

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Oakwood Elementary School
Address	1315 Woodcreek Way Stockton CA 95209
County-District-School (CDS) Code	39-68585-6100341
Principal	Cassandra Sotelo
District Name	Lodi Unified School District
SPSA Revision Date	February 18, 2022
Schoolsite Council (SSC) Approval Date	May 9, 2022
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 Statement: We strive to nurture students to become lifelong learners who are responsible and productive citizens.

Mission Statement: The staff of Oakwood School will:

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

Purpose and Description

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

Schoolwide Program

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

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

School Profile

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

On February 18, 2022, the School Site Council met to review program evaluation and provide input on possible goals and actions for 202-2023. At the April 11, 2022 Leadership Meeting, the team reviewed program evaluation and provided input on how to improve student achievement at Oakwood. The Leadership team worked with Principal Sotelo to create a Title 1 Priorities Survey. On May 9th, the School Site Council reviewed and approved Single Plan for Student Achievement for Oakwood Elementary.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Oakwood Elementary School will show a 5% increase in proficiency on the following universal measures in English Language Arts:

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2020-2021 ELA Smarter Balanced Assessment Results	22% of 3rd-6th grade students will be proficient on the CAASPP ELA 2021-2022.	CAASPP Data update not available due to change in the Title 1 approval time line.
K-2 DIBELS	16% of K-2 students will be proficient on DIBELS EOY assessment.	24% of K-2 students proficient on DIBELS MOY assessment.
3rd-6th Grade ELA iReady Universal Screener	20% of 3rd-6th grade students will be proficient on the iReady Universal Screener.	3rd-6th grade students 16% proficient as measured by the MOY iReady ELA Diagnostic.
Reading Inventory	23% of 2nd-6th grade students will be proficient on the Reading Inventory.	31% of 2nd-6th grade students proficient on the MOY Reading Inventory.
ESGI	60% of Kindergarten through 1st Grade student will be proficient on the ESGI.	ESGI Data update not available due to change in Title 1 approval time line.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1.1</p> <p>Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension</p>	Action/Service fully implemented.	<p>Intervention teacher 1100 Teacher LCFF 0</p> <p>Intervention Teacher 3000 Benefits LCFF 0</p>	<p>Intervention teacher/ Instructional Coach 1100 Teacher LCFF 0</p> <p>Intervention Teacher 3000 Benefits LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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>Provide an intervention teacher to ensure struggling readers are able to get support in developing their literacy skills. Intervention teacher will work with teachers and administrators to identify students who will benefit from and support implementation in Read 180, System 44, SIPPS, Step Up to Writing, and Math Intervention. Intervention teacher will monitor student progress through formative assessments throughout the year.</p>	<p>Action/Service fully implemented.</p>	<p>Certificated Teacher 1100 Teacher Title I 93,930.00</p> <p>Certificated Teacher 3000 Benefits Title I 36,426.00</p>	<p>Certificated Teacher 1100 Teacher Title I 93,930.00</p> <p>Certificated Teacher 3000 Benefits Title I 36,426.00</p>
<p>ELA 1.3</p> <p>Provide 8 hours of support per week with mental health clinician. Mental health clinician will work with students who are struggling with meeting behavior expectations in the classroom. Through</p>	<p>Action/Service fully implemented.</p>	<p>District Title 1 Funds 5800 Prof and Operating/Consultants Title I 0</p> <p>Mental Health Clinician 5800 Prof and Operating/Consultants Title I 11,096.00</p>	<p>District Title 1 Funds 5800 Prof and Operating/Consultants Title I 0</p> <p>Mental Health Clinician 5800 Prof and Operating/Consultants Title I 11,096.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
working with the mental health clinician, students will be better able to focus on making progress in English language arts.			
<p>ELA 1.4</p> <p>AVID Materials/supplies/study trips/printshop: Teachers will implement the organizational component of AVID to support all learners. Every student will have: Binders 4th-6th Dividers 4th-6th Pencil Boxes 1st-6th, Notebooks, Journals, Organizational Materials</p>	Action/Service not fully implemented due to impacts of COVID 19 and lack of staff.	<p>AVID Supplies, instructional supplemental materials, study trips 4300 Materials Title I 19,991.00</p> <p>Supplemental Instructional Materials 5715 Print Shop Title I 1,952.00</p> <p>Study Trips and Assemblies 5872 Field Trips Title I 1,000.00</p> <p>Huskies Read Event 4200 Books Title I 1,500.00</p>	<p>AVID Supplies, instructional materials, study trips 4300 Materials Title I 19,991.00</p> <p>Supplemental Instructional Materials 5715 Print Shop Title I 1952.00</p> <p>Study Trips 5872 Field Trips Title I 0</p> <p>Huskies Read Event 4200 Books Title I 0</p>
<p>ELA 1.5</p> <p>MTSS Data Conferences: provide release time for teachers and admin: Analyze the DIBELS, Reading Inventory, and CAASPP data. Collaborate, plan and respond with best practice Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child</p>	Action/Service fully implemented.	<p>MTSS Data Conferences/Teachers on the Move 1120 Teacher Temp Title I 15000.00</p>	<p>MTSS Data Conferences/Teachers on the Move 1120 Teacher Temp Title I 15,000.00</p>
<p>ELA 1.6</p> <p>Provide instructional English Language Arts coaching and support to teachers in the regular and special education</p>	Action/Service fully implemented.	District Funded LCFF 0	District Funded LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
classrooms with a focus on early literacy K-3			
<p>ELA 1.7</p> <p>iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.</p>	Action/Service fully implemented.	District Funded LCFF 0	District Funded LCFF 0
<p>ELA 1.8</p> <p>K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.</p>	Action/Service fully implemented.	Curriculum/Supplemental 4200 Books Title I 1,500.00	Curriculum/Supplemental 4200 Books Title I 1500.00
<p>ELA 1.9</p> <p>Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.</p>	Action/Service fully implemented.	District Funded 0	District Funded LCFF 0
<p>ELA 1.10</p> <p>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</p>	Action/Service fully implemented.	District Funded LCFF 0	District Funded LCFF 0
<p>ELA 1.11</p>	Action/Service fully implemented.	District Funded LCFF 0	District Funded LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd-6th grade students to obtain an independent reading Lexile level.			
<p>ELA 1.12</p> <p>All 3-6 teachers will administer the Universal Screener-English Language Art i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards</p>	Action/Service fully implemented.	District Funded LCFF 0	District Funded LCFF 0
<p>ELA 1.13</p> <p>Purchase additional DIBELS license to assess and monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.</p>	Action/Service fully implemented.	District Funded LCFF 0	District Funded LCFF 0
<p>ELA 1.14</p> <p>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.</p>	Action/Service not fully implemented due to impacts of COVID 19 and lack of staff.	District Funded LCFF 0	District Funded LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1.15</p> <p>All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers.</p>	<p>Action/Service not fully implemented due to impacts of COVID 19 and lack of staff.</p>	District Funded LCFF 0	District Funded LCFF 0
<p>ELA 1.16</p> <p>All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.</p>	<p>Action/Service fully implemented.</p>	District Funded LCFF 0	District Funded LCFF 0
<p>ELA 1.17</p> <p>Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten students letter naming, letter sounds and other early literacy skills needed. ESGI</p>	<p>Action/Service fully implemented.</p>	ESGI- Easy Progress Monitoring 5875 Technology Licenses Title I 639.00	ESGI- Easy Progress Monitoring 5875 Technology Licenses Title I 852.00

Analysis

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

In English Language Arts, overall implementation of strategies or activities was successful because at this middle of the year reporting time period Oakwood Elementary has met most of the articulated goals. Since our Title 1 approval time line was changed, Oakwood Elementary is on target for meeting all end of the year goals.

For K-2 grade students, we had an increase of 42 students proficient on DIBELS, and our 2nd - 6th grade students showed an improvement of 31%.

The following actions/services were not implemented due to the effects of COVID 19 on the school sites:

- *Field Trips
- *Professional Development for Para Educators
- *ESGI Licenses not implemented until 4th quarter

All grade levels are expected to continue making growth and on target to our site wide goals.

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

Effective Implementation:

After analyzing the four Data points, our site's plan was effective. Twenty four percent of students overall were proficient on the DIBELS. The End of the Year goal was twenty three percent. The 2-6 grade students were twenty nine percent proficient of the Reading Inventory. The goal was thirty one percent. Due to a change in the Title One approval time lines, the iReady and CAASPP assessment had not been completed at the time of this program evaluation was written, thus we do not have data to report.

Strategies implemented were effective. We utilized our Intervention teacher to support our neediest K-3 students, provided universal access daily in the K-3 classrooms, provided professional development in the area of early literacy, and purchasing a supplemental curriculum that was implemented systematically. The implementation of Academic Conferences was another action that helped systematize instructions and ultimately had an impact on student achievement.

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

At Oakwood, we set a threshold of five thousand dollars for material differences. For this ELA goal, there were not any actions that had a material difference of five thousand dollars.

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 outlined in the SPSA plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional and on going 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 sub groups of students.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Oakwood Elementary School will show a five percent increase in proficiency on the following universal measures in Mathematics
 K- 6th Grade Mathematics iReady Universal Screener
 3rd-6th Grade CAASPP Mathematics

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math Smarter Balanced Assessment	14% of 3rd-6th grade students will be proficient on the Math Smarter Balanced Assessment 2021-2022.	CAASPP Data update not available due to change in the Title 1 approval time line.
i-Ready Math	9% of K-6th grade students will be proficient on the i-Ready Math Assessment 2021-22 EOY	13 % of K-6th grade students scored proficient on the i-Ready Math Assessment 2021-22 MOY

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math 2.1</p> <p>All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards</p>	Implemented as planned.	District Funded LCFF 0	District Funded LCFF 0
<p>Math 2.2</p> <p>All K-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.</p>	Implemented as planned	District Funded 0	District Funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math 2.3</p> <p>MTSS Data Conferences: provide release time for teachers and admin:</p> <ol style="list-style-type: none"> 1. analyze universal screeners iReady and CAASPP Math data. 2. Collaborate, plan and respond with best practice 3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child <p>Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly</p>	<p>Partially implemented.</p>	<p>See ELA Goal</p>	<p>See ELA Goal 0</p>

Analysis

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

In Math, overall implementation of strategies or activities was successful. At this middle of the year reporting time period Oakwood Elementary has implemented most of our actions/services at this reporting time.

Since our Title 1 approval time line was changed, Oakwood Elementary is on target for meeting all end of the year goals.

Thirteen percent of K-6th grade students scored proficient on the i-Ready Math Assessment 2021-22 EOY. Due to the change in time line due date for SPSA, CAASPP Data is not available. Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of the Year testing time.

Twenty five percent of First Graders, seventeen percent of Second Graders, twelve percent fourth Graders, and thirty one percent 6th Sixth Graders made the most gains on the middle of the year iReady assessment.

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

Thirteen percent of students overall were proficient on the i-Ready. The End of the Year goal was twelve percent. Due to a change in the Title One approval timelines, the CAASPP assessment had not been completed at the time of this program evaluation was written. We did not have data to report.

Even though students made gains academically, our overall proficiency in math is low. iReady was a new assessment implemented this year and is still data teachers are learning how to read.

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

At Oakwood, we set a threshold of five thousand dollars for material differences. For this Math goal, there were not any actions that had a material difference of five thousand dollars.

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 Oakwood school will need to do the following: 1) Effectively implement the new math curriculum, iReady Math 2) Support teacher capacity by providing professional development and 3) Continue the strategies that are outlined in the SPSA plan for math. By improving our students' math skills using the Multi-Tiered System of Support framework, and providing targeted support for our sub-groups, we will see a gain in math data for the following school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Oakwood Elementary School will show a 5% increase in proficiency or an increase in growth for our English Learners on the following universal measures in English Language Arts:

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DIBELS K-2	5% of K-2nd grade English Learners will be proficient on DIBELS 2021-2022.	27% of K-2nd grade English Learners proficient on the DIBELS 2021-2022 MOY
iReady Reading 3rd-6th	5% of 3rd-6th grade English Learners will be proficient on iReady Reading 2021-2022.	iReady Data update not available due to change in Title 1 approval time line.
3rd-6th Smarter Balanced Assessment	11% of 3rd-6th grade English Learners will be proficient on Smarter Balanced ELA.	CAASPP Data update not available due to change in the Title 1 approval time line.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>EL 3.1</p> <p>All K-6 students who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.</p>	Implemented as planned.	Bilingual Paraeducators LCFF 0	Bilingual Paraeducators LCFF 0
<p>EL 3.2</p> <p>Administrators will develop teachers' capacity to collect data</p>	Implemented as planned.	District Funded Title I 0	District Funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template, Teacher will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.</p>			
<p>EL 3.3</p> <p>Universal Access time will be scheduled and protected for 1 hour to 1 1/2 hours daily to support K-3 students at their reading level.</p>	<p>Implemented as planned.</p>	<p>District Funded Title I 0</p>	<p>District Funded Title I 0</p>
<p>EL 3.4</p> <p>K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support The intervention teacher will pull out students who need Tier 2 level of support. SIPPS instruction will be given at their level.</p>	<p>Implemented as planned.</p>	<p>District Funded Title I 0</p>	<p>District Funded Title I 0</p>
<p>EL 3.5</p> <p>All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading</p>	<p>Partially implemented due to lack of substitutes.</p>	<p>District Funded LCFF 0</p> <p>Lap Tops for Para Educators 4475 Technology (\$500-\$9,999) Title I 16879</p>	<p>District Funded LCFF 0</p> <p>Lap Tops for Para Educators 4475 Technology (\$500-\$9,999) Title I 16879</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Excellence in Education (CORE) trainers			
EL 3.6 iRead or Amplify for all K-2 students 20 minutes per day 5 days a week.	Implemented as planned.	District Funded Title I 0	District Funded Title I 0
EL 3.7 Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.	Implemented as planned.	District Funded LCFF 0	District Funded LCFF 0
EL 3.8 MTSS Data Conferences: Provide Release time for teacher and administrators: 1 Analyze the DIBELS, Reading Inventory, and CAASPP data. 2 Collaborate, plan and respond with best practice 3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.	Implemented as planned.	See ELA Goal 1.5 1120 Teacher Temp Title I 0	See ELA Goal 1.5 1120 Teacher Temp Title I 0
EL 3.9 Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of	Implemented as planned.	District Funded Title I 0	District Funded Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>comprehension by using the following strategies: 1. objected posted 2. Front loading vocabulary 3. Using complete sentences 4. Think-pair-share choral responses 5. Sentence frames 6. Use higher order questioning 7. Use wait time</p>			

Analysis

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

In English Language Arts, Oakwood Elementary's overall implementation of strategies or activities was successful because at this middle of the year reporting time, Oakwood Elementary has implemented most/all of our actions/services at this reporting time. Since our Title 1 approval time line was changed, Oakwood Elementary English Learners are on target for meeting all end of the year goals.

K-2 grade English Learners, twenty seven percent scored proficient on middle of the year DIBELS .

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

After analyzing the DIBELS data point, it is evident our implemented site has been and will continue to be effective. 27% of EL students scored proficient on MOY DIBELS. Due to changes in the the Title 1 approval timelines, iReady data is not available. Providing ongoing professional development in the areas of EL instructional strategies and analyzing EL data during academic conferences and staff meetings has supported growth in our student outcomes. Overall, the strategies used have been effective.

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

At Oakwood, we set a threshold of five thousand dollars for material differences. For this EL goal, there were not any actions that had a material difference of five thousand dollars.

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 in our craft of teaching literacy skills and provide more 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 sub groups of students.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

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

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Back to School Night	Parent participation for Back to School Night will increase to 42%	36% Parent Participation for Back to School Night.
Parent Teacher Conferences	Parent participation in Parent/Teacher Conferences will increase to 100%	95% Parent participation in Parent/Teacher Conferences.
Open House	Parent participation in for Open House will increase to 31%	Open House parent participation data update not available due to change in Title 1 approval time line.
Jump Into English	Parent participation for Jump Into English will increase to 22 participants	11 Parents participated for Jump Into English.
School Site Council	Parent participation for School Site Council will increase to 6 parents	5 parents participated on School Site Council.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>P.I. 4.1</p> <p>Provide Parent Involvement Activities for parents to help them learn how to better support their children's education. Work with staff to plan and schedule academic nights, parent informational nights, Jump Into English Classes</p>	Action/Service fully implemented.	<p>Jump Into English 5800</p> <p>Prof and Operating/Consultants Title I: Parent Involvement 315.00</p>	<p>Jump Into English 5800</p> <p>Prof and Operating/Consultants Title I: Parent Involvement 315.00</p>
<p>P.I. 4.2</p> <p>Purchase materials and supplies to communicate with parents, including</p>	Action/Service fully implemented.	Supplies, planners, materials for parent/student/teacher communication 4300	Supplies, planners, materials for parent/student/teacher communication 4300

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
colored paper for school bulletins, duplicating services, and planners or parent communication folders. Work with office staff to order materials and supplies to facilitate communication with parents.		Materials Title I: Parent Involvement 3541.00	Materials Title I: Parent Involvement 3541.00

Analysis

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

Oakwood provided opportunities for parent involvement, participation, and communication for district and school sponsored activities and professional development measured by participation form and attendance data.

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

Although some of our metrics showed a decrease in parent participation, the actions and services that were implemented were effective because we still had parent participation. Oakwood is on track for meeting end of the year goals.

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

At Oakwood, we set a threshold of five thousand dollars for material differences. For this goal, there were not any actions that had a material difference of five thousand dollars.

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

Due to COVID-19 and the ramifications of the variant, Oakwood will explore and provide more in-person opportunities for parents to be involved in their children's education and also feel more a part of the school community. The changes will be reflected in the 2022-23 SPSA Goal 4 Parent Involvement and strategies.

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 Oakwood Students in language arts, math, and English Language Development.

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teacher Logged PD Hours	25 hours of PD per teacher for the 20/21 School Year	Teachers participated in 25+ hours of PD for the 2021-2022 school year. Site and District SIPPS Panorama MTSS Framework RCA Engagement Strategies iReady Data Conferencing iReady Assessment ELD Strategies

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development 5.1 Provide professional development for teachers to learn strategies and techniques to address the needs of Oakwood Students in language arts, math, and English Language Development. Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, and #3.	Actions/Services Implemented as Planned	Professional Development 5220 Conference Title I 25000.00	Professional Development 5220 Conference Title I 25000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Development 5.2</p> <p>Teachers will work with district English Language Arts, Math, Technology, and PBIS coaches to improve their teaching practices and techniques. In addition, district coaches will be invited to present at staff meetings. Provide professional development for classroom management to all teaching staff on the full day of site professional development.</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 Implemented as Planned</p>	<p>Professional Development 5800 Prof and Operating/Consultants LCFF 0</p>	<p>Professional Development 5800 Prof and Operating/Consultants LCFF 0</p>

Analysis

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

Oakwood Elementary's goal was to train instructional leaders, faculty, and parents in all frameworks, practices, and requirements of the California Common Core Standards. In addition, our goal for teachers was to log 20+ hours of PD through the 2021-2022 school year. The professional development was through Oakwood Elementary's PLC on Wednesdays, Academic Conferences, and other days designated days for professional development, for the teaching staff as a whole. Parents were also given opportunities, as explained in the Parent Involvement Goal, for professional development for their child's success.

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

Oakwood Elementary teachers logged 20+ Professional Development hours during the course of the 2021-2022 school year. Oakwood will continue to offer training and professional development to continue building the capacity of our teacher to better meet the needs of our student population.

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

At Oakwood, we set a threshold of five thousand dollars for material differences. For this professional development goal, there were not any actions that had a material difference of five thousand dollars.

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

Oakwood Elementary's adoption of the Multi Tiered Systems of Supports and Intervention Supports will drive the needs for professional development. The changes are reflected in the 2022-2023 SPSA under Goal 5: Professional Development Goals and Strategies.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By May 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Oakwood Elementary School will show a 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

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 2020-2021 school from the universal measures DIBELS, Reading Inventory and CAASPP data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2020-2021 ELA Smarter Balanced Assessment Results	2021-2022, 17% of 3rd-6th grade students scored proficient on ELA Smarter Balanced Assessment.	22% of 3rd-6th grade students will be proficient on the CAASPP ELA 2022-2023.
K-2 DIBELS	2021-2022, 24% of K-2 students scored proficient on DIBELS BOY	30% of K-2 students will be proficient on DIBELS MOY assessment.
3rd-6th Grade ELA iReady Universal Screener	2021-2022, 16% of students 3-6 performed on or above grade level on the BOY iReady Universal	20% of 3rd-6th grade students will be proficient on the iReady Universal Screener.
Reading Inventory	2021-2022, 23% 2nd-6th Grade students were proficient on the RI for the beginning of the year	30% of 2nd-6th grade students will be proficient on the Reading Inventory.

Planned Strategies/Activities

Strategy/Activity 1

ELA 1.1

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

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

Students to be Served by this Strategy/Activity

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

Timeline

August 2022 - May 2023

Person(s) Responsible

Certificated staff, Intervention teacher

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

ELA 1.2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022- May 2023

Person(s) Responsible

Certificated Staff, Intervention Staff

Proposed Expenditures for this Strategy/Activity

Amount	96,722.00
Source	Title I
Budget Reference	1100 Teacher
Description	Certificated Teacher
Amount	36,426.00
Source	Title I
Budget Reference	3000 Benefits
Description	Certificated Teacher

Strategy/Activity 3

ELA 1.3 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

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

The intervention teacher will support some fourth-sixth grade with additional SIPPS instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Staff, Intervention Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	District Title 1 Funds

Strategy/Activity 4

ELA 1.4

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

Students to be Served by this Strategy/Activity

K-6th

Timeline

August 2022-May 2023

Person(s) Responsible

Staff and Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	16902.00
Source	Title I
Budget Reference	4300 Materials
Description	AVID Supplies, instructional supplemental materials, study trips
Amount	1500.00
Source	Title I
Budget Reference	5715 Print Shop
Description	Supplemental Instructional Materials
Amount	10000.00
Source	Title I
Budget Reference	5872 Field Trips
Description	Study Trips and Assemblies
Amount	2371.00
Source	Title I
Budget Reference	4200 Books
Description	Huskies Read Event/Student Books for Classroom Libraries/Additional Resources

Strategy/Activity 5

ELA 1.5

MTSS Data Conferences: provide release time for teachers and admin: Analyze the DIBELS, Reading Inventory, and CAASPP data. Collaborate, plan and respond with best practice

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Staff and Administration.

Proposed Expenditures for this Strategy/Activity

Amount	18,492.00
Source	Title I
Budget Reference	1150 Teacher Sub
Description	MTSS Data Conferences/Teachers on the Move/Professional Development
Amount	4736.00
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits

Strategy/Activity 6

ELA 1.6

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Teachers, Administration, District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Funded

Strategy/Activity 7

ELA 1.7

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week. Beginning Kindergarten students will use iRead. Newcomers will use iRead.

Students to be Served by this Strategy/Activity

K-3

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Teachers and Administrations

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

ELA 1.8

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplement for the core curriculum for all students as a Tier One best practice. SIPPS instruction will be given at the specific grade level:

Kinder: Beginning
First Grade: Extension
Second Grade: Finish Extension
Third Grade: Challenge

Every site will adjust the following: The Intervention teacher will pull out students who need a Tier 2 level of support in Grade 3.

Students to be Served by this Strategy/Activity

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

Timeline

August 2022-May2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	1,500.00
Source	Title I
Budget Reference	4200 Books

Description

Curriculum/Supplemental

Strategy/Activity 9

ELA 1.9

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

Students to be Served by this Strategy/Activity

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

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Teachers and Administrations

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	Universal Access

Strategy/Activity 10

ELA 1.10

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

Students to be Served by this Strategy/Activity

All K-3

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	LCFF
Description	District Funded

Strategy/Activity 11

ELA 1.11

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

Students to be Served by this Strategy/Activity

All 2nd-6th

Timeline

August 2022-May 2023

Person(s) Responsible

Administrator & Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 12

ELA 1.12

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

Students to be Served by this Strategy/Activity

All 3rd-6th grade students

Timeline

August 2022-May 2023

Person(s) Responsible

Administrator & Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	Assessment

Strategy/Activity 13

ELA 1.13

Use DIBELS to assess and monitor progress of all 3rd-6th grade Tier 2 and Tier 3 students. Use Non-fluency assessment.

Students to be Served by this Strategy/Activity

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

Timeline

August 2022-May 2023

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	4869.00
Source	Title I
Budget Reference	5875 Technology Licenses
Description	District Funded

Strategy/Activity 14

ELA 1.14

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

Students to be Served by this Strategy/Activity

K-6 Students

Timeline

August 2022-May 2023

Person(s) Responsible

Administrator & Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	Data Collection

Strategy/Activity 15

ELA 1.15

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Administrator and Teachers, Para Educators

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Title I
Budget Reference	2120 Para Temp
Description	Professional Development
Amount	773.00
Source	Title I
Budget Reference	3000 Benefits
Description	Professional Development

Strategy/Activity 16

ELA 1.16

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

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2022-May 2023

Person(s) Responsible

Administrators and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher

Description

AVID Implementation

Strategy/Activity 17

Kindergarten will assess students letter naming, letter sounds three times a year (Illuminate)

Students to be Served by this Strategy/Activity

Kindergarten

Timeline

August 2022-May 2023

Person(s) Responsible

Administrators and Certificated Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Budget Reference

1100 Teacher

Description

Assessments

Strategy/Activity 18

SEL- Implement a social and emotional learning curriculum.

Students to be Served by this Strategy/Activity

Kindergarten through Sixth Grade

Timeline

August 2022-May 2023

Person(s) Responsible

Administrators and Certificated Teacher

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Budget Reference

1100 Teacher

Description

Social/Emotional Learning

Strategy/Activity 19

PBIS: Implementation of Tier 1 Team Composition to expand on expertise. Tier 2 Expanding options for interventions to include behavior intervention for avoidance behaviors.

Students to be Served by this Strategy/Activity

Kindergarten - 6th Grade

Timeline

August 2022-May 2023

Person(s) Responsible

Administrators and Certificated Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	PBIS Team

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By May 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Oakwood Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics

K- 6th Grade Mathematics iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

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

LCAP Goal

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

Basis for this Goal

Dreambox goal
CAASPP

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

Math 2.1

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District Funded

Strategy/Activity 2

Math 2.2

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

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-May 2023

Person(s) Responsible

Site administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District Title 1 Funded

Strategy/Activity 3

Math 2.3

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

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	District Title 1 Funded

Strategy/Activity 4

Implement LUSD newly adopted Math Curriculum iReady in all K-6 classrooms.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	District Title 1 Funded

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Oakwood 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

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

This goal is based on disaggregated data from the following from our English Learners 2020-2021 3rd-6th CAASPP ELA Assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Learner Progress Indicator (ELPI- California Dashboard)	2018-2019, 58.5% making progress towards English Language Proficiency	In 2022-2023, 63% of EL student will be make progress towards English Language Proficiency on the 2021-2022 Dashboard.
English Learner CAASPP Data for ELA	2020-2021, 5.26% of EL's met or exceeded standards for ELA in CAASPP.	In 2022-2023, 10% of EL students will meet or exceed standards on CAASPP ELA .

Planned Strategies/Activities

Strategy/Activity 1

EL 3.1 Curriculum Implementation and ELD Support

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

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-May 2023

Person(s) Responsible

Administrators, Certificated Teachers, Bilingual Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Bilingual Paraeducators

Strategy/Activity 2

EL 3.2 Data Analysis and Tracking

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

Students to be Served by this Strategy/Activity

English Learners

Timeline

Quarters 1-4

Person(s) Responsible

Administrations & Certificated Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	Data Collection

Strategy/Activity 3

EL 3.3

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

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-May 2023

Person(s) Responsible

Administrations, Certificated Teachers, Paras/support staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	Universal Access

Strategy/Activity 4

EL 3.4

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

Students to be Served by this Strategy/Activity

K-3 English Learners. In addition, students who need additional Tier 2 support in early reading development and 3rd grade whole class SIPPS/intervention supporting Tier 2 students.

Timeline

August 2022- June 2023

Person(s) Responsible

Administrations, Certificated Teachers, Paras/support staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Funded

Strategy/Activity 5

EL 3.5

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

Students to be Served by this Strategy/Activity

K-3 students, Teacher, Paras

Timeline

August 2022-May 2023

Person(s) Responsible

Administrator, Certificated Teachers, Paras

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded CORE Trainer

Strategy/Activity 6

EL 3.6 iRead/Amplify

iRead or Amplify for all K-3 students 20 minutes per day 5 days a week.

Students to be Served by this Strategy/Activity

K-3

Timeline

August 2022-June 2023

Person(s) Responsible

Administrator and Certificated Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	Supplemental

Strategy/Activity 7

EL 3.7 ELA & ELD Coaching and Supports

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

Students to be Served by this Strategy/Activity

K-3 Students

Timeline

August 2022-May 2023

Person(s) Responsible

Administrators, Certificated Teachers, District Coaches

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District ELA and ELD Coaches

Strategy/Activity 8

EL 3.8

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

Students to be Served by this Strategy/Activity

All students

Timeline

September 2022
February 2023
May 2023

Person(s) Responsible

Administrator and teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Budget Reference

1150 Teacher Sub

Description

See ELA Goal 1.5

Strategy/Activity 9

EL 3.9

Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following strategies:

1. objected posted
2. Front loading vocabulary
3. Using complete sentences
4. Think-pair-share choral responses
5. Sentence frames
6. Use higher order questioning

7. Use wait time

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Administrator and Certificated Teachers

Proposed Expenditures for this Strategy/Activity

Amount 0

Source LCFF

Budget Reference 1100 Teacher

Description District Coaches

Amount 0

Source Title I

Budget Reference 4300 Materials

Description See ELA 1.4

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

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

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

LCAP Goal

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 previous school years.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Back to School Night	In 2021-2022, 37% of parents participated in Back to School Night	Parent participation for Back to School Night will increase to 42% in 2022-2023.
Parent Teacher Conferences	In 2021-2022, 95% parents participated in Parent/Teacher Conferences	Parent participation in Parent/Teacher Conferences will increase to 100% in 2022-2023.
Open House	In 2021-2022, 26% of parents participated in Open House	Parent participation in for Open House will increase to 31% in 2022-2023.
Jump Into English	In 2021-2022, 17 parents participated in Jump Into English	Parent participation for Jump Into English will increase to 22 participants 2022-2023.
School Site Council	In 2021-2022, 5 parents participated in School Site Council	Parent participation for School Site Council will maintain to 5 parents 2022-2023.

Planned Strategies/Activities

Strategy/Activity 1

P.I. 4.1

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

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-2023

Person(s) Responsible

Staff and Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	3313.00
Source	Title I: Parent Involvement
Budget Reference	4300 Materials
Description	Supplies, planners, materials for parent/student/teacher communication
Amount	1000.00
Source	Title I: Parent Involvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Jump Into English

Strategy/Activity 2

P.I. 4.2

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

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-May 2023

Person(s) Responsible

Principal Sotelo and office staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials

Description

See ELA Goal 1.4

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

By March 21, 2023, Oakwood Elementary School will have 100% of teachers participating in the following Professional Development:

LCAP Goal

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
Teacher Logged PD Hours	25+ hours of PD per teacher for the 2021-2022 School Year	25+ hours of PD per teacher for the 2022-2023 School Year

Planned Strategies/Activities

Strategy/Activity 1

Professional Development 5.1

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

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022- May 2023

Person(s) Responsible

Administration and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15237.00
Source	Title I
Budget Reference	5220 Conference
Description	Professional Development

Strategy/Activity 2

Professional Development 5.2

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

Monitor and evaluate students' academic progress on iReady Diagnostic Screener, Reading Inventory, DIBELS. Monitor students' progress towards meeting School Goals #1, #2, and #3

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-June 2023

Person(s) Responsible

Site Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time Card for Professional Development

Amount	5258.00
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Professional Development

Amount	1000.00
Source	Title I
Budget Reference	1920 Other Cert Temp
Description	Time Card for Professional Development/Collaboration

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	224,099.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	219786	0.00
Title I: Parent Involvement	4313	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	219,786.00
Title I: Parent Involvement	4,313.00

Preliminary Plan

Final Plan

 05/12/2022 02:00 pm

Principal

Date

Principal

Date

 05/12/2022 02:00 pm

SSC Chairperson

Date

SSC Chairperson

Date

 05/24/2022 09:00 am

Program Manager

Date

Program Manager

Date

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
	LCFF	0.00
	LCFF	0.00
1100 Teacher	LCFF	0.00
3000 Benefits	LCFF	0.00
5800 Prof and Operating/Consultants	LCFF	0.00
	Title I	0.00
1100 Teacher	Title I	96,722.00
1120 Teacher Temp	Title I	2,000.00
1150 Teacher Sub	Title I	18,492.00
1920 Other Cert Temp	Title I	1,000.00
2120 Para Temp	Title I	2,000.00
3000 Benefits	Title I	41,935.00
4200 Books	Title I	3,871.00
4300 Materials	Title I	16,902.00
4375 Technology (under \$500)	Title I	0.00
5220 Conference	Title I	15,237.00
5715 Print Shop	Title I	1,500.00
5800 Prof and Operating/Consultants	Title I	5,258.00
5872 Field Trips	Title I	10,000.00
5875 Technology Licenses	Title I	4,869.00
4300 Materials	Title I: Parent Involvement	3,313.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,000.00

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

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

FORM E: Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 02/18/2022 10:00 am.

Attested:

Preliminary Plan

Final Plan



05/12/2022 10:00 am

Principal

Date

Principal

Date



05/12/2022 10:00 am

SSC Chairperson

Date

SSC Chairperson

Date



05/24/2022 09:00 am

Program Manager

Date

Program Manager

Date