

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Oakwood Elementary School
<b>Address</b>	1315 Woodcreek Way Stockton CA 95209
<b>County-District-School (CDS) Code</b>	39-68585-6100341
<b>Principal</b>	Cassandra Sotelo
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	October 29, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	November 1, 2021
<b>Local Board Approval Date</b>	December 14, 2021

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

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# School Vision and Mission

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

Mission Statement: The staff of Oakwood School will:

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

## Purpose and Description

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

Schoolwide Program

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

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

## School Profile

Oakwood Elementary School's mission is to provide a positive, safe learning environment where every student focuses on being responsible, respectful, and safe. Students focus on solving problems to achieve academic and personal success. Instruction focuses on Common Core State Standards for each grade level and subject through the district-approved core curriculum, data, and multiple assessments are continually utilized to plan instruction for student achievement. All staff members work together to build relationships through meaningful interactions and Positive Behavior Interventions and Supports. We work together to ensure student success through effective instructional strategies, technology, and interventions that focus on the needs of each student. This focus includes fully integrating students, parents, staff, and the community into the educational program.

## Stakeholder Involvement

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

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

On October 1, 2021, the School Site Council met to review program evaluation and provide input on possible goals and actions for 2021-2022. At September 22, 2021 Leadership Meeting, the team reviewed program evaluation and provided input on how to improve student achievement at Oakwood. The Leadership team worked with Principal Sotelo to create a Title 1 Priorities Survey. On November 1, 2021, School Site Council reviewed and approved Single Plan for Student Achievement for Oakwood Elementary.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

Oakwood Elementary will increase the percentage of students scoring at the proficient level on ELA Smarter Balanced Assessment by five percentage points in grades third through sixth grade, increasing from 30.2% during the 2018-2019 ELA Smarter Balanced Assessment to 35.2% on the upcoming 2020-2021 administration. Increase the percentage of students scoring at the proficient level on ELA Benchmark Assessment by 3 percentage points in grades 3rd-6th, increasing from 32% during the 2019-2020 ELA District Benchmark Assessment to 35% on the upcoming 2020-2021 administration.

STRATEGY: During 2020-2021 school year, Oakwood will implement a school-wide reading intervention program to address the needs of struggling readers as measured by the Reading Inventory assessment and district benchmark assessments. In addition, we will have academic conferences to identify struggling students and provide intervention for these students both during and after school. We will fully implement AVID Elementary strategies to prepare students for academic success.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2020-2021 ELA Smarter Balanced Assessment Results	In 2020-2021, our goal is for 33.2% of 3rd through 6th grade students to be proficient on ELA Smarter Balanced Assessment.	Did Not Meet Goal: 17% Proficient/Advanced in 2020-2021
2019-2020 ELA District Benchmark Metric	In 2020-2021, our goal is for 35% of Kindergarten through 6th grade students to be proficient on the ELA District Benchmark.	Data not available due to COVID19 Pandemic.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 Provide a reading intervention teacher to ensure struggling readers are able to get support in developing their literacy skills. Intervention teacher will work with teachers and administrators to identify students who will benefit from Read 180, System 44, SIPPS, and small group reading instruction. In addition, we will also provide additional funds to provide after school intervention to struggling readers.	Implemented as planned.	Intervention teacher 1100 Teacher Title I 122700.00	Intervention teacher/ Instructional Coach 1100 Teacher Title I 112717.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1.2 Implement Positive Behavior Interventions and Supports schoolwide to encourage students to follow behavior expectations in all common areas. Provide incentives for students who are exhibiting appropriate behavior. Implement quarterly awards assemblies and token economy.</p>	<p>Implemented as planned.</p>	<p>PBIS Training and Support, including site coaching, provided by district. 0</p>	<p>PBIS Training and Support, including site coaching provided by district. 0</p>
<p>ELA 1.3 Provide 4 hours of support per week with mental health clinician. Mental health clinician will work with students who are struggling with meeting behavior expectations in the classroom. Through working with the mental health clinician, students will be better able to focus on making progress in English language arts.</p>	<p>Implemented as planned.</p>	<p>District Title 1 Funds Title I 0</p>	<p>District Title 1 Funds Title I 0</p>
<p>1.4 Materials/supplies/study trips/printshop</p>	<p>Implemented as planned with the exception of study trips.</p>	<p>AVID Supplies, instructional supplemental materials, study trips 4300 Materials Title I 32422.00</p>	<p>AVID Supplies, instructional materials, study trips 4300 Materials Title I 32,422.00</p>
		<p>Supplemental Instructional Materials 5715 Print Shop Title I 2500.00</p>	<p>Supplemental Instructional Materials 5715 Print Shop Title I 2500.00</p>
		<p>Study Trips 5872 Field Trips Title I 900.00</p>	<p>Study Trips 5872 Field Trips Title I 0</p>
		<p>Student Books 4200 Books Title I 20000.00</p>	<p>20000.00</p>

## Analysis

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

Oakwood Elementary will increase the percentage of students scoring at the proficient level on ELA Smarter Balanced Assessment by five percentage points in grades third through sixth grade, increasing from 30.2% during the 2018-2019 ELA Smarter Balanced Assessment to 35.2% on the upcoming 2020-2021 administration. Increase the percentage of students scoring at the proficient level on ELA Benchmark Assessment by 3 percentage points in grades 3rd-6th,

increasing from 32% during the 2019-2020 ELA District Benchmark Assessment to 35% on the upcoming 2020-2021 administration. It was through implementation of a school-wide reading intervention program to address the needs of struggling readers as measured by the Reading Inventory assessment and district benchmark assessments. It was through curriculum implementation, interventions, engagement strategies, and professional development that Oakwood noted to attain their goal.

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

Oakwood decreased the number of students who met/exceeded standards on the ELA CAASPP/SBAC Assessment from 30.2% in 2018-2019 to 17% in 2020-2021. Although actions and services were implemented, the ramifications of online learning due to COVID-19 did not allow for a consistent implementation of curriculum and interventions had students attended school in-person.

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

At Oakwood, we set a threshold of \$5000 for material differences. For this goal, there were not any actions that had a material difference.

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 be aligned with the Multi-Tier Systems and Supports Model in the area of English Language Arts. Administration, teachers, and staff will examine data through the PLC process to determine goals for achievement and decipher best teacher practices to support in achieving goals for ELA. The changes will be reflected in the 2021-2022 SPSA under Goal 1: English Language Arts Goals and Strategies.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

Increase the percentage of students scoring at the proficient level on Math Smarter Balanced Assessment by 3 percentage points in grades 3rd through 6th, increasing from 18% during the 2018-2019 Math Smarter Balanced assessment to 21% on the upcoming 2020-2021 administration. Increase the percentage of students scoring at or above the proficient level on Math district benchmarks by three percentage points school-wide, increasing from 49.9% during the 2019-2020 school year to 52% during the current 2020-2021 school year.

STRATEGY: During the 2019-2020 school year, the school will implement a school-wide math intervention program to address the needs of students struggling as measured by district benchmark assessments.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math Smarter Balanced Assessment	21% Met or Exceeding Standards	Did not meet goal: 9% Proficient/Advanced in 2020-2021

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Extended Day Intervention in Math for students performing below grade level in third grade for one hour after school three days out of the week.	Extended Day Intervention in Math for students performing below grade level in third grade for one hour after school three days out of the week.	District Funded LCFF 0	District Funded LCFF 0
STEM activities to strengthen math concepts.	STEM activities to strengthen math concepts.	STEM Activities 4300 Materials Title I 8849.00	STEM Activities 4300 Materials Title I 8849.00
		STEM Technology 4475 Technology (\$500-\$9,999) Title I 9000.00	STEM Technology 4475 Technology (\$500-\$9,999) Title I 9000.00
Math 2.2 Students will develop automaticity with math facts and improve conceptual math knowledge by engaging in practice through the implementation: Dreambox Learning. Teachers will monitor students progress by monitoring program data.	Dream Box Implemented	District Title 1 Funded Title I 0	District Title 1 Funded Title I 0

## Analysis

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

Increase the percentage of students scoring at the proficient level on Math Smarter Balanced Assessment by 3 percentage points in grades 3rd through 6th, increasing from 18% during the 2018-2019 Math Smarter Balanced assessment to 21% on the upcoming 2020-2021 administration. Increase the percentage of students scoring at or above the proficient level on Math district benchmarks by three percentage points school-wide, increasing from 49.9% during the 2019-2020 school year to 52% during the current 2020-2021 school year. It was through curriculum implementation, interventions, engagement strategies, STEM activities, and professional development that Oakwood noted to attain their goal.

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

Oakwood Elementary decreased the percentage of students who met/exceeded standards on the Mathematics portion of the CAASPP/SBAC Assessment from 49.9% in 2018-2019 to 9% in 2020-2021. Although actions and services were implemented, the ramifications of online learning due to COVID-19 did not allow for a streamline and consistent implementation of curriculum and intervention had students attended school in-person.

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

At Oakwood, we set a threshold of \$5000 for material differences. For this goal, there were not any actions that had a material difference.

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 be aligned with the Multi-Tier Systems and Supports Model in the area of Mathematics. Administration, teachers, and staff will examine data through the PLC process to determine goals for achievement and decipher best teaching practice to support achieving goals for mathematics. The changes will be reflected in the 2021-2022 SPSA under Goal: Mathematics Goals and Strategies.



# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 3

Our goal is to have 12% of students who are classified as English Language Learners meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District Reclassification	12% of English Learners will be reclassified.	9.7% of English Learners were reclassified during the 2020-2021 school year.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELD 3.1 Bilingual Paraeducators will be provided to assist with the needs of English learners at the school site. Provide support to English Language Learners to help them access core materials.</p>	<p>Implemented as planned.</p>	<p>Bilingual Paraeducators LCFF</p>	<p>Bilingual Paraeducators LCFF</p>
<p>ELD 3.2 District ELD Coach Support Teachers will work with District ELD Coach to ensure they are using research based strategies to support their English Language Learners. Principal will invite District ELD Coach to present at staff meetings to support implementation of research based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>	<p>Implemented as planned, but coaches attended staff meetings virtually.</p>	<p>District ELD Coaches Title III</p>	<p>District ELD Coaches Title III</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELD 3.3 Classroom teachers will use Rosetta Stone program to provide support to their students who are performing at CELDT level 1 and 2.	Implemented as planned.	Rosetta Stone Title III	Rosetta Stone Title III
<p>ELD 3.4 Classroom teachers will provide designated and integrated ELD to support their English learners acquisition of English.</p> <p>Principal will monitor implementation of designated and integrated ELD through classroom walk-throughs and monitoring of ELD assessments.</p>	Implemented as planned.	Designated and Integrated ELD	Designated and Integrated ELD

## Analysis

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

Oakwood Elementary's goal was to have 12% of students who are classified as English Language Learners meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) during the 2020-2021 school year. In order to attain this goal, we implemented the following strategies: a) provide English Language Learners with with additional support in the virtual classroom, b)ensure classroom teachers provide 30 minutes Paraeducators provided virtual support to students, c) ensure our newcomers have access to Rosetta Stone to help develop their English language abilities, and, d) work with our district ELD Coaches to provide professional development to our teachers. Of our 85 students classified as English Learners, 2.35% were reclassified.

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

Oakwood Elementary's reclassification data reveals 2.35 % met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) during the 2020-2021 school year. Although actions and services were implemented, the ramifications of online learning due to COVID-19 did not allow for a streamline and consistent implementation of curriculum and interventions had students attended school in-person.

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

At Oakwood, we set a threshold of \$5000 for material differences. For this goal, there were not any actions that had a material difference.

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.

Intervention and support will be more closely related to the needs for student achievement in the area of English Language Development. The changes will be reflected in the 2021-2022 SPSA under Goal 3: English Language Development Goals and Strategies.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 4

Oakwood will provide opportunities for parent participation in district and school sponsored education training's. The school will have a 5% increase in parent involvement as measured by the parent volunteer sign-in forms and sign-in attendance lists. Oakwood will continue to strive for 100% attendance retain parent teacher conferences.

STRATEGY: During the 2020-2021 school year, Oakwood will offer numerous opportunities for parents to participate in training's, classes, school meetings, and parent informational events.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in sheets	25% Increase in parent participation.	17 Parents Participated in Jump Into English 2 Parents Participated in ELAC 3 Parents Participated in SSC 37% of Parents Attended Back to School Night 95% of Parents Attended Parent Teacher Conferences 26% of Parents Attended Open House 10% of Parents Attended STEM Family Night

### Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
P.I. 4.1 Provide Parent Involvement Activities for parents to help them learn how to better support their children's education. Work with staff to plan and schedule academic nights, parent informational nights, Jump Into English Classes	Implemented as planned.	Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 1800.00	LCFF 1800.00
		Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 5000.00	Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 5000.00
P.I. 4.2 Purchase snacks to encourage parent participation in parent meetings, including School Site Council, Parenting Partners, and other school sponsored parent classes and	Not implemented due to COVID19 Pandemic.	Snacks and light Refreshments 4325 Food For Meetings Title I: Parent Involvement 500	Snacks and light Refreshments 4325 Food For Meetings Title I: Parent Involvement 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
meetings. Monitor sign-in sheets from parent meetings. Take a count of parents who attend meetings.			
P.I. 4.3 Provide Parent Cafe for parents to help them learn how to better support their children's education. Work with SAFE counseling staff to provide a location and communication with parents regarding topics to be covered and other necessary information.	Not implemented due to COVID19 Pandemic.	SAFE funded Title I	SAFE funded Title I
P.I. 4.4 Purchase materials and supplies to communicate with parents, including colored paper for school bulletins, duplicating services, and planners or parent communication folders. Work with office staff to order materials and supplies to facilitate communication with parents.	Implemented as planned.	Materials and supplies 4300 Materials Title I: Parent Involvement 2055.00	Materials and Supplies 4300 Materials Title I: Parent Involvement 2055.00

## Analysis

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

Oakwood Elementary had an increase in parent involvement from the 19/20 school year to the 20/21 school year. Our goal was to increase participation. Our offerings would coincide with distance learning to accommodate student and parent needs. The was measured by sign sheets, attendance sheets offered to parents, and teacher attendance lists.

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

Oakwood Elementary had an increase in parent involvement from the 19/20 school year to the 20/21 school year. Our goal was to increase participation. Our offerings would coincide with distance learning to accommodate student and parent needs. The was measured by sign sheets and attendance sheets offered to parents, and teacher attendance lists. We met our goal our goal of a 25% increase in participation.

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

At Oakwood, we set a threshold of \$5000 for material differences. For this goal there were not any actions that had a material difference.

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

Due to the COVID-19 pandemic and the ramifications of social distancing, Oakwood will need to explore and provide more in-person and virtual opportunities for parents to be involved in their children's education.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 5

Provide professional development for teachers to learn strategies and techniques to address the needs of Oakwood Students in language arts, math, and English Language Development.

STRATEGY: Provide professional development opportunities to teachers, including attending conferences, related to language arts, math, and English Language Development.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teacher Logged PD Hours	10-12 hours of PD per teacher for the 20/21 School Year	Met: 20+ hours of PD per teacher for the 20/21

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development 5.1 Provide professional development for teachers to learn strategies and techniques to address the needs of Oakwood Students in language arts, math, and English Language Development. Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, and #3.	Implemented as planned with the exception of providing substitutes for teachers.	5800 Prof and Operating/Consultants Title I 5259.00 1120 Teacher Temp Title I 14892.00 Conferences and memberships for professional development 5220 Conference Title I 3539.00	5800 Prof and Operating/Consultants Title I 11000.00 1150 Teacher Sub Title I 5000.00 Conferences and memberships for professional development 5220 Conference Title I 3539.00
Professional Development 5.2 Teachers will work with district English Language Arts, Math, Technology, and PBIS coaches to improve their teaching practices and techniques. In addition, district coaches will be invited to present at staff meetings. Provide professional development for classroom	Implemented as planned.	District Coaches 0 5800 Prof and Operating/Consultants Title I	District Coaches 0 5800 Prof and Operating/Consultants Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>management to all teaching staff on the full day of site professional development.</p> <p>Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, and #3</p>			

## Analysis

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

Oakwood Elementary's goal was to train instructional leaders, faculty, and parents in all frameworks, practices, and requirements of the California Common Core Learning Standards. In addition, our goal for teachers was to log 10-12 hours of PD through the 2020-2021 school year. The professional development was through Oakwood Elementary's PLC on Wednesdays, for the teaching staff as a whole. Parents were also given opportunities, as explained in the Parent Involvement Goal, for professional development for their child's success.

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

Oakwood Elementary teachers logged 20+ Professional Development hours during the course of the 2020-2021 school year. Oakwood will continue to offer training and professional development to continue building the capacity of our teachers to better meet the needs of our student population.

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

At Oakwood, we set a threshold of \$5000 for material differences. For this goal, there were not any actions that had a material difference.

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.

Oakwood Elementary's adoption of the Multi Tier Systems and Supports will drive the needs for professional development. The changes are reflected in the 2021-2022 SPSA under Goal 5: Professional Development Goals and Strategies.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 6

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 6

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

By May 31, 2022, with an 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, Oakwood Elementary School will show a 5% 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
- \*ESGI

### LCAP Goal

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

### Basis for this Goal

This goal is based on disaggregated data from 2020-2021 school from the universal measures DIBELS, Reading Inventory and CAASPP data.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2020-2021 ELA Smarter Balanced Assessment Results	2020-2021, 17% of 3rd-6th grade students scored proficient on ELA Smarter Balanced Assessment.	22% of 3rd-6th grade students will be proficient on the CAASPP ELA 2021-2022.
K-2 DIBELS	2021-2022 11% of K-2 students scored proficient on DIBELS BOY	16% of K-2 students will be proficient on DIBELS EOY assessment.
3rd-6th Grade ELA iReady Universal Screener	2021-2022 15% of students 3-6 performed on or above grade level on the BOY iReady Universal	20% of 3rd-6th grade students will be proficient on the iReady Universal Screener.
Reading Inventory	2021-2022 18% 2nd-6th Grade students were proficient on the RI for the beginning of the year	23% of 2nd-6th grade students will be proficient on the Reading Inventory.
ESGI	Baseline will be established this school year.	_____ of Kindergarten through 1st Grade student will be proficient on the ESGI.

### Planned Strategies/Activities

## Strategy/Activity 1

ELA 1.1

Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

### Students to be Served by this Strategy/Activity

K-3 students who need Tier 2 and/or Tier 3 support

### Timeline

August 2021 - May 2022

### Person(s) Responsible

Certificated staff, Intervention teacher

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	Intervention teacher
Amount	0
Source	LCFF
Budget Reference	3000 Benefits
Description	Intervention Teacher

## Strategy/Activity 2

ELA 1.2

Provide an intervention teacher to ensure struggling readers are able to get support in developing their literacy skills. Intervention teacher will work with teachers and administrators to identify students who will benefit from and support implementation in Read 180, System 44, SIPPS, Step Up to Writing, and Math Intervention. Intervention teacher will monitor student progress through formative assessments throughout the year.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2021- June 2022

### Person(s) Responsible

Certificated Staff, Intervention Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	93930.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1100 Teacher
<b>Description</b>	Certificated Teacher
<b>Amount</b>	33740.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Certificated Teacher

### Strategy/Activity 3

ELA 1.3

Provide 8 hours of support per week with mental health clinician. Mental health clinician will work with students who are struggling with meeting behavior expectations in the classroom. Through working with the mental health clinician, students will be better able to focus on making progress in English language arts.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021-June 2022

### Person(s) Responsible

Administrative Team, Teachers, and Mental Health Clinician

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	District Title 1 Funds
<b>Amount</b>	11,096.00

<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Mental Health Clinician

### Strategy/Activity 4

ELA 1.4

AVID Materials/supplies/study trips/printshop: Teachers will implement the organizational component of AVID to support all learners. Every student will have: Binders 4th-6th Dividers 4th-6th Pencil Boxes 1st-6th, Notebooks, Journals, Organizational Materials

### Students to be Served by this Strategy/Activity

K-6th

### Timeline

August 2021-June 2022

### Person(s) Responsible

Staff and Site Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14927.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	AVID Supplies, instructional supplemental materials, study trips
<b>Amount</b>	1952.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5715 Print Shop
<b>Description</b>	Supplemental Instructional Materials
<b>Amount</b>	1000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5872 Field Trips
<b>Description</b>	Study Trips and Assemblies
<b>Amount</b>	1500.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4200 Books
<b>Description</b>	Huskies Read Event

## Strategy/Activity 5

ELA 1.5

MTSS Data Conferences: provide release time for teachers and admin:

Analyze the DIBELS, Reading Inventory, and CAASPP data.

Collaborate, plan and respond with best practice

Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Quarter 1-Quarter 4

### Person(s) Responsible

Certificated Staff and Administration.

### Proposed Expenditures for this Strategy/Activity

Amount	15000.00
Source	Title I
Budget Reference	1120 Teacher Temp
Description	MTSS Data Conferences/Teachers on the Move

## Strategy/Activity 6

ELA 1.6

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2021-2022

### Person(s) Responsible

Certificated Teachers, Administration, District Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Funded

## Strategy/Activity 7

ELA 1.7

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

### Students to be Served by this Strategy/Activity

K-2

### Timeline

August 2021-May 2022

### Person(s) Responsible

Certificated Teachers and Administrations

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 8

ELA 1.8

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

### Students to be Served by this Strategy/Activity

K-3 Students, Plus students who need additional Tier 2 support in early reading development, 3rd grade whole class SIPPS/intervention supporting tier 2 students

### Timeline

August 2021-May2022

### Person(s) Responsible

Certificated Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	Title I
Budget Reference	4200 Books
Description	Curriculum/Supplemental

## Strategy/Activity 9

ELA 1.9

Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

**Students to be Served by this Strategy/Activity**

K-3 Students  
1st-2nd small SIPPS reading groups daily 30 minutes

**Timeline**

August 2021-May 2022

**Person(s) Responsible**

Certificated Teachers and Administrations

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 10**

ELA 1.10

All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read

**Students to be Served by this Strategy/Activity**

All K-3

**Timeline**

August 2021  
January 2022  
May 2022

**Person(s) Responsible**

Certificated Teachers and Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Description</b>	District Funded

**Strategy/Activity 11**

ELA 1.11

All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd-6th grade students to obtain an independent reading Lexile level.

**Students to be Served by this Strategy/Activity**

All 2-6

**Timeline**

August 2021, January 2022, May 2022

**Person(s) Responsible**

Administrator & Teachers

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 12**

ELA 1.12

All 3-6 teachers will administer the Universal Screener-English Language Art i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards

**Students to be Served by this Strategy/Activity**

All 3rd-6th grade students

**Timeline**

August 2021, January 2022, May 2022

**Person(s) Responsible**

Administrator & Teachers

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 13**

ELA 1.13

Purchase additional DIBELS license to assess and monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.

**Students to be Served by this Strategy/Activity**

3-4th grade students who were identified to need additional Tier 2 and Tier 3 Intervention

**Timeline**

August 2021- June 2022

**Person(s) Responsible**

Administrator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	District Funded



## Strategy/Activity 14

ELA 1.14

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

### Students to be Served by this Strategy/Activity

K-6 Students

### Timeline

Quarter 1, 2, 3

### Person(s) Responsible

Administrator & Teachers

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 15

ELA 1.15

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2021 - June 2022

### Person(s) Responsible

Administrator and teachers, Para Educators

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 16

ELA 1.16

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

### Students to be Served by this Strategy/Activity

K-6

### Timeline

August 2021-June 2022

**Person(s) Responsible**

Administrators and Teachers

**Proposed Expenditures for this Strategy/Activity****Amount**

0

**Source**

LCFF

**Strategy/Activity 17**

ELA 1.17

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

**Students to be Served by this Strategy/Activity**

Kindergarten

**Timeline**

August - June

**Person(s) Responsible**

Administrator and Teachers

**Proposed Expenditures for this Strategy/Activity****Amount**

639.00

**Source**

Title I

**Budget Reference**

5875 Technology Licenses

**Description**

ESGI- Easy Progress Monitoring

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

By May 31, 2022, with an 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, Oakwood Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics

K- 6th Grade Mathematics iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

In addition, our students will complete an average of 8 lessons a week on Dreambox.

### LCAP Goal

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

2) Data

### Basis for this Goal

Dreambox goal  
CAASPP

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math Smarter Balanced Assessment	2021-2022, 9% of 3rd-6th grade students scored proficient on Math Smarter Balanced Assessment.	14% of 3rd-6th grade students will be proficient on the Math Smarter Balanced Assessment.2021-2022.
i-Ready Math	2021-2022, 4% of K-6th grade students scored proficient BOY i-Ready Math Assessment.	9% of K-6th grade students will be proficient on the i-Ready Math Assessment 2021-22 EOY

### Planned Strategies/Activities

#### Strategy/Activity 1

Math 2.1

All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2021, January 2021, May 2021

### Person(s) Responsible

Certificated Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Funded

### Strategy/Activity 2

Math 2.2

All K-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

### Students to be Served by this Strategy/Activity

All students

### Timeline

On Going

### Person(s) Responsible

Site administration and Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Math 2.3

MTSS Data Conferences: provide release time for teachers and admin:

1. analyze universal screeners iReady and CAASPP Math data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly

### Students to be Served by this Strategy/Activity

All Students

**Timeline**

August 2021-May 2022

**Person(s) Responsible**

Certificated Teachers and Administration

**Proposed Expenditures for this Strategy/Activity**

**Source**

Title I

**Description**

District Title 1 Funded

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

By May 31, 2022, with an 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, Leroy Nichols Elementary School will show a 5% increase in proficiency or an increase in growth for our English Learners 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

### LCAP Goal

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

### Basis for this Goal

Smarter Balanced ELA

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DIBELS K-2	2021-2022, 0% of K-2nd grade English Learners scored proficient on ELA Smarter Balanced Assessment.	5% of K-2nd grade English Learners will be proficient on DIBELS 2021-2022.
iReady Reading 3rd-6th	2021-2022, 0% of 3rd-6th grade English Learners scored proficient on the Reading iReady.	5% of 3rd-6th grade English Learners will be proficient on iReady Reading 2021-2022.
3rd-6th Smarter Balanced Assessment	2021-2022, 6% of 3rd-6th grade English Learners scored proficient on the Smarter Balanced ELA.	11% of 3rd-6th grade English Learners will be proficient on Smarter Balanced ELA.

### Planned Strategies/Activities

#### Strategy/Activity 1

EL 3.1

All K-6 students who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2021-May 2022

### Person(s) Responsible

Administrator and teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Bilingual Paraeducators

### Strategy/Activity 2

EL 3.2

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

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

Quarter 1,2,3

### Person(s) Responsible

Administrations & Certificated teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

EL 3.3

Universal Access time will be scheduled and protected for 1 hour to 1 1/2 hours daily to support K-3 students at their reading level.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2021- May 2022

### **Person(s) Responsible**

- Administrations
- Certificated teachers
- Paras/support staff

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 4**

EL 3.4

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need Tier 2 level of support. SIPPS instruction will be given at their level.

### **Students to be Served by this Strategy/Activity**

K-3 Plus students who need additional Tier 2 support in early reading development. 3rd grade whole class SIPPS/intervention supporting Tier 2 students

### **Timeline**

August 2021- 2022

### **Person(s) Responsible**

- Administrations
- Certificated teachers
- Paras/support staff

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 5**

EL 3.5

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

### **Students to be Served by this Strategy/Activity**

K-3 students, Teacher, Paras

### **Timeline**

August 2021-May 2022

### **Person(s) Responsible**

Administrator, teachers, Paras



### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Funded

### Strategy/Activity 6

EL 3.6  
iRead or Amplify for all K-2 students 20 minutes per day 5 days a week.

### Students to be Served by this Strategy/Activity

K-2

### Timeline

August 2021-May 2022

### Person(s) Responsible

Administrator and Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 7

EL 3.7  
Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021- May 2022

### Person(s) Responsible

Administrator, District Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Funded

### Strategy/Activity 8

EL 3.8

MTSS Data Conferences: Provide Release time for teacher and administrators: 1 Analyze the DIBELS, Reading Inventory, and CAASPP data. 2 Collaborate, plan and respond with best practice 3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.

### Students to be Served by this Strategy/Activity

All students

### Timeline

Quarter 1, 2

### Person(s) Responsible

Administrator and teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	See ELA Goal 1.5

### Strategy/Activity 9

EL 3.9

Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following strategies: 1. objected posted 2. Front loading vocabulary 3. Using complete sentences 4. Think-pair-share choral responses 5. Sentence frames 6. Use higher order questioning 7. Use wait time

### Students to be Served by this Strategy/Activity

Teachers

### Timeline

August 2021- May 2022

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

Oakwood will provide opportunities for parent participation in district and school sponsored education training's. The school will have a 5% increase in parent involvement as measured by the parent volunteer sign-in forms and sign-in attendance lists. Oakwood will continue to strive for 100% attendance retain parent teacher conferences.

STRATEGY: During the 2020-2021 school year, Oakwood will offer numerous opportunities for parents to participate in training's, classes, school meetings, and parent informational events.

### LCAP Goal

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

### Basis for this Goal

Sign-in Sheets from previous school years.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Back to School Night	In 2020-2021, 37% of parents participated in Back to School Night	Parent participation for Back to School Night will increase to 42%
Parent Teacher Conferences	In 2020-2021, 95% parents participated in Parent/Teacher Conferences	Parent participation in Parent/Teacher Conferences will increase to 100%
Open House	In 2020-2021, 26% of parents participated in Open House	Parent participation in for Open House will increase to 31%
Jump Into English	In 2020-2021 17 17 parents participated in Jump Into English	Parent participation for Jump Into English will increase to 22 participants
School Site Council	In 2020-2021, 2 parents participated in School Site Council	Parent participation for School Site Council will increase to 6 parents

### Planned Strategies/Activities

#### Strategy/Activity 1

P.I. 4.1

Provide Parent Involvement Activities for parents to help them learn how to better support their children's education. Work with staff to plan and schedule academic nights, parent informational nights, Jump Into English Classes

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2021-2022

**Person(s) Responsible**

Staff and Site Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3027.00
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Jump Into English
<b>Amount</b>	73.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Jump Into English - Co-funding.

**Strategy/Activity 2**

P.I. 4.2

Purchase materials and supplies to communicate with parents, including colored paper for school bulletins, duplicating services, and planners or parent communication folders. Work with office staff to order materials and supplies to facilitate communication with parents.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August 2021-May 2022

**Person(s) Responsible**

Principal Sotelo and office staff

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

Provide professional development for teachers to learn strategies and techniques to address the needs of Oakwood Students in language arts, math, and English Language Development.

STRATEGY: Provide professional development opportunities to teachers, including attending conferences, related to language arts, math, and English Language Development.

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher Logged PD Hours	20+ hours of PD per teacher for the 2020-2021 School Year	25 hours of PD per teacher for the 20/21 School Year

### Planned Strategies/Activities

#### Strategy/Activity 1

Professional Development 5.1

Provide professional development for teachers to learn strategies and techniques to address the needs of Oakwood Students in language arts, math, and English Language Development. Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, and #3.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2021- June 2022

#### Person(s) Responsible

Principal Sotelo and Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	25000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5220 Conference
<b>Description</b>	Professional Development

### Strategy/Activity 2

Professional Development 5.2

Teachers will work with district English Language Arts, Math, Technology, and PBIS coaches to improve their teaching practices and techniques. In addition, district coaches will be invited to present at staff meetings. Provide professional development for classroom management to all teaching staff on the full day of site professional development.

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 10, 2020- June 10, 2021

### Person(s) Responsible

Site Administration and Staff

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	LCFF
<b>Budget Reference</b>	5800 Prof and Operating/Consultants

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Form C: Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	203,384.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	200357.00	0.00
Title I: Parent Involvement	3027.00	0.00



# Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	200,357.00
Title I: Parent Involvement	3,027.00

## Preliminary Plan

## Final Plan

 11/01/2021 10:00 am

*Principal*

*Date*

 11/01/2021 10:00 am

*SSC Chairperson*

*Date*

 11/04/2021 02:45 pm

*Program Manager*

*Date*

*Principal*

*Date*

*SSC Chairperson*

*Date*

*Program Manager*

*Date*

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
	LCFF	0.00
	LCFF	0.00
1100 Teacher	LCFF	0.00
3000 Benefits	LCFF	0.00
5875 Technology Licenses	LCFF	0.00
1100 Teacher	Title I	93,930.00
1120 Teacher Temp	Title I	15,000.00
3000 Benefits	Title I	33,740.00
4200 Books	Title I	3,000.00
4300 Materials	Title I	14,927.00
5220 Conference	Title I	25,000.00
5715 Print Shop	Title I	1,952.00
5800 Prof and Operating/Consultants	Title I	11,169.00
5872 Field Trips	Title I	1,000.00
5875 Technology Licenses	Title I	639.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	3,027.00

# FORM D: School Site Council Membership

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

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

Name of Members	Role
Cassandra Sotelo	Principal
Jaimee Wilson	Classroom Teacher
Shawn Sutter	Classroom Teacher
Patty Litts	Classroom Teacher
Camerina Ibarra	Other School Staff
Stephen Leach	Parent or Community Member
Joan Maniago	Parent or Community Member
Kristy Godina	Parent or Community Member
Gavin Washington	Parent or Community Member
	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.

# FORM E: Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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 11/01/2021.

Attested:

**Preliminary Plan**

**Final Plan**



11/01/2021 10:00 am

*Principal*

*Date*

*Principal*

*Date*



11/01/2021 10:00 am

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*



11/04/2021 02:45 pm

*Program Manager*

*Date*

*Program Manager*

*Date*