal #3	5% increase to 32.1% in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) in 2023-2024	38% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.
iReady ELA 3rd-6th	8% increase to 39% proficient in 23-34	increased to 41%

**Analysis**

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

It was through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Live Oak Elementary School would show a 8% increase in proficiency on the following universal measures in English Language Arts:

- K-2 DIBELS Assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd- 6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

All students were given at-home learning backpacks which contained literacy and math materials which decreased the amount of regression we've seen in the past when students return from school breaks.

All students were given at-home learning backpacks which contained literacy and math materials which decreased the amount of regression we've seen in the past when students return from school breaks. 38% are making progress towards English language proficiency, decreased -1.5% in 2023

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

Live Oak Elementary School did not meet or exceed the articulated goal of 8% growth of the stated universal measures in English Language Arts by the middle of the year, with the exception of the iReady Universal Screener data. During the 2022-2023 school year, the following universal measures increased or decreased the number of students at or above grade level/students proficient from the Middle of the Year (MOY) 2022 to the Middle of the Year (MOY) 2023.

- K-3 DIBELS Assessment - 38% (2022 MOY) to 28% (2023 MOY) of students at or above grade level. This is a decrease of 10%
- 2nd-6th Grade Reading Inventory (RI) - 30% (2022 MOY) to 21% (2023 MOY) of students proficient. This is a decrease of 9%
- 2nd - 6th Grade ELA iReady Universal Screener - 31% (2022 MOY) to 41% (2023 MOY) of students at or above grade level. This is an increase of 10%.
- 3rd-6th Grade CAASPP English Language Arts - 29.65% in 2021-2022 to 24.07% in 2022-2023. This is a decrease of 5%.

Overall, the data shows we have not grown in most of the universal measures, and not by the articulated goal of 8%. The following articulates and accounts for some of the data from the MOY 2022 to the MOY 2023.

#### DIBELS

\*43 kindergarten-third grade students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico.

#### RI

\*53 second-sixth grade students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico

#### ELA iReady Universal Screener

\*53 second-sixth grade students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico

#### CAASSP

\*43 third-sixth grade migrant students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico

Teachers did not teach after-school ELA intervention.

We have shown good growth within each school year, but not from MOY to MOY.

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.

At Live Oak Elementary School we have established a material threshold of \$ 10,000. There are minimal material differences between the Proposed Expenditures and Estimated Actual Expenditures for Goal 1: English Language Arts. School Plan for Student Achievement (SPSA) Page 12 of 52 Live Oak Elementary School.

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.

Interventions and student achievement will continue to be more aligned in the ongoing implementation of the Multi-Tier Systems and Supports Model in the area of English Language Arts. Administration, teachers, and staff, will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices and needs of students to support in achieving goals for ELA. The ongoing support and needed changes will be reflected in the 2024-2025 SPSA under Goal 1: English Language Arts Goals and Strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### Social-Emotional Behavioral

Live Oak School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

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

LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### 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.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among [name orange and red student groups within this indicator] on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

### 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
CA Dashboard - Suspension Rate	ALL Student Group is 3.9% Red.Number. Which is an increase of 2.9%	Yellow Which is a decrease of 2%
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 30/30 Tier 2 TFI Score 24/26 Tier 3 TFI Score 32/32	2024-2025 Local Data: Tier 1 TFI Score 30/30 Tier 2 TFI Score 26/26 Tier 3 TFI Score 32/32
PBIS Recognition	Platinum for the 2023-2024 School Year	Maintain Platinum for the 2024-2025 School Year
Panorama Survey	53% answered favorably to emotional regulation	58% will answer favorably to emtional regulation

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures



1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	0 Title I 5220 Conference see PD goal 5.1
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.</p>	All	0 Title I 1120 Teacher Temp see PD goal 5.1

	<p>Ensure ongoing fidelity and sustainability of PBIS implementation.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p><b>1.3</b></p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	<p>All</p>	<p>0 Title I 5800 Prof and Operating/Consultants</p>

## 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.

**Annual Measurable Outcomes**

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

**Analysis**

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

None Apply/New Goal 2024-25

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

None Apply/New Goal 2024-25

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.

None Apply/New Goal 2024-25

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

#### Additional Targeted Support and Improvement (ATSI)

The educational outcomes of our White students will mirror that of the general population (All Students group on the dashboard).

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

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### 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.

CDE CA Dashboard Data for the 2022-23 school year indicates that 27% of Live Oak White students were chronically absent (Orange) and 13.6% (Red) of Live Oak White students were suspended at least one day.

Through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Live Oak Elementary School would show an 8% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS Assessment  
 2nd - 6th Grade Reading Inventory (RI)  
 3rd- 6th Grade ELA iReady Universal Screener  
 3rd-6th Grade CAASPP English Language Arts

In addition, students at Live Oak will achieve a 5% increase in proficiency in the following universal measures in Mathematics by March 31, 2025:

- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics
- This targeted improvement will contribute to the overall academic growth and success of our students.

### 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	27.3% of Live Oak White students were chronically absent as reported on the 2023 CA Dashboard (Orange).	Live Oak school will reduce the chronic absenteeism rate by 5% for White students as reported on the 2024 CA Dashboard: moving from the Orange to Yellow performance band.
Suspension Rate	13.6% of White students were suspended at least one day as reported on the 2023 CA Dashboard. (Red)	Live Oak school will reduce the suspension rate by a minimum of 5% from 13.6% to 8.4% moving from the Red to Orange performance band as reported by the 2024 CA Dashboard.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction:            * Available to model or co-teach SIPPS or Amplify lessons.            * Support teachers in delivering effective lessons.            * Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning:            * Work with site administrators to give input on professional development based on needs.            * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.            * Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support:            * Assist in DIBELS and SIPPS testing as needed.            * Progress monitor own intervention students every 3 to 6 weeks.            * Provide assistance to teachers with testing timelines.</p>	All students	0 Central Title I 1900 Other Cert Salaries District funded ELA TOSA
1.2	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District ELA Initiative Professional Developments Include:            * Early literacy            * MTSS</p> <p>Site ELA Based Initiative Professional Developments Include:            *Early Literacy/CORE Consulting to support SIPPS implementation            *Integrated Science and Literacy            *AVID            *PBIS</p>	All students	0 Title I 5220 Conference See PD goal 5.1 for funding allocation

# 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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism 2022-2023	Yellow	Green
Suspension Rate 2022-2023	Red	Orange
English Language Arts 2022-2023	Red	Orange
Mathematics 2022-2023	Red	Orange

## Analysis

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

None Apply/New Goal 2024-25

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

None Apply/New Goal 2024-25

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.

None Apply/New Goal 2024-25

# Goals, Strategies, & Proposed Expenditures

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

## 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	\$120,711.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$120,711.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

### Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$118,221.00
Title III	\$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$118,221.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Central Title I	\$0.00
Title I: Parent Involvement	\$2,490.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$2,490.00

Total of federal, state, and/or local funds for this school: \$120,711.00

# 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
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### Expenditures by Funding Source

Funding Source	Amount
	0.00
Central Title I	0.00
Title I	118,221.00
Title I: Parent Involvement	2,490.00
Title III	0.00

### Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	3,000.00
1150 Teacher Sub	9,000.00
1900 Other Cert Salaries	0.00
1920 Other Cert Temp	1,000.00
3000 Benefits	3,249.00
4200 Books	500.00
4300 Materials	18,100.00
4325 Food For Meetings	240.00
4328 Warehouse Supplies	100.00
4375 Technology (under \$500)	5,000.00
4475 Technology (\$500-\$9,999)	6,000.00
5220 Conference	21,922.00
5712 Transportation	20,000.00



5715 Print Shop	200.00
5800 Prof and Operating/Consultants	25,900.00
5872 Field Trips	6,500.00
5875 Technology Licenses	0.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
5800 Prof and Operating/Consultants		0.00
1900 Other Cert Salaries	Central Title I	0.00
1120 Teacher Temp	Title I	3,000.00
1150 Teacher Sub	Title I	9,000.00
1920 Other Cert Temp	Title I	1,000.00
3000 Benefits	Title I	3,249.00
4200 Books	Title I	500.00
4300 Materials	Title I	16,850.00
4328 Warehouse Supplies	Title I	100.00
4375 Technology (under \$500)	Title I	5,000.00
4475 Technology (\$500-\$9,999)	Title I	6,000.00
5220 Conference	Title I	21,922.00
5712 Transportation	Title I	20,000.00
5715 Print Shop	Title I	200.00
5800 Prof and Operating/Consultants	Title I	24,900.00
5872 Field Trips	Title I	6,500.00
4300 Materials	Title I: Parent Involvement	1,250.00
4325 Food For Meetings	Title I: Parent Involvement	240.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,000.00
	Title III	0.00
1900 Other Cert Salaries	Title III	0.00

5875 Technology Licenses

Title III

0.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,074.00
Goal 2	13,100.00
Goal 3	0.00
Goal 4	2,490.00
Goal 5	23,047.00
Goal 6	0.00
Goal 7	0.00

# 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
- 0 Secondary Students

Name of Members	Role
Sarah Santana	Principal
Nicole McKilligan	Classroom Teacher
Jessica Almazan	Classroom Teacher
Maryann Seefried	Classroom Teacher
Heather Littleton	Other School Staff
Marina Fernandez	Parent or Community Member
Annabel Gutierrez	Parent or Community Member
Jillian Barlet	Parent or Community Member
Ericka Gallegos	Parent or Community Member
Elizabeth Culbertson	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**

Ciriaco Comargo

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 5/10/24.

Attested:

Santana

Principal, Sarah Santana on 5/10/24

Barlet

SSC Chairperson, Jillian Barlet on 5/10/24