



## 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>	Live Oak Elementary School
<b>Address</b>	5099 E. Bear Creek Rd. Lodi, CA 95240
<b>County-District-School (CDS) Code</b>	39685856042170
<b>Principal</b>	Sarah Santana
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	4/6/22

**Schoolsite Council (SSC) Approval Date**

5/2/22

**Local Board Approval Date**

June 14, 2022

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

Mission: The staff of Live Oak School will:

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

## Purpose and Description

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

Schoolwide Program  
Comprehensive Support and Improvement

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

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

## School Profile

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

## Stakeholder Involvement

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

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

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

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

Title 1 Parent Meeting at Open House on April 21, 2022

Staff Meetings- March 30, April 6, and April 20, 2022

ELAC meeting - April 8, 2022

School Site Council Meeting review and approval May 2, 2022

## Resource Inequities

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

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

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 1

Increase the percentage of students scoring at the proficient level on ELA Smarter Balanced Assessment in grades 3rd-6th, by 10%, increasing from 21% to 31%. Increase the percent of students proficient or advanced on the Reading Inventory from 32% to 42%. Increase the percentage of students scoring at the proficient level on DIBELS assessment in grades K-2 by 10% from 20% to 30%.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA SBAC Assessment	10% increase to 31% proficient on 21-22 ELA SBA	CAASPP Data update not available due to changes in the Title One approval timeline.
Reading Inventory	10% increase to 42% proficient in 21-22	By the middle of the year, Live Oak did not meet this goal with an increase of 1% to 33% proficient in grades 3-6.
DIBELS	10% increase to 30% proficient in 21-22	By the middle of the year, Live Oak met this goal with an increase to 33% increase in grades K-2.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1.1 Live Oak will add .50 FTE intervention teacher. The intervention teacher will provide additional supplemental reading support First-Grade and Second Grade students, as well as providing Read 180 curriculum to the 4th-6th grade students. Also, the teacher will provide additional writing support to 6th-graders.</p> <p>ELA 1 Add 1.0 FTE to our existing staff to support our K-2 students who need additional support</p>	<p>Service was fully implemented.</p>	<p>Reading Intervention 1100 Teacher Title I 48861</p> <p>Reading Intervention teacher benefits 3000 Benefits Title I 17347</p>	<p>Reading Intervention 1100 Teacher Title I 48861</p> <p>Reading Intervention teacher benefits 3000 Benefits Title I 17347</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p>			
<p>ELA 1.2</p> <p>Teachers will provide after-school literacy support to K-3 students who do not meet grade-level proficiency on measures such as DIBELS and SIPPS Mastery tests.</p>	<p>Service was partially implemented. Teachers did not offer intervention until quarter 4.</p>	<p>Timecards for teachers to teach intervention after school and during breaks 1120 Teacher Temp Title I 988</p> <p>Extra time on a timecard for other classified employees to support with reading intervention 2920 Other Class Temp Title I 1500</p> <p>Substitutes for yearly academic conferences and for teachers to observe and collaborate with peers 1150 Teacher Sub Title I 3500</p> <p>benefits for certificated staff 3000 Benefits Title I 933</p> <p>benefits for classified staff 3000 Benefits Title I 496</p>	<p>Timecards for teachers to teach intervention after school and during breaks 1120 Teacher Temp Title I 1200</p> <p>Extra time on a timecard for other classified employees to support with reading intervention 2920 Other Class Temp Title I 1500</p> <p>Substitutes for yearly academic conferences and for teachers to observe and collaborate with peers 1150 Teacher Sub Title I 3500</p> <p>benefits for certificated staff 3000 Benefits Title I 933</p> <p>benefits for classified staff 3000 Benefits Title I 496</p>
<p>ELA 1.3</p> <p>Literacy</p> <p>In order to improve literacy in grades K-6,</p>	<p>Actions were fully implemented.</p>	<p>AVID resources and supplies 4300 Materials Title I 5656</p>	<p>AVID resources and supplies 4300 Materials Title I 5656</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>teachers will use AVID resources, materials, independent reading books, and other hands-on activities such as study trips to increase student engagement and learning.</p> <p>Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Conduct walk throughs to ensure supplemental materials are being used appropriately. Measure students progress on Reading Counts program to ensure they are comprehending the books they are reading.</p>		<p>Independent reading books for students 4200 Books Title I 10000</p> <p>Study trips for hands on learning to support writing activities in the classroom 5872 Field Trips Title I 950</p> <p>Laptops 4475 Technology (\$500-\$9,999) Title I 5150</p>	<p>Independent reading books for students 4200 Books Title I 15000</p> <p>Study trips for hands on learning to support writing activities in the classroom 5872 Field Trips Title I 1400</p> <p>Laptops 4475 Technology (\$500-\$9,999) Title I 5500</p>
<p>ELA 1.5 Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten and first grade students in letter naming, letter sounds, and other early literacy skills needed.</p>	<p>Action was fully implemented.</p>	<p>ESGI licenses 5875 Technology Licenses Title I 640</p>	<p>ESGI licenses 5875 Technology Licenses Title I 640</p>
<p>A mental health clinician will be added to provide tier 2 and 3 interventions for students to address mental health and behavior.</p> <p>Monitor and evaluate students' behaviors through Aeries discipline and SEL Panorama data.</p>	<p>Action was fully implemented.</p>	<p>Provide mental health services and support for high risk students 5800 Prof and Operating/Consultants Title I 11096</p>	<p>Provide mental health services and support for high risk students 5800 Prof and Operating/Consultants Title I 11096</p>



## Analysis

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

In English Language Arts, Live Oak School's overall implementation of strategies or activities was successful because Live Oak School has implemented almost all of our actions/services at this reporting time.

Since our Title 1 approval timeline was changed, Live Oak School is on target for meeting most of the End of Year (EOY) goals.

For K-2 grade students, we had an increase of 13% of students proficient on DIBELS, however, our 3-6th grade showed a decrease of 2% students proficient on the Reading Inventory. The following actions/services were not implemented due to the effects of COVID-19 at the school sites: Teachers did not begin to provide after-school intervention until the late third quarter of the year.

Our Kindergartners, Third Graders, and 6th graders made the most gains. Students in our subgroups will benefit from a systematic approach to teaching reading using an evidence-based supplemental program.

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

After analyzing Live Oak's data points, our site's plan was somewhat effective. Our metrics showed that 33% of K-2 students overall were proficient in the DIBELS Middle Of the Year (MOY) assessment, as the End of Year (EOY) assessment goal was 30% proficiency. In addition, the 3-6 grade students performed at 30% proficient on the Reading Inventory. The goal of increasing 10% to 42% was not met, however, with a decrease of 2% to 30% proficiency in grades 3-6.

Finally, due to a change in the Title One approval timelines, the CAASPP assessment had not been completed at the time this program evaluation was written. We did not have data to report.

Since our Title 1 approval timeline was changed, Live Oak School is on target for meeting most End of Year (EOY) goals.

Overall, the strategies were somewhat effective, especially through utilizing our Intervention teacher to support our neediest K-3 students, providing universal access daily in the K-3 classrooms, providing professional development in the area of early literacy, purchasing evidence-based letter naming/sounds software for K-1, and a supplemental curriculum and implementing it systematically. The implementation of Academic Conferences was another action that helped systematize instructions and ultimately impact student achievement.

Due to COVID-19 ramifications of student and staff absences, and of migrant students' absences, the effectiveness of our implementation appears to be limited at the Middle of the Year (MOY) testing time.

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

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

During our final budget allocations, adjustments were made to cover any material differences under or over \$5000.

These included the expenditure of laptops for classified staff allocated during the 2020-21 school year which was not received until after that fiscal year ended.

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

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop our craft of teaching literacy skills and provide additional professional development in early literacy using the Multi-Tiered System of Support framework. The implementation of an evidence-based supplemental reading program for all students K-3 will give continued and targeted support for our subgroups of students. In addition, a Reading Intervention teacher is needed to continue to support our neediest K-3 students in early literacy. Substitute teachers to allow teachers to participate in Academic Conferences in order to collaborate with each other and admin, Mental Health support services, hands-on study trips, and independent reading books should continue to promote student achievement in English Language Arts.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 2

Increase the percentage of students scoring at the proficient level on Math Smarter Balanced Assessment by 10% in grades 3rd-6th from 10% during the 2020-2021 Math Smarter Balanced Assessment to 20% on the 2021-2022 assessment.

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math SBA	10% increase to 20% proficient on math SBA in 2021-2022	CAASPP Data update not available due to changes in the Title One approval timeline.
Math Benchmark Assessment	5% increase from 66% to 71% proficient on math benchmarks in 2021-2022	Data update not available.
Dreambox lesson completion	Complete 5-8 lessons/week	4.45 lessons completed weekly

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math 2.1 Math intervention provided after school and intersessions during school breaks for students below grade level in kindergarten through 6th grade.</p> <p>Monitor and evaluate math intervention goals and objectives; determine if goals and objectives are being met.</p>	<p>Actions/Services were fully implemented.</p>	<p>Math intervention - See ELA Goal 1.2 1120 Teacher Temp Title I</p> <p>Substitutes for yearly academic conferences and for teachers to observe and collaborate with peers- See ELA Goal 1.2 1150 Teacher Sub Title I</p> <p>Jump Into Math after school intervention</p>	<p>Math intervention - See ELA Goal 1.2 1120 Teacher Temp Title I</p> <p>Substitutes for yearly academic conferences and for teachers to observe and collaborate with peers- See ELA Goal 1.2 1150 Teacher Sub Title I</p> <p>Jump Into Math after school intervention</p>
<p>Math 2.2 Students will receive homework assistance and tutoring during the Bridge After-School Program.</p> <p>Evaluate students' district benchmarks and report cards to determine if</p>	<p>Actions/Services were fully implemented.</p>	<p>ASES funded after school program</p>	<p>ASES funded after school program</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>students are improving academically and completing homework assignments.</p>			
<p>Math 2.4 Admin and SJCOE staff will provide Professional Learning experiences focused on implementing mathematical instruction that is fun, interactive and leads to increasing students' academic achievement. Our site will collaboratively plan to focus on the SJCOE Math Lesson Study Professional Learning.</p>	<p>Actions/Services were fully implemented.</p>	<p>SJCOE strategic planning- Math Lesson Study Professional Learning 5800 Prof and Operating/Consultants 0</p>	<p>SJCOE strategic planning- Math Lesson Study Professional Learning 5800 Prof and Operating/Consultants</p>
<p>Math 2.3 Students will develop automaticity with math facts by practicing on the following programs: Dreambox, Reflex Math. Students in K-6th grade will complete at least 5-8 lessons a week on Dreambox to develop their conceptual understanding of math concepts. Students will enhance their conceptual understanding of 21st Century learning by participating in STEM and STEAM activities.</p> <p>Teachers will monitor students' progress by monitoring program data. Principal Santana will implement weekly math challenges to motivate and monitor student usage.</p>	<p>Actions/Services were partially implemented.</p>	<p>District Funded math programs LCFF</p> <p>Makerspace and STEM/STEAM kits &amp; materials 4300 Materials Title I 4608</p>	<p>District Funded LCFF</p> <p>Makerspace and STEM/STEAM kits &amp; materials 4400 Equipment (\$500-\$9,999) Title I 9824</p>

## Analysis

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

In Mathematics, Live Oak School's overall implementation of strategies or activities was moderately successful because Live Oak School has implemented most of our actions/services at this reporting time.

Since our Title 1 approval timeline was changed, Live Oak School is on target for meeting most of the End of Year (EOY) goals.

K-6 students completed an average of 4.45 Dreambox lessons weekly. The following actions/services were not implemented due to the effects of COVID 19 at the school sites: Teachers did not begin to provide after-school intervention until the late third quarter of the year.

All students will benefit from teaching systematic and vertically aligned math language routines.

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

After analyzing Live Oak's data points, our site plan was somewhat effective. First, students completed an average of 4.45 Dreambox lessons weekly during the reporting period. However, due to a change in the Title One approval timelines, the CAASPP assessment had not been completed at the time this program evaluation was written; thus we did not have data to report. Live Oak School is on target for meeting most of the End of Year (EOY) goals. Overall, the strategies were somewhat effective, especially through the coaching and support of the San Joaquin County Office of Education (SJC OE) Math Lesson Study Professional Learning model and Jump Into Math afterschool intervention in grades 4 and 5.

The implementation of Academic Conferences was another action that helped systematize instruction and ultimately impact student achievement. Due to COVID-19 ramifications of student and staff absences, and of migrant students' absences, the effectiveness of our implementation appears to be limited at the Middle of the Year (MOY) testing time.

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

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

During our final budget allocations, adjustments were made to cover material differences under \$5000.

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

After careful analysis of the plan for math, it is evident that Live Oak School will need to:

1. Effectively implement the new math curriculum, i-Ready Math
2. Support teacher capacity by providing professional development
3. Continue the strategies that are outlined in the SPSA plan for Math to improve our students' math skills using the Multi-Tiered System of Support framework and provide targeted support for our sub-groups.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 3

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

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC	42.4% making progress toward proficiency in 2021-2022	ELPAC Data update not available due to changes in the Title One approval timeline.
RFEP Criteria	16% Redesignated in 2021-2022	RFEP Data update not available due to changes in the Title One approval timeline.

### Strategies/Activities for Goal 3

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
walk-throughs and monitoring of ELD assessments.			
<p>ELD 3.2 District ELD Coach Support</p> <p>Teachers will work with District ELD Coach to ensure they are using research based strategies to support their English Language Learners. Principal will invite District ELD Coach to present at staff meetings to support implementation of research based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>	Actions/Services partially implemented.	District ELD Coach support Title III funded Title III	District ELD Coach support Title III
<p>ELD 3.3 Classroom teachers will use Rosetta Stone program to provide support to their students who scored a 1, Novice Learner, on ELPAC.</p> <p>Evaluate students' district benchmarks and report cards to determine if students are improving academically, completing classroom assignments, and homework. Monitor Rosetta Stone usage reports to ensure teachers are implementing the program to assist their English learners who are at an ELPAC level 1.</p>	Actions/Services fully implemented.	Rosetta Stone Title III funded Title III	Rosetta Stone Title III
<p>ELD 3.4 Paraeducators and classified staff will provide additional support to English learners in the classroom.</p>	Actions/Services fully implemented.	Timecards for extra hours for paraeducators and classified staff to support English Learners in the	Timecards for extra hours for paraeducators and classified staff to support English Learners in the

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Principal will monitor student progress and reclassification rates by reviewing benchmarks, ELPAC scores and other measures.		classroom 2120 Para Temp Title I 2308	classroom 2120 Para Temp Title I 2308
		benefits for paraeducators and classified staff 3000 Benefits Title I 759	benefits for paraeducators and classified staff 3000 Benefits Title I 759

## Analysis

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

Live Oak School's overall implementation of strategies or activities was moderately successful because Live Oak School has implemented most of our actions/services at this reporting time. Since our Title 1 approval timeline was changed, Live Oak School is on target for meeting most of the End of Year (EOY) goals. Moreover, all English Language Proficiency Assessments for California (ELPAC) level 1 students accessed Rosetta Stone for 20 minutes 4x/week throughout the reporting period.

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

Due to COVID-19 ramifications of student and staff absences, and of migrant students' absences, the effectiveness of our implementation appears to be limited at the Middle of Year (MOY) testing time.

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

At Live Oak School, we set a threshold of \$5000 for material differences. For this goal, there were not any actions that had a material difference of \$5000. During our final budget allocations, adjustments were made to cover material differences under \$5000.

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

After careful analysis of the plan for English Learners, it is evident that Live Oak School will need to:

1. Effectively implement the new math curriculum.
2. Support teacher capacity by providing professional development.
3. Continue the strategies that are outlined in the SPSA plan for English learners to improve our students' English language skills using the Multi-Tiered System of Support framework, and provide targeted support for our sub-groups.



# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign-In Sheets for Meetings	3% increase to 54% average parent attendance at parent meetings such as Back to School Night, parent conferences, and Open House.	By March 28, 2022 average attendance at Back to School Night and Parent Conferences has increased to 72.8%

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parent Involvement 4.1 Increase communication by providing translated services through written communications that go home and at parent meetings, work with office staff to order materials and supplies to facilitate communicating with parents with translated material that goes home and personal interactions such as parent conferences and other parent meetings, purchase Parent-Teacher-Student Communication Planners and Folders to provide a tool for staff to regularly communicate with families.</p> <p>Work with staff to select student planners and folders that will be used throughout the school year.</p>	<p>Actions were fully implemented</p>	<p>Planners and folders, paper and online resources and newsletters to send better communication home to parents 4300 Materials Title I: Parent Involvement 1986</p>	<p>Planners and folders, paper and online resources and newsletters to send better communication home to parents 4300 Materials Title I: Parent Involvement 1732</p>
<p>Parent Involvement 4.2 Classified staff to translate at before and</p>	<p>Actions were fully implemented</p>	<p>Timecards for classified employees to translate</p>	<p>Timecards for classified employees to translate</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
after school meetings, conferences, and events		at after school meetings, conferences, and events 2200 Class Support Temp Title I 1035.50	at after school meetings, conferences, and events 2200 Class Support Temp Title I 1071.41
Parent Involvement 4.3 Provide Parenting Partners and Jump Into English Classes for parents to help them with their language development.  Work with staff to plan schedules for classes.	Actions were fully implemented	Paper for parent communication 4300 Materials Title I: Parent Involvement 250	Paper for parent communication 4300 Materials Title I: Parent Involvement 250
		Jump Into English 5800 Prof and Operating/Consultants LCFF	Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement
		Parenting Partners 1150 Teacher Sub LCFF 0	Parenting Partners 1150 Teacher Sub Title I: Parent Involvement 735

## Analysis

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

Live Oak School's overall implementation of strategies or activities was successful because Live Oak School has implemented all of our actions/services at this reporting time. Since our Title 1 approval timeline was changed, Live Oak School is on target for meeting most of the End of Year (EOY) goals.

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

Due to COVID-19 ramifications of the limitations of visitors on campus, student and staff absences, and of migrant students' absences, the effectiveness of our implementation appears to be limited at the Middle of the Year period of time.

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

At Live Oak School, we set a threshold of \$5000 for material differences. For this goal, there were not any actions that had a material difference of \$5000. During our final budget allocations, adjustments were made to cover material differences under \$5000.

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

After careful analysis of the plan for Parent Involvement, it is evident that Live Oak School will need to observe all health and safety guidelines while building back our school community through Literacy/Math/Science Nights and other allowable events.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 5

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

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Students academic progress on SBA in ELA and math- School Goals #1 & #2	Increase 10% on SBA in ELA and math in 2021-2022	CAASPP Data update not available due to changes in the Title One approval timeline.
Reading Inventory	Increase 10% on Reading Inventory in 2021-2022	By the middle of the year, Live Oak did not meet this goal with a decrease of 2% to 30% proficient in grades 3-6.
Students progress on ELPAC - School Goal #3	Increase 3% proficient on ELPAC in 2021-2022	ELPAC Data update not available due to changes in the Title One approval timeline.

### Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Development 5.1</p> <p>Provide substitutes for teachers to attend academic conferences and professional development to learn strategies and techniques to address the needs of Live Oak Students in the following areas: language arts, math, English Language Development, rigor, classroom management, and PBIS.</p> <p>Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor</p>	<p>Actions/Services were fully implemented</p>	<p>Timecards for teachers 1150 Teacher Sub Title I</p> <p>Timecards for teachers 1150 Teacher Sub Title I 3500</p> <p>CORE Consultant for SIPPS 5800 Prof and Operating/Consultants LCFF</p>	<p>Timecards for substitute teachers 1150 Teacher Sub Title I</p> <p>Timecards for substitute teachers 1150 Teacher Sub Title I 4799</p> <p>CORE Consultant for SIPPS 5800 Prof and Operating/Consultants LCFF</p>

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

## Analysis

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

Live Oak School's overall implementation of strategies or activities was successful because Live Oak School has implemented all of our actions/services at this reporting time. Since our SPSA approval timeline was changed, Live Oak School is not on target for meeting most of the End of Year (EOY) goals.

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

Due to COVID-19 ramifications of student and staff absences, and of migrant students' absences, the effectiveness of our implementation appears to be limited at the Middle of Year (MOY) testing time.

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

At Live Oak School, we set a threshold of \$5000 for material differences. For this goal, there were not any actions that had a material difference of \$5000. During our final budget allocations, adjustments were made to cover material differences under \$5000.

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

After careful analysis of the plan for Professional Development, it is evident that Live Oak School will need to:

1. Effectively implement the new math curriculum, i-Ready Math
2. Support teacher capacity by providing professional development in the areas of math, ELA, PBIS and SEL strategies

3. Continue the strategies that are outlined in the SPSA plan for Math to improve our students' math skills using the Multi-Tiered System of Support framework, and provide targeted support for our sub-groups.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 6

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism 2019-2020	Yellow	Data update not available due to new CA dashboard update timeline change
Suspension Rate 2019-2020	Orange	Data update not available due to new CA dashboard update timeline change
English Language Arts 2019-2020	Yellow	Data update not available due to new CA dashboard update timeline change
Mathematics 2019-2020	Yellow	Data update not available due to new CA dashboard update timeline change

## Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>CSI 6.1 Literacy In order to improve literacy in grades K-6, teachers will use AVID resources, materials, independent reading books, and other hands-on activities such as study trips to increase student engagement and learning.</p> <p>Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Conduct walk throughs to ensure supplemental materials are being used appropriately. Measure students progress on</p>	<p>Actions were fully implemented</p>	<p>Books for students 4200 Books Comprehensive Support and Improvement 2596</p>	<p>Books for students 4200 Books Comprehensive Support and Improvement 7504</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Reading Counts program to ensure they are comprehending the books they are reading.			
CSI 6.2 Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi-Tiered Systems of Support Data Conferences to strategically plan and respond to data.	Actions/Services were fully implemented	Provide substitutes to allow teachers to attend Professional Development 1150 Teacher Sub Comprehensive Support and Improvement	Provide substitutes to allow teachers to attend Professional Development 1150 Teacher Sub Comprehensive Support and Improvement 3400
CSI 6.3 Continue to provide professional development in instructional strategies that support early literacy, implementing SIPPS curriculum, positive behavior intervention systems through RCA, and instructional strategies with AVID as well as other professional development in the areas of MTSS and RTI.	Actions/Services were partially implemented due to not all certificated teachers attended professional development, and WIN Time books arrived late.	Ron Clark professional development and Club RCA account 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 35000	Ron Clark professional development 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 16000
		Stephanie McConnell-MTSS/RTI book study and professional development 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 2500	Stephanie McConnell-MTSS/RTI book study and professional development 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 2500
Professional Development 6.4 Provide professional development for teachers to learn strategies and techniques to address the	Actions/Services were fully implemented	CORE consultants Comprehensive Support and Improvement	CORE consultants
		Provide professional development to teachers and staff in the areas of	Provide professional development to teachers and staff in the areas of



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>needs of Live Oak Students in the following areas: language arts, math, English Language Development, rigor, classroom management, and PBIS. All teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence-based reading procedures and routines through professional development with Consortium on Reading Excellence in Education (CORE) trainers.</p> <p>Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, and #3.</p>		<p>classroom engagement strategies and the improvement of instructional practices 5220 Conference 9500</p>	<p>classroom engagement strategies and the improvement of instructional practices 5220 Conference Comprehensive Support and Improvement 23350</p>

## Analysis

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

Live Oak School's overall implementation of strategies or activities was somewhat successful because Live Oak School has implemented most of our actions/services at this reporting time. Since our SPSA approval timeline was changed, Live Oak School is on target for meeting most of the End of Year (EOY) goals.

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

Due to COVID-19 ramifications of student and staff absences, and of migrant students' absences, the effectiveness of our implementation appears to be limited at the Middle of the Year testing time.

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

At Live Oak School, we set a threshold of \$5000 for material differences. For this goal, there were not any actions that had a material difference of \$5000. During our final budget allocations, adjustments were made to cover material differences under \$5000.

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

After careful analysis of the plan, it is evident that Live Oak School will need to:

1. Effectively implement the new math curriculum, i-Ready Math
2. Support teacher capacity by providing professional development in the areas of math, ELA, PBIS, and SEL strategies
3. Continue the strategies that are outlined in the SPSA plan for Math and ELA to improve our students' skills using the Multi-Tiered System of Support framework, and provide targeted support for our sub-groups.

Changes to this goal will include the implementation of the House system, which will have a positive effect on one or more indicators on the California Department of Education Dashboard.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

By March 31, 2023, with the implementation of the Multi-Tiered System of Support (MTSS), Live Oak Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic 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

LCAP Goal 2:

- All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
20-21 ELA SBA	21% proficient on 20-21 ELA SBA	5% increase to 26% proficient on 22-23 ELA SBA
Reading Inventory 2nd-6th	35% proficient or advanced in 20-21	5% increase to 40% proficient in 22-23
DIBELS K-2	33% proficient or advanced in 21-22	5% increase to 38% proficient in 22-23
iReady ELA 3rd-6th	baseline will be established	5% increase from the baseline

### Planned Strategies/Activities

#### Strategy/Activity 1

ELA 1.1

Live Oak will add 1.0 FTE intervention teacher. The intervention teacher will provide additional supplemental reading support for K-2 Grade 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 with K-2 students. The intervention teacher will support third grade with

additional SIPPS instruction, m-class Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools. as well as provide Read 180 curriculum to the 4th-6th grade students. Live Oak will host 2 AmeriCorps Reading Tutors to support phonics, vocabulary development, and the reading comprehension of our K-6th students.

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

Identified target students in K- Sixth Grade in need of tier 2 and/or tier 3 support

### Timeline

Aug. 2022-June 2023

### Person(s) Responsible

Intervention Teacher

### Proposed Expenditures for this Strategy/Activity

Amount	48861
Source	Title I
Budget Reference	1100 Teacher
Description	Reading Intervention
Amount	19883
Source	Title I
Budget Reference	3000 Benefits
Description	Reading Intervention teacher benefits
Source	Title I
Description	Reading Corps 1:1 tutoring for 20 min daily

### Strategy/Activity 2

ELA 1.2

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

Teachers will provide after-school literacy support to K-6 students who do not meet grade-level proficiency on measures such as Reading Inventory, DIBELS, and SIPPS Mastery tests.

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

Identified target students in K- Sixth Grade in need of tier 2 and/or tier 3 support

### Timeline

Aug. 2022 to June 2023

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Timecards for teachers to teach intervention after school and during breaks
<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	2920 Other Class Temp
<b>Description</b>	extra time on a timecard for other classified employees to support with reading intervention
<b>Amount</b>	4500
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitutes for yearly academic conferences, for teachers to observe and collaborate with peers and attend professional development conferences, trainings and workshops
<b>Amount</b>	526
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	benefits for certificated staff
<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	benefits for classified staff

### Strategy/Activity 3

ELA 1.3

Literacy

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

Monitor and evaluate students' academic progress on the K-2 local assessments and Reading Inventory in grades 3-6. Conduct walk-throughs to ensure supplemental materials are being used appropriately. Measure students' progress on Reading Counts program to ensure they are comprehending the books they are reading.

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

All students

**Timeline**

Aug. 2021– June 2022

**Person(s) Responsible**

Principal Santana and Classroom Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3600
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	AVID resources and supplies
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	4200 Books
<b>Description</b>	Independent reading books for students
<b>Amount</b>	2950
<b>Source</b>	Title I
<b>Budget Reference</b>	5872 Field Trips
<b>Description</b>	Study trips for hands on learning to support writing activities in the classroom
<b>Source</b>	Title I
<b>Description</b>	promethean panel for the RSP classroom

**Strategy/Activity 4**

ELA 1.5

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

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

Kindergarten and 1st grade students

**Timeline**

August 2021-June 2022

**Person(s) Responsible**

principal, teachers

### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 5

ELA 1.6 Purchase Flocabulary site license

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

students grades 2nd-6th

### Timeline

Aug. 2022- June 2023

### Person(s) Responsible

teachers and administrators

### Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	5875 Technology Licenses
Description	Flocabulary site license

### Strategy/Activity 6

ELA 1.7 Purchase BrainPop site license

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

students K-6th

### Timeline

August 2022-June 2023

### Person(s) Responsible

teachers and administrators

### Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	5875 Technology Licenses
Description	BrainPop site license



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

By March 31, 2023, with the implementation of the Multi-Tiered System of Support (MTSS), Live Oak Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic measures in Mathematics:

3rd-6th Grade MATH iReady Universal Screener  
3rd-6th Grade CAASPP Mathematics

Increase daily Dreambox completion rate by 1 lesson/day from 4.45 lessons/day to 5.45 lessons/day.

### LCAP Goal

LCAP Goal 2:

- All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.

### Basis for this Goal

2020-2021 Math Smarter Balanced Assessment Results were reviewed. Due to SPSA Data update timeline changes, 21-22 Math SBA assessment data is not available to review.

2021-2022 Quarters 1-3 Dreambox data reviewed.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math SBA	10% proficient on math SBA in 2020-2021	5% increase to 15% proficient on math SBA in 2022-2023
Dreambox	4.45 lessons/day completed in 2021-2022	Increase by 1 lesson/day from 4.45 to 5.45 lessons/day completed in 2022-2023

### Planned Strategies/Activities

#### Strategy/Activity 1

Math 2.1

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

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

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

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

### Timeline

March 2022- March 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Math intervention - See ELA Goal 1.2
<b>Source</b>	Title I
<b>Description</b>	Substitutes for yearly academic conferences and for teachers to observe and collaborate with peers- See ELA Goal 1.2
<b>Source</b>	LCFF
<b>Description</b>	Jump Into Math after school intervention

### Strategy/Activity 2

Math 2.2

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

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

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

All students who attend the after school Bridge program

### Timeline

August 2022- May 2023

### Person(s) Responsible

Principal Santana, Bridge Staff, and Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	ASES funded after school program
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### Strategy/Activity 3

Math 2.3

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

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

All Students K-6

### Timeline

August 2021-June 2022

### Person(s) Responsible

Admin, SJCOE staff, teachers

### Proposed Expenditures for this Strategy/Activity

#### Source

Title I

#### Description

SJCOE strategic planning- Math Lesson Study Professional Learning

### Strategy/Activity 4

2.4 Live Oak will add a 1.0 FTE Math Intervention teacher

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

Identified K- 6th grade students

### Timeline

August 2022-May 2023

### Person(s) Responsible

intervention teacher and admin

### Proposed Expenditures for this Strategy/Activity

#### Description

Math Intervention- ESSER funded

### Strategy/Activity 5

Math 2.5

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

Teachers will monitor students' progress by monitoring program data.

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

All Students K-6

### Timeline

August 2022-May 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	District Funded math programs
Source	Title I
Budget Reference	4300 Materials
Description	Makerspace and STEM/STEAM equipment, kits & materials- see goal 1.3
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	MobilEd STEAM Lab
Amount	5154
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Bricks 4 Kidz

### Strategy/Activity 6

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

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

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

identified high risk students

### Timeline

August 2022- May 2023

### Person(s) Responsible

mental health clinician, school counselor, school psychologist, and admin

### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

By October 1, 2022, with the implementation of the Multi-Tiered System of Support (MTSS), Live Oak Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

### LCAP Goal

LCAP Goal 1:

- LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

### Basis for this Goal

AMAOs  
ELPAC scores  
Read 180 data  
Reclassification data  
RI and classroom assessment scores  
English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Learner Progress Indicator (ELPI)	39.5% making progress toward proficiency in 2021	increase by 5% to 44.4% making progress toward English proficiency in 2022

### Planned Strategies/Activities

#### Strategy/Activity 1

ELD 3.1

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

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

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

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

EL Students

### Timeline

August 2022 – June 2023

### Person(s) Responsible

Bilingual Paraeducators

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Paraeducators

### Strategy/Activity 2

ELD 3.2

District ELD Coach Support

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

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

EL Students

### Timeline

Aug. 2021-June 2022

### Person(s) Responsible

Principal Santana and Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Source

Title III

Description

District ELD Coach support  
Title III funded

### Strategy/Activity 3

ELD 3.3

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

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

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

EL Students with a level 1 on ELPAC

### Timeline

Aug. 2022– June 2023

### Person(s) Responsible

Principal Santana and Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Source

Title III

Description

Rosetta Stone  
Title III funded

### Strategy/Activity 4

ELD 3.4

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

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

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

EL Students

### Timeline

Aug. 2022- June 2023

### Person(s) Responsible

Principal Santana and Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

1308

Source

Title I

Budget Reference

2120 Para Temp

Description

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

Amount

559

Source

Title I

Budget Reference

3000 Benefits

Description

Benefits for paraeducators and classified staff



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

By March 31, 2023, with the implementation of the Multi-Tiered System of Support (MTSS), Live Oak Elementary School will show a 5% increase in parent involvement from 73% to 78% on the attendance of the following events:

Parent /Teacher Conferences  
Back to School Night  
Classroom Volunteer Hours  
Parent Cafe Attendance  
Jump Into English Enrollment

### LCAP Goal

LCAP Goal 3:

- LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

### Basis for this Goal

Sign-in Sheets from 2021-2022 Meetings

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Sign In Sheets for Meetings	73% average parent attendance at parent meetings such as Back to School Night, parent conferences and Open House	5% increase to 78% average parent attendance at parent meetings such as Back to School Night, parent conferences and Open House

### Planned Strategies/Activities

#### Strategy/Activity 1

Parent Involvement 4.1

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

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

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

K-6th Grades

### Timeline

Aug. 2021 – May 2022

### Person(s) Responsible

Principal Santana, bilingual paraeducators, office staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1732
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Planners and folders, paper and online resources and newsletters to send better communication home to parents

### Strategy/Activity 2

4.2 Food for Meetings

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

K-6th

### Timeline

August 2022-2023

### Person(s) Responsible

admin

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	310
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4325 Food For Meetings
<b>Description</b>	Food for parent meetings

### Strategy/Activity 3

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

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

EL Students Parents

### Timeline

Oct. 2022 – May 2023

**Person(s) Responsible**

Principal Santana, classroom teachers, and support staff.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Parenting Partners

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

Continue to provide professional development in instructional strategies that support early literacy, implementing SIPPS curriculum, positive behavior intervention systems through RCA, and instructional strategies with AVID as well as other professional development in the areas of Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL).

Goal Statement - Professional Development Goal:

By March 31, 2023, Live Oak Elementary School will have 100% of teachers participating in the following Professional Development:

K-6 MTSS Framework

K-2 The Consortium On Reading Excellence CORE

K-6 iReady - Math

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

### LCAP Goal

LCAP Goal 1:

- LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Students academic progress on SBA in ELA and math- School Goals #1 & #2	ELA: 19%; Math: 9% in 2020-2021	5% increase to 26% proficient on 22-23 ELA SBA; 5% increase to 15% proficient on math SBA in 2022-2023
Reading Inventory	24% proficient or advanced in 2021-2022	Increase 3% on Reading Inventory in 2022-2023
English Learner Progress Indicator (ELPI) - School Goal #3	27% proficient in 2021-2022	5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) in 2022-2023
iReady ELA 3rd-6th		5% increase from the baseline

### Planned Strategies/Activities

## Strategy/Activity 1

Professional Development 5.1

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

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

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

All Students

### Timeline

July 2022– June 2023

### Person(s) Responsible

Admin and Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

Build teacher capacity for implementing MTSS Framework

Source

Title I

Budget Reference

5220 Conference

Description

California MTSS Professional Learning Institute

Source

Title I

Description

CORE Consultant for SIPPS

## Strategy/Activity 2

Professional Development 5.2

Teachers will attend professional development conferences such as MTSS, RCA, and AVID and work with district English Language Arts, Math, and Technology coaches to improve their teaching practices and techniques. In addition, district coaches will be invited to present at staff meetings.

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

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

All Students

### Timeline

Aug. 2022 - May 2023

**Person(s) Responsible**

Principal and Classroom Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	LCFF
<b>Description</b>	District Coaches
<b>Amount</b>	10560
<b>Source</b>	Title I
<b>Budget Reference</b>	5220 Conference
<b>Description</b>	Get Your Teach On Professional Development Training & Workshops
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	timecards for teachers to collaborate and debrief Professional Development, training & workshops

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

Comprehensive Support & Improvement

### Goal Statement

Live Oak will improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2022-2023 school year.

### LCAP Goal

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

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

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

### Planned Strategies/Activities

#### Strategy/Activity 1

CSI 6.1

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

All Students

#### Timeline

October 2022-March 2023

#### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

Amount	50000
Source	Comprehensive Support and Improvement
Budget Reference	5220 Conference
Description	Get Your Teach On Professional Development Training & Workshops

### Strategy/Activity 2

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

All Students

#### Timeline

Aug. 2021 - June 2022

#### Person(s) Responsible

Principal and Classroom Teacher

### Proposed Expenditures for this Strategy/Activity

Budget Reference	1150 Teacher Sub
Description	Provide substitutes to allow teachers to attend Professional Development- see goal 1.2

### Strategy/Activity 3

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

All Students

#### Timeline

Aug. 2021 - June 2022

#### Person(s) Responsible

Principal and Classroom Teacher

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

Professional Development 6.4

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

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



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

K-3 students

**Timeline**

August 2021- June 2022

**Person(s) Responsible**

Admin, teachers, paras

**Proposed Expenditures for this Strategy/Activity**

**Description**

CORE consultants

**Budget Reference**

5220 Conference

**Description**

provide professional development to teachers and staff in the areas of classroom engagement strategies and the improvement of instructional practices

# Form C: Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	156,083.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	104041	0.00
Title I: Parent Involvement	2042	0.00
Comprehensive Support and Improvement	50,000	0.00

# Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement	50,000.00
LCFF	0.00
Title I	104,041.00
Title I: Parent Involvement	2,042.00

## Preliminary Plan

## Final Plan



05/17/2022 08:45 am

*Principal*

*Date*

*Principal*

*Date*



05/17/2022 10:00 am am

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*



05/17/2022 02:30 pm

*Program Manager*

*Date*

*Program Manager*

*Date*

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
5220 Conference	Comprehensive Support and Improvement	50,000.00
1150 Teacher Sub	LCFF	0.00
1100 Teacher	Title I	48,861.00
1120 Teacher Temp	Title I	3,000.00
1150 Teacher Sub	Title I	4,500.00
2120 Para Temp	Title I	1,308.00
2920 Other Class Temp	Title I	1,500.00
3000 Benefits	Title I	20,968.00
4200 Books	Title I	1,000.00
4300 Materials	Title I	3,600.00
5220 Conference	Title I	10,560.00
5800 Prof and Operating/Consultants	Title I	5,154.00
5872 Field Trips	Title I	2,950.00
5875 Technology Licenses	Title I	640.00
4300 Materials	Title I: Parent Involvement	1,732.00
4325 Food For Meetings	Title I: Parent Involvement	310.00

# FORM D: School Site Council Membership

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

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

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

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

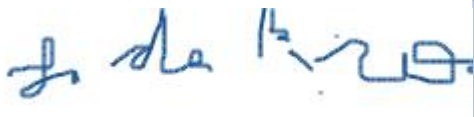
# FORM E: Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
CLAUDIA	Other: English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/02/2022 03:00 pm.

Attested:

Preliminary Plan		Final Plan	
	05/02/2022 03:00 pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	05/02/2022 03:00 pm		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/17/2022 02:30 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>