

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
Oakwood Elementary	39685856100341	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 Oakwood Elementary for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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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 Oakwood Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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
- School faculty and staff: 12/18/23, 4/3/24,
- Advisory committees (e.g., English Learner Advisory committee, student advisory groups,) : 9/8/23, 4/19/24

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, 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:

- Faculty and staff meetings: 4/3/24
- Advisory committee meetings

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

Goal setting and action planning: Academic Conferences October 2024, January 2024, May 2024

- Reviewing progress towards goals from previous years

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: 1/22/24, 2/23/24, 4/26/24, 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
- Stakeholder consultation
- Revision of goals and action plans

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, Oakwood school has been identified for Comprehensive Support and Improvement CSI. Oakwood Elementary School entered CSI due to meeting the criteria based on the following indicators: Low Performance as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through Professional Development and Multi-Tiered Systems of Support. Oakwood Elementary school 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 that need significant improvement based on a review of the California School Dashboard and local data:

- Suspension Rate (Red)
- English Language Arts (Red)
- Mathematics (Red)

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.

As reported by the 2023 CA Dashboard, Oakwood 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), Oakwood 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:

- K-2 DIBELS Assessment
- 2nd-6th Grade Reading Inventory (RI)
- 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 the needs assessment, we have identified that ELA is an area for improvement based on a review of the California School Dashboard and local data.

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.

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 2-6 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, 44% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 50% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
2023 California Dashboard: ELA	All students were red on the 2023 California Dashboard. This was 70.5 points below standard.	All Students will perform within the orange band as measured by the 2024 California Dashboard.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2024 school year, 24% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 29% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 21% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 26% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.

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.</p>	All Students	0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

	* Provide assistance to teachers with testing timelines.		
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> * 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, 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>*Assessment and Analysis</p>	All Students	<p>2,100</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>12 Subs for MTSS Data Conferences/Assessment & Analysis</p> <p>516</p> <p>Title I</p> <p>3000 Benefits</p> <p>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 first instruction.</p> <p>Student Organization Binders Additional pencils and pens Highlighters Erasers Pencil Pouches or Basic Pencil Case Whiteboard Markers Spiral Notebooks Binder Paper, Graph Paper Dividers Folders Post-its Small whiteboards Clipboards</p>	All Students	<p>15,179</p> <p>Title I</p> <p>4300 Materials</p> <p>AVID Supplies</p>
1.4	<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:</p>	All Students	<p>0</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>See PD 5.1 for Allocated Expenditures</p>

	<ul style="list-style-type: none"> * CORE SIPPS Consultant * Reading Academy K-6 and SPED <p>Site ELA Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> *Being a Writer *PLC Implementation 		
1.5	<p>Site-Based ELA Intervention Teacher: Supports K-6 District Literacy Initiative alongside ELA TOSAs</p> <p>Student Support: Provide targeted assistance to K-6 students who need extra help with literacy skills, such as reading and writing.</p> <p>Collaboration with ELA TOSAs: Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives. Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals.</p> <p>Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time. Share student progress data with ELA TOSAs to inform instructional planning and intervention strategies.</p> <p>Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction skills. Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.</p>	All Students	<p>108292.00 Title I 1900 Other Cert Salaries Intervention Teacher Base Salary 38710.00 Title I 3000 Benefits Intervention Teacher Benefits 2,450 Title I 1950 Other Cert Subs Intervention Teacher Sub 613 Title I 3000 Benefits Intervention Teacher Sub Benefits</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
K-3rd Grade DIBELS Assessment	During the 2023-2024 school year, 39% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS Assessment.	During the 2023-2024 school year, 44% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
2nd-6th Grade Reading Inventory (RI)	During the 2023-2024 school year, 30% of 2nd-6th grade students will score proficient on the Middle of the Year Reading Inventory.	During the 2024 school year, 27% of 2nd-6th grade scored proficient on the MOY Reading Inventory.
3rd-6th Grade ELA iReady Universal Screener	During the 2023-2024 school year, 26% of 3rd-6th grade students will	During the 2024 school year, 24% of 2nd-6th grade students performed at

Metric/Indicator	Expected Outcomes	Actual Outcomes
	perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 26% of 3rd-6th grade students will have met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2022-2023 school year, 17% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.

Analysis

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

In English Language Arts, overall implementation of strategies or activities were successful. At this middle of the year reporting period, Oakwood has met one of the four expected outcomes. However, growth is evident by the gain in percentage points in each metric.

DIBELS:

The goal of 39% proficiency by MOY for DIBELS was met with 44% proficiency for MOY. Strategies were effective, as students showed increased growth from 2022-2023 to 2023-2024 in each sub measure for MOY:

Letter Names

22-23 38%

23-24 52%

+14

Phonemic Awareness

22-23 15%

23-24 46%

+31

Letter Sounds (NWF-CLS)

22-23 36%

23-24 42%

+6

Decoding (NWF-WRC)

22-23 35%

23-24 41%

+12

Word Reading (WRF)

22-23 47%

23-24 54%

+7

Reading Accuracy (ORF-Accu)

22-23 44%

23-24 45%

+1

Reading Fluency (ORF)

22-23 34%

23-24 41%

+7

Reading Comprehension (MAZE)

22-23 30%

23-24 35%

+5

Reading Inventory:

Oakwood did not meet the goal of 30% of students showing grade level proficiency for MOY according to the Reading Inventory report. 27% of students showed proficiency. This is 4% gain from the BOY percentage.

iReady ELA Universal Screener:

Oakwood did not meet the goal of 26% of students showing grade level proficiency or better. 24% of students showed proficiency for MOY results. However, Oakwood was able to move the number of students in each band either out of

one, two, or three grade levels below out, and more students into one grade below, early on grade level, or mid or above grade level bands:

BOY Mid or Above Grade Level 12 students
MOY Mid or Above Grade Level 23 students
BOY Early on Grade Level 29 students
MOY Early on Grade Level 47 students
BOY One Grade Level Below 74 students
MOY One Grade Level Below 0 students
BOY Two Grade Levels Below 70 students
MOY Two Grade Levels Below 43 students
BOY Three or More Grade Levels Below 107 students
MOY Three or More Grade Levels Below 89 students

Overall, this shows tremendous growth in moving students closer to proficiency despite not meeting the proficiency goal.

CAASPP:

In 2022-2023, 21% of students at Oakwood Elementary demonstrated that they met or exceeded standards on the CAASPP test in grades 3-6. As the 2023-2024 CAASPP has not occurred yet, this will be evaluated later in the year.

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

The only major difference between the implementation and the school's plan related to ELA Strategies were as follows: Oakwood was unable to provide the consultant support for Being A Writer. With the district and site initiatives already in place and schedule changes, there left no space in our calendar for this work. Consultant and professional development work will begin in the 24-25 school year.

Activity 3 (Artists in Schools) was eliminated and paid for out of another funding source.

An additional \$12, 444.20 was added to ELA Goal 1.1 to support purchasing books for classrooms to provide a wide variety of texts to support fluency practice in the classroom.

The following minor adjustments were made mid-year in order to support student learning outcomes and growth in ELA. Intervention and Kindergarten teachers began implementing a 10 minute Phonemic Awareness program daily to support Additional time in classrooms for fluency practice; 3rd grade teachers added fluency time to their daily schedules Additional funding was added to both 1.1 (AVID Supplies & books for the classroom to support fluency) and 1.2 (certificated subs) in order to support a need for additional funds to pay for school needs

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.

Despite only meeting one of Oakwood's proficiency goals in each measure (DIBELS, the Reading Inventory, and iReady ELA Universal Screener) no changes will be made to the goals, outcomes, metrics, or strategies/activities as students showed significant growth towards proficiency across multiple assessments.

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), Oakwood 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 Mathematics:

- 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 the needs assessment, we have identified Mathematics as an area for improvement based on a review of the California School Dashboard and local data. 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. 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, 12% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 22.87% Grade 4- 17.65% Grade 5- 12.99% Grade 6- 13.64%	During the 2023-24 school year, 17% of 3rd-6th grade students will meet or exceed the standards on CAASPP/SBAC Assessments in Math. Grade 3- 28% Grade 4- 23% Grade 5- 18% Grade 6- 19%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 16% of K-6th grade students performed at or	During the 2024-25 school year, 21% of K-6th grade students will perform at or above grade level on the Middle of the

	<p>above on the Middle of the Year (MOY) iReady Universal Screener in Math.</p> <p>Grade K-17% Grade 1- 14% Grade 2- 13% Grade 3- 22% Grade 4- 21% Grade 5- 12% Grade 6- 17%</p>	<p>Year (MOY) iReady Universal Screener in Math.</p> <p>Grade K- 22% Grade 1- 19% Grade 2- 18% Grade 3- 27% Grade 4- 26% Grade 5- 17% Grade 6- 22%</p>
California Dashboard: Math	<p>The ALL student group as demonstrated on the 2023 CA Dashboard report scored 102.5 points below standard.</p> <p>The performance color for the ALL student group is red .</p>	<p>The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 25.1 points towards standard.</p> <p>The performance color for the ALL student group will move from red to orange.</p>

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, 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. Assessment</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>
1.2	<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>	All Students	<p>0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3</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.		
1.3	<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: * iReady Co-Plan/Co-Teach * Science of Reading Site Math Based Initiative Professional Developments Include: *PLC</p>	All Students	0 Title I 1150 Teacher Sub See PD 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
3rd-6th Grade CAASPP Math	17% of 3rd-6th grade students will be proficient on the Math Smarter Balanced Assessment 2023.	12% of 3rd-6th grade students met or exceeded standards for Mathematics as reported on the CAASPP Assessment.
K-6th iReady MOY Math Assessment	9% of K-6th grade students will be proficient on the i-Ready Math Assessment 2023 MOY	17% of K-6th grade students met or exceeded standards for i-Ready Math MOY 2024 Assessment

Analysis

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

Overall, the effectiveness of the strategies related to growth in math showed to be effective as our percentage of proficient students increased 13%, in addition to making growth in each sub measure. As a site, we put a lot of focus on providing ongoing professional development and coaching in the area of math, supporting the teacher in their delivery of the iReady program, usage of the reports, and how to address pacing and the varying academic levels of students. The site math intervention teacher position was unfilled at the beginning of the year with no applicants to pull from. With the input of SSC, leadership and site staff, we elected to dissolve the position so we could put the funding back into our title 1 budget to use in other areas to support achievement. Oakwood continues to make growth in the area of math.

iReady Math Universal Screener (grades K-6):

The goal of 9% proficiency by MOY for the iReady Math Universal Screener was met at 17%; students showed a growth by 13% proficiency MOY. The strategies were effective as students showed better than "Typical" growth with the average student at Oakwood having already achieved 58% of their projected growth for the year by the MOY benchmark (with the average mean growth being at 50% for the middle of the year). Oakwood is moving students in each band

either out of one, two, or three grade levels below, and more students into one grade below, early on grade level, or mid or above grade level bands:

BOY Mid or Above Grade Level	4 students
MOY Mid or Above Grade Level	25 students
BOY Early on Grade Level	15 students
MOY Early on Grade Level	61 students
BOY One Grade Level Below	230 students
MOY One Grade Level Below	258 students
BOY Two Grade Levels Below	157 students
MOY Two Grade Levels Below	92 students
BOY Three or More Grade Levels Below	105 students
MOY Three or More Grade Levels Below	82 students

CAASPP:

In 2022-2023, _____% of students at Oakwood Elementary demonstrated that they met or exceeded standards on the CAASPP test in grades 3-6. As the 2023-2024 CAASPP has not occurred yet, this will be evaluated later in the year.

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

Title 1 funding was spent as indicated in the school plan with the exception of the math intervention teacher position that was not implemented due to lack of personnel, as indicated in the SPSA plan. See changes and reallocations below:

Add Funds to Goal 1.1	STEAM Materials	\$4000
Add Funds to Goal 1.1	Books	\$12,444.20
Added Funds to Goal 5.1	Professional Development	\$18842.00
Added Funds to Goal 1.2	Professional Development (Subs)	\$15,000.00
Added Funds to Goal 1.2	Benefits	\$7496

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

No changes will be made to the goals, outcomes, metrics, or strategies/activities as students showed significant growth towards proficiency.

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), Oakwood 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 in ELA (Red), Math (Red), Chronic Absenteeism (Orange). 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	53.2% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	58% 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.	English Learners	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I

	<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>		3000 Benefits Sub Benefits- See ELA Goal 1.2
1.2	<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>	English Learners	0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3
1.3	<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>	English Learners	0 Title III ELD Coach- TOSA

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- California Dashboard)

40% of EL student will be make progress towards English Language Proficiency on the 2023-2024 Dashboard.

53.2% of EL student made progress as reported on the California Dashboard ELPI.

Metric/Indicator**Expected Outcomes****Actual Outcomes**

English Learner CAASPP Data for ELA

10% of EL students will meet or exceed standards on 2023 CAASPP ELA

8% of EL students performed met or exceeded standards of the 2023 CAASPP Assessment.

Analysis

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

Overall, the effectiveness of the strategies related to growth in math and English Language Arts showed to be effective in increasing growth for our English Learners. 52.6% of our EL students progressed at least one ELPI Level on the Summative ELPAC. This is a 17.3% increase from 2022. 32.9% of our EL students maintained ELPIC Levels, and 14.5% decreased at least one ELPI Level.

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

Our Oakwood team has worked diligently this year to ensure our students receiving EL support, are not pulled from their grade level math and ELA instructional core time. If their EL support occurs during these core times, the support is pushed in and provided in this content area so students are not missing instruction. Our Oakwood team also made changes to structure our ELPAC testing so that students were tested by a fluent English speaker who was able to clearly provide the English in a manner in which they could be understood by the student. Artists in school was removed from the Title 1 SPSA and paid for our of another funding source.

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.

As students are showing increased rates of both growth and performance, we will maintain the current changes into the following year regarding strategies and activities.

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
Parent Participation School Site Council	Maintained 5 Parents for the 2023-2024 School Year	Maintain 5 Parents on SSC for the 2024-2025 School Year
Parent Participation Back To School Night	41% Parent Participation Back to School Night	Increase Parent Participation to 50%
Parent Participation Parent-Teacher Conferences	85% Parent Participation Parent-Teacher Conferences	90% Parent Participation

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	500.00 Title I: Parent Involvement 4325 Food For Meetings ELAC/SSC 600 Title I: Parent Involvement 2120 Para Temp Translation 600 Title I: Parent Involvement

			2420 Clerical Temp Parent Support 600 Title I: Parent Involvement 2920 Other Class Temp SPCM- Parent Support 718 Title I: Parent Involvement 3000 Benefits Classified Support for Parent Invovlement
1.2	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. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All	1484.00 Title I: Parent Involvement 4300 Materials Colored Blue Paper for Parent Communication - Flyers & Materials for Parent Meetings

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
Back to School Night	Parent participation for Back to School Night will increase to 92% in 2023-2024.	41% Parent Participation in Back to School Night
Parent Teacher Conferences	Parent participation in Parent/Teacher Conferences will increase to 95% in 2023-2024.	85% Parents Participated in Parent/Teacher Conferences
Open House	Parent participation in for Open House will increase ---- in 2023-2024..	No Data Available Due to Open House End of the Year
Jump Into English	Parent participation for Jump Into English will increase to 25 participants 2023-2024.	10 Parent Participated in Jump Into English
School Site Council	Parent participation for School Site Council will maintain to 5 parents 2023-2024..	5 Parents Participated in School Site Council

Analysis

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

Overall, Oakwood Elementary has seen a decrease in parental involvement in the 2023-2024 school year when looking at the three of the five goals we are measuring. We do not measure our parent participation for PBIS Awards three times a year, STEM Family Night, Oakwood Math Festival Night, and Talent Show. Three three parent events continue to draw

large and consistent participation from our community. In order to gain more consistent participation in our School Site Council, we utilized more staff to parent outreach to gain interest for our committee and were able to run a full election this year with almost 10 candidates. We continue to grow our relationship with the parent community. Additionally, weekly parent communication bulletins have helped to provide consistent communication with our parents as a means to increase parent participation in the school community.

*Back to School Night :

22-23--87% parent participation

23-24--41% parent participation-36% decrease

Parent Teacher Conferences:

22-23--95% parent participation

23-24--85% parent participation-10% decrease

*Open House:

22-23--26% parent participation

23-24--No data- Event in May

*Jump Into English:

22-23--17 parents participated

23-24--10 parents participated-7 parent decrease

*School Site Council

22-23--5 parents participated

23-24--Maintained 5 parents participation

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

The intended \$350 expenditure for Jump Into English was paid for by the district and was reallocated to site-level printing supplies (in support of home communication needs such as paper and ink supplies for office printers).

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.

As this goal was met across two of its five measures, there will be no changes to this goal, its outcomes, metrics, or strategies/activities. Other than we will continue to be consistent with our outreach and communication, and provide family friendly events to improve relationships and help our families feel comfortable participating in our community activities.

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, [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 in ELA (Red), Math (Red), Chronic Absenteeism (Orange). 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 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
K-6 MTSS Tier 1 and 2 Academic Supports	100% of teachers participated in the K-6 MTSS Framework PD during the 2023-24 school year.	100% will continue to participate in the K-6 MTSS Framework PD during the 2024-2025 school year.
K-6 MTSS Tier 1 and 2 Behavioral Supports	100% of teachers participated in the K-6 MTSS Framework PD during the 2023-24 school year.	100% will continue to participate in the K-6 MTSS Framework PD during the 2024-2025 school year.
K-6 MTSS Tier 1 and 2 Social-Emotional Supports	100% of teachers participated in the K-6 MTSS Framework PD during the 2023-24 school year.	100% will continue to participate in the K-6 MTSS Framework PD during the 2024-2025 school 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>District Initiative Professional Developments Include: ** iReady Co Teach Co Plan ** CORE Reading Academy **CORE SIPPS Consultation</p> <p>Site Based Initiative Professional Developments Include: **Being A Writer **Professional Learning Community</p>	All	<p>7495 Title I 1120 Teacher Temp Time Cards for Professional Development - 200 Hours at \$44.09 2,203 Title I 3000 Benefits Benefit for Time Cards for Professional Development - Based on 200 Hours at \$44.09 1323 Title I 1920 Other Cert Temp Intervention Teacher Timecards 23,975 Title I 1150 Teacher Sub 137 Teacher Subs for PLC, Science of Reading, iReady Math Co-Plan/Co-Teach 5,997 Title I 3000 Benefits Teacher Sub Benefits 900 Title I 4200 Books PLC Books 4000 Title I 5800 Prof and Operating/Consultants Being a Writer</p>
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.</p>	All	Title I

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining 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>1.3</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; 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>All</p>	<p>Title I</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>		
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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
<p>Combination of Teacher Logged PD Hours for the following Professional Development:</p> <p>Kinder-6th Grade MTSS Tier 1 and 2 Academic Supports Kinder-6th Grade MTSS Tier 1 and 2 Behavioral Supports Kinder-6th Grade MTSS Tier 1 and 2 Social Emotional Supports</p>	<p>100% of classroom teachers will have participated in the Kinder-6th Grade MTSS Academic, Behavioral, and Social Emotional Supports PD during the 2022-2023 school year.</p>	<p>100% of classroom teachers will have participated in the Kinder-6th Grade MTSS Academic, Behavioral, and Social Emotional Supports PD during the 2023-2024 school year.</p>

Analysis

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

Throughout the 2023-2024 school year, teachers have participated in PD and training in academic, behavioral, and SEL supports at staff meetings and academic conferences. Throughout these times, professional development has been given through the lens of MTSS and focused on how teachers can support their students at a Tier 1 and Tier 2 level.

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

Added Funds to Goal 5.1 Professional Development \$18842.00
Added Funds to Goal 1.2 Professional Development (subs) \$3903.00

The initial allocation of funding for teacher timecards was insufficient to support the needs of the goal, and so an additional \$3903.00 was re-aligned from the final allocation of Title 1 funds in order to support more time card hours. Teachers will be timecarded under this goal using the strategy/activity of 5.1 in order to allow them to utilize hours of non-contract time in order to collaborate and plan for student learning experiences within the MTSS framework in support of students' academic, behavioral, and SEL needs. In addition, an additional \$18842.00 was added to goal 5.1 for professional development. As our site moves into a full implementation of a Professional Learning Community, professional development is needed to support teachers.

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

As this goal was met by including all of our certificated teachers, there will be no changes to this goal, its outcomes, metrics, or strategies/activities.

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

Oakwood 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.

LUUSD 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. 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 - Chronic Absenteeism	ALL Student Group Red 44.6% Yellow.	Green. Which is a decrease of 5% points.
CA Dashboard - Suspension Rate	ALL Student Group Red 6.1% Oakwood maintained.	Orange. Which is a decrease of 3% points.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 78% Tier 2 TIF Score 88% Tier 2 TIF Score 100% or New Metric	2024-2025 Local Data: Tier 1 TFI Score 81% Tier 2 TIF Score 91% Tier 2 TIF Score 100%
PBIS Recognition	Platinum for the 2023-2024 School Year	Maintain Platinum status for the 2024-2025 School Year
Panorama Survey	Sense of Belonging 68% Positive Feelings 67% Social Awareness 65% Challenging Feelings 55% Self Efficacy 49% Emotion Regulation 46%	Sense of Belonging 71% Positive Feelings 70% Social Awareness 68% Challenging Feelings 58% Self Efficacy 52% Emotion Regulation 49%

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	
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.</p>	All	

	<p>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. 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>1.3</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>	

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.

Comprehensive Support & Improvement (CSI)

The Comprehensive Support & Improvement CSI Goal is to enhance academic achievement and well-being outcomes for all students by implementing targeted interventions, fostering a positive school climate, and engaging stakeholders collaboratively. Through these efforts, we aim to ensure that every student reaches their full potential academically, socially, and emotionally. This goal and plan will be used to meet federal CSI planning requirements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1 - All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

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.

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 2023-24 school year indicates that Oakwood school is either in the red or orange in each of the following indicators: English Language Arts (Red), Mathematics (Red), and Suspension Rate (Red). No performance gaps were identified as reported on the 2023 CA Dashboard.

Describe the steps the LEA will take to address the areas of low performance for the school to improve student outcomes:

(Short description of what you will do to improve student outcomes)

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
Suspension Rate	6.1% (Red) of Oakwood students were suspended at least one day as reported on the 2023 CA Dashboard.	Oakwood will reduce the suspension rate for (all) students to 3% moving the performance level from "Red" to "Orange" as measured by the 2024 CA Dashboard.
English Language Arts CAASPP (distance from standard) *	As reported on the 2023 CA Dashboard the "All Student" group performed 70.5 points (Red) below standard.	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in English Language Arts for the following groups:

		The All-student group will increase by one performance band from “Red” to “Orange” and will decrease the distance from standard by a minimum of 5 points.
Mathematics CAASPP (distance from standard)	As reported on the 2023 CA Dashboard the “All Student” group performed 102.5 points (Red) below standard.	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in Mathematics for the following groups: The All-student group will increase by one performance band and will decrease the distance from standard by a minimum of 15 points.

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	Provide supplemental support to students who may be struggling with academic, or behavior needs that are impacting English Language Arts, Mathematics performance & Suspensions.	All	20000.00 Comprehensive Support and Improvement 1150 Teacher Sub Supplemental Instructional support- Certificated Subs. 4996 Comprehensive Support and Improvement 3000 Benefits Benefits for Certificated Subs
1.2	Professional Learning Communities (PLCs) Consultant: Facilitate the formation of PLCs among teachers to promote collaboration, shared learning, and continuous improvement. These communities will provide a forum for educators to discuss challenges, share best practices, and collaborate on solutions.	All	25004.00 Comprehensive Support and Improvement 5800 Prof and Operating/Consultants Professional Learning Community- Consultant Contract.

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 Language Arts	Low for Black/African American and Students with Disabilities	African American students performed in the Red as reported by the 2023 CA Dashboard.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Students with Disabilities performed in the Orange as reported by the 2023 CA Dashboard.
Math	Low for Black/African American and Students with Disabilities	African American students performed in the Red as reported by the 2023 CA Dashboard. Students with Disabilities performed in the Red as reported by the 2023 CA Dashboard.
Chronic Absenteeism	High for Black/African American, Students with Disabilities, and Two ore more Races	African American students performed in the Orange as reported by the 2023 CA Dashboard. Students with Disabilities performed in the Orange as reported by the 2023 CA Dashboard. Students of Two or More Races performed in the Orange as reported by the 2023 CA Dashboard.
Suspension Rate	High for Black/African American, Students with Disabilities, and Two ore more Races	9.6% (Red) African American students were suspended at least one day as reported by the 2023 CA Dashboard. 10.7% (Red) of Students with Disabilities were suspended at least one day as reported by the 2023 CA Dashboard. 5.8% of students of Two or More Races were suspended at least one day as reported by the 2023 CA Dashboard.

Analysis

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

None Apply- New Goal

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

None Apply- New Goal

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

None Apply- New Goal

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	\$218,255.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$268,255.00
Total Federal Funds Provided to the School from the LEA for CSI	\$50,000

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	\$213,753.00
Title III	\$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$213,753.00

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 (\$)
Central Title I	\$0.00
Comprehensive Support and Improvement	\$50,000.00
Title I: Parent Involvement	\$4,502.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$54,502.00

Total of federal, state, and/or local funds for this school: \$268,255.00

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
Central Title I	0.00
Comprehensive Support and Improvement	50,000.00
Title I	213,753.00
Title I: Parent Involvement	4,502.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	7,495.00
1150 Teacher Sub	46,075.00
1900 Other Cert Salaries	108,292.00
1920 Other Cert Temp	1,323.00
1950 Other Cert Subs	2,450.00
2120 Para Temp	600.00
2420 Clerical Temp	600.00
2920 Other Class Temp	600.00
3000 Benefits	53,753.00
4200 Books	900.00
4300 Materials	16,663.00
4325 Food For Meetings	500.00
5800 Prof and Operating/Consultants	29,004.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
1150 Teacher Sub	Comprehensive Support and Improvement	20,000.00
3000 Benefits	Comprehensive Support and Improvement	4,996.00
5800 Prof and Operating/Consultants	Comprehensive Support and Improvement	25,004.00
1120 Teacher Temp	Title I	7,495.00
1150 Teacher Sub	Title I	26,075.00
1900 Other Cert Salaries	Title I	108,292.00
1920 Other Cert Temp	Title I	1,323.00
1950 Other Cert Subs	Title I	2,450.00
3000 Benefits	Title I	48,039.00
4200 Books	Title I	900.00
4300 Materials	Title I	15,179.00
5800 Prof and Operating/Consultants	Title I	4,000.00
2120 Para Temp	Title I: Parent Involvement	600.00
2420 Clerical Temp	Title I: Parent Involvement	600.00
2920 Other Class Temp	Title I: Parent Involvement	600.00
3000 Benefits	Title I: Parent Involvement	718.00
4300 Materials	Title I: Parent Involvement	1,484.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	167,860.00
Goal 2	0.00

Goal 3	0.00
Goal 4	4,502.00
Goal 5	45,893.00
Goal 7	50,000.00

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
Cassandra Sotelo	Principal
Jaimee Wilson	Classroom Teacher
Shawn Sutter	Classroom Teacher
Patty Litts	Classroom Teacher
Kris Perez	Other School Staff
Chelsea Harris	Parent or Community Member
Janay Brown	Parent or Community Member
Amanda Herrera	Parent or Community Member
Krista Johnson	Parent or Community Member
Jeff Pappas	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 10, 2024.

Attested:



Principal, Cassandra Sotelo on 5/10/24



SSC Chairperson, Janay Chair on 5/10/24