

Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oakwood School	Elementary	39685856100341	April 27, 2026	6/16/2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Oakwood Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Annual Review	7
Goals, Strategies, & Proposed Expenditures.....	11
Goal 1.....	11
Goal 2.....	15
Goal 3.....	17
Budget Summary	20
Budget Summary	20
Other Federal, State, and Local Funds	20
Budgeted Funds and Expenditures in this Plan	21
Funds Budgeted to the School by Funding Source.....	21
Expenditures by Funding Source	21
Expenditures by Budget Reference	21
Expenditures by Budget Reference and Funding Source	21
Expenditures by Goal.....	22
School Site Council Membership	23
Recommendations and Assurances	24

Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, Oakwood Elementary has developed a comprehensive and coherent plan grounded in our Comprehensive Needs Assessment (CNA), root cause analysis, and aligned improvement strategies. This plan prioritizes strengthening instructional coherence, ensuring equitable access to core instruction, improving social-emotional and behavioral systems, and deepening family engagement to support student success.

Our work is anchored in LCAP Goals #1, #2, and #3 and aligned to the Four Domains for Rapid School Improvement, ensuring a focused and integrated approach to improving outcomes for all students.

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

Oakwood Elementary is committed to ensuring all students receive rigorous, standards-aligned instruction supported by well-trained educators. Based on our root cause analysis, we identified that inconsistent implementation of rigorous instructional practices has led to variability in student engagement and learning experiences across classrooms.

Refined Strategies for 2026–2027:

Establish and implement a schoolwide instructional framework that defines rigorous, standards-aligned instruction, including clear expectations for academic discourse, cognitive demand, and surface-to-deep learning progression

Align professional learning, coaching, and classroom monitoring to a focused set of high-impact instructional practices (Practice 3.2; 2.2)

Strengthen job-embedded professional learning through modeling, co-teaching, and instructional coaching to ensure consistent implementation across classrooms

Utilize PLC data inquiry cycles to connect student data directly to instructional planning and response

These efforts will reduce variability in instruction and ensure all students experience consistent access to high-quality, grade-level learning.

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

Oakwood Elementary will continue to prioritize student growth in English Language Arts and Mathematics, with a particular focus on ensuring equitable access to core instruction and targeted supports for English learners.

Our analysis identified that students with the greatest needs sometimes miss Tier 1 instruction due to misaligned intervention scheduling, limiting their access to grade-level content.

Refined Strategies for 2026–2027:

Strengthen MTSS structures to ensure intervention supports are coordinated without replacing Tier 1 instruction (Practice 3.3)

Implement data-driven instructional practices, including universal screening, formative assessment, and progress monitoring, to guide targeted support

Provide designated and integrated supports for English learners, ensuring language development is embedded within core instruction

Align intervention, classroom instruction, and progress monitoring through collaborative planning between teachers and support staff

This approach ensures that all students, particularly English learners and those requiring additional support, have consistent access to rigorous instruction while receiving targeted interventions.

Goal #3: Safe and Connected School Environment

Oakwood Elementary is committed to fostering a safe, inclusive, and supportive school environment that promotes student well-being, engagement, and belonging.

Our analysis highlighted the need for greater consistency in behavior systems, deeper integration of social-emotional supports with instruction, and stronger family partnerships.

Refined Strategies for 2026–2027:

Strengthen Tier 1 behavior systems through consistent implementation of restorative practices, classroom community-building, and proactive behavior supports

Utilize behavior and climate data (including SWIS and referral systems) to monitor trends and guide interventions

Increase leadership visibility and responsiveness through structured systems such as daily admin huddles and proactive student support

Expand and refine family engagement systems, including consistent communication expectations, family workshops, and increased access through bilingual supports

Conduct and analyze climate surveys, attendance data, and behavioral data to continuously improve school conditions

These efforts will ensure a more cohesive and preventative approach to behavior, strengthen relationships, and increase student engagement.

Integrated Systems for Continuous Improvement

Across all three LCAP goals, Oakwood Elementary is committed to building coherent, aligned systems that support continuous improvement. Key cross-cutting priorities include:

Reducing initiative overload by focusing on a small set of high-impact, schoolwide practices

Aligning professional learning, coaching, and monitoring systems to a clear instructional and behavioral vision

Strengthening the use of data systems to inform decision-making at the classroom, team, and school levels

Ensuring equity-focused practices, particularly in examining access, engagement, and outcomes across student groups

Conclusion

By aligning our strategies to our CNA findings, root cause analysis, and LCAP priorities, Oakwood Elementary's 2026–2027 plan provides a focused and actionable roadmap for meeting ESSA requirements. This integrated approach ensures that all students have access to rigorous instruction, equitable supports, and a positive learning environment, positioning them for continued academic and social success.

Educational Partner Involvement

How, when, and with whom did your Oakwood Elementary 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

Oakwood Elementary's Comprehensive Needs Assessment (CNA) and SPSA development process followed a structured, collaborative approach aligned with the WestEd framework, the Four Domains for Rapid School Improvement, and guidance from the School Site Council (SSC). This multi-phase process ensured the integration of diverse data sources and meaningful input from a wide range of educational partners to inform a responsive and inclusive plan.

Oakwood Elementary partnered with key organizations and systems to support this work, including Corwin PLC+ and Visible Learning, WestEd, i-Ready, and SIPPS, alongside internal stakeholder groups such as SSC, ELAC, staff, students, and the broader school community.

Phase One: Self-Reflection and Systems Analysis

The process began with a self-reflection phase, during which instructional staff, administrators, and support personnel engaged in structured reflection aligned to the Four Domains. Staff participated in the CALL (Comprehensive Assessment of Leadership for Learning) survey, while school leadership completed aligned self-assessment tools to evaluate systems related to instruction, culture, leadership, and talent development.

This phase was further supported by ongoing professional learning and partnership work with both Corwin and district provided Visible Learning professional development, which helped staff examine instructional practices, student engagement, and the impact of teaching strategies on learning outcomes.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the school analyzed multiple data sources, including:

- Student achievement data (ELA, Math, and Science assessments, including i-Ready and CAASPP)
- Attendance and behavior data (including SWIS and referral systems)
- English learner progress data
- School climate and perception data

Instructional and intervention artifacts were also reviewed, including evidence from SIPPS (early literacy), i-Ready implementation, PLC processes, and MTSS systems. This analysis allowed the school to triangulate data across programs and systems to identify patterns, strengths, and root causes of underperformance.

Partnership with WestEd supported the facilitation of this process, including root cause analysis and alignment to high-impact practices within the Four Domains.

Phase Three: Onsite Engagement and Stakeholder Input

The third phase emphasized direct engagement with educational partners through structured forums, focus groups, and ongoing collaboration. Stakeholders included:

- Teachers and classified staff
- Students

- Parents and families
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Broader school community

Input was gathered through staff meetings, PLC collaboration, SSC and ELAC meetings, family engagement events, and student voice opportunities. Bilingual paraprofessionals and parent educators supported inclusive participation to ensure all families had access to engagement opportunities.

These forums allowed the school to validate findings, deepen understanding of root causes, and build shared ownership of identified priorities.

Ongoing Engagement and Continuous Improvement

Oakwood Elementary is committed to ongoing collaboration with educational partners throughout the year to monitor progress and refine the SPSA based on impact.

- SSC will continue to serve as the primary body for reviewing data, monitoring implementation, and approving updates
- ELAC will provide continued input to ensure the needs of English learners are addressed
- Professional learning partnerships (Corwin PLC+, Visible Learning, WestEd, SIPPS, and i-Ready) will support continuous improvement in instructional practices and student outcomes
- Staff collaboration structures (PLCs and staff meetings) will focus on data analysis, instructional alignment, and progress monitoring
- Family engagement systems will include ongoing communication, workshops, and events designed to strengthen home-school partnerships

To ensure consistent communication, the school will utilize newsletters, digital communication platforms, parent meetings, and translated materials to reach all families. Student voice will continue to be elevated through surveys, classroom discussions, and leadership opportunities.

Outcome of the Involvement Process

This inclusive and collaborative process ensures that the SPSA:

- Reflects multiple data sources and stakeholder perspectives
- Aligns with LCAP goals, ESSA requirements, and school priorities
- Integrates high-impact instructional and support systems
- Builds shared ownership and accountability across the school community

By leveraging both internal expertise and external partnerships, Oakwood Elementary has developed a dynamic and responsive plan that supports continuous improvement and equitable outcomes for all students.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Based on a review of the California School Dashboard, local assessment data, and findings from stakeholder focus groups, Oakwood Elementary has identified key areas requiring significant improvement. This analysis included student performance data in English Language Arts (ELA), Mathematics, and Science; English Learner Progress Indicator (ELPI); attendance and behavior data; and perception data gathered from staff, students, and families. Overall, data indicate inconsistent academic outcomes across classrooms and student groups, as well as variation in access to rigorous instruction and supports. While areas of growth are evident, particularly in early literacy and reductions in behavioral referrals, performance gaps persist among student groups, including English learners and students receiving additional academic and behavioral supports. These gaps are influenced by inconsistencies in instructional practices, uneven access to core instruction, and variability in professional learning implementation.

Through the Comprehensive Needs Assessment process, including focus groups, data analysis, and root cause analysis aligned to the Four Domains for Rapid School Improvement, the following priority needs were identified:

Need #1: Rigorous Evidence-Based Instruction (Practice 3.2)

Implementation of rigorous, standards-aligned instruction is inconsistent across classrooms and grade levels. While strong instructional practices exist, they are not yet implemented schoolwide. Variability in cognitive demand, academic discourse, student engagement, and alignment to grade-level standards results in uneven learning experiences and contributes to differences in student outcomes.

Steps to Address This Need:

- Development and implementation of a schoolwide instructional framework defining rigorous, standards-aligned practices
- Alignment of professional learning, coaching, and PLC structures to high-impact instructional strategies
- Increased focus on academic discourse, formative assessment, and surface-to-deep learning progression
- Use of PLC data inquiry cycles to connect student data to instructional planning and response

Need #2: Access to Core Instruction (Practice 3.3)

Students with the greatest learning needs are not consistently accessing Tier 1 core instruction due to pull-out services and misaligned intervention scheduling. Inconsistent and unpredictable service schedules result in missed grade-level instruction, limiting opportunities for students to engage with rigorous content and contributing to ongoing achievement gaps.

Steps to Address This Need:

- Redesign of intervention schedules to protect Tier 1 instructional time
- Strengthening of MTSS structures to ensure interventions supplement, rather than replace, core instruction
- Increased coordination and communication between classroom teachers and intervention staff
- Ongoing monitoring of student access to instruction through data review and leadership oversight

Need #3: Targeted Professional Learning (Practice 2.2)

While professional development opportunities are provided, there is a need for greater alignment, focus, and consistency to support instructional improvement. Staff have identified the need for deeper professional learning in literacy, equity, and standards-aligned instructional practices, as well as more opportunities for modeling, coaching, and application.

Steps to Address This Need:

- Prioritization of focused, job-embedded professional learning aligned to identified instructional priorities
- Increased opportunities for modeling, co-teaching, and observation of effective practices
- Alignment of professional learning to schoolwide instructional expectations and equity-focused practices
- Reduction of initiative overload by focusing on a coherent set of high-impact strategies

Conclusion

These identified needs are interconnected and reflect the importance of building coherent systems across instruction, intervention, and professional learning. By addressing these areas, Oakwood Elementary aims to reduce variability in instruction, ensure equitable access to learning opportunities, and improve outcomes for all students, particularly those experiencing the greatest needs.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Goal 1

Title and Description of School Goal

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

Academic Growth and Achievement

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

- K-2 DIBELS Assessment
- 2nd-6th Grade Reading Inventory (RI)
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts
- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics
- 5th Grade California Science Test (CAST)
- California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

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

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

Oakwood Elementary has demonstrated strong and consistent implementation of MTSS-aligned practices focused on data-driven instruction and collaborative planning. Grade-level teams regularly engage in structured PLC processes, where common and reliable data sources are analyzed to inform instructional decisions. Teachers are consistently incorporating checks for understanding (e.g., exit tickets and formative feedback strategies), and this data is brought into weekly team meetings to evaluate instructional effectiveness and plan next steps aligned to California State Standards. Professional learning has supported this work through a focus on Visible Learning, data inquiry cycles, i-Ready Math (Coach–Teach–Code–Plan), SIPPS for early literacy, and restorative practices. These efforts have strengthened teacher capacity to differentiate instruction and respond to student needs in real time.

There is evidence of early impact. Benchmark data shows promising outcomes, including 50% or higher proficiency levels in first and fourth grade on DIBELS, as well as notable early-year growth in third grade. Additionally, systems such as academic conferences (held during the first and third quarters), student data tracking sheets, and the development of a “watch list” for targeted support demonstrate a commitment to monitoring student progress and responding proactively. Overall, implementation is strong and improving, with increasing alignment between data use, instructional planning, and student support structures. Continued refinement of how data is used in real time will further strengthen impact.

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

While the core strategies were implemented as intended, some variations occurred in consistency and depth across grade levels and classrooms. The expectation for tight, systematic data cycles and instructional response is in place; however, implementation is still developing in terms of precision and consistency.

Specifically:

- The use of formative assessment and exit tickets is increasing, but not yet fully consistent across all classrooms.
- PLC structures have been strengthened, though teams are still building toward deeper analysis of data (moving beyond identification of results to instructional adjustments tied to surface, deep, and transfer learning).

- Systems such as the student “watch list” and data tracking tools are in place, but refinement is ongoing to ensure they are actionable and directly connected to instruction.
- There were no significant deviations in budgeted expenditures impacting implementation. Resources for professional development (Visible Learning, SIPPS, i-Ready Math) were utilized as planned. Any differences are primarily related to implementation maturity rather than resource allocation.

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.

Based on this analysis, several key refinements will be made to strengthen implementation and accelerate progress toward the 5% proficiency goal:

-Increase consistency of formative assessment practices across all classrooms, ensuring that checks for understanding are systematically used and directly inform next instructional steps.

-Deepen PLC data inquiry cycles, with a stronger emphasis on instructional response (what we reteach, how we differentiate, and how we extend learning), including intentional planning for surface, deep, and transfer learning.

- Refine student data systems (watch lists and tracking tools) to ensure they are actionable, streamlined, and directly tied to MTSS supports and daily instruction.
- Strengthen alignment between professional learning and classroom practice, ensuring that strategies from Visible Learning, SIPPS, and i-Ready Math are consistently implemented and monitored for impact.
- Continue and refine academic conferences, ensuring they are tightly connected to student data and goal setting.

These changes are reflected in the SPSA in:

- Goal 1 Actions/Services (MTSS, PLCs, Data Use, and Professional Development sections)
- Professional Learning Plan (alignment to Visible Learning, SIPPS, and math instructional practices)
- Monitoring and Evaluation sections (refined use of data cycles and student progress tracking tools)

Goal 2

Title and Description of School Goal

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

Social-Emotional Behavioral

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

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

Oakwood Elementary has strengthened its tiered system of supports to address students' social, emotional, and behavioral needs through a more structured and proactive approach. The Tier 2/3 team meets twice monthly to review student referrals, monitor progress, and problem-solve targeted interventions, ensuring wraparound support for students with higher needs.

There has been a clear shift toward restorative and preventative practices. Staff have participated in two restorative practices trainings, and there is increased use of community circles, restorative conversations, and student-centered problem-solving approaches across campus. These practices are helping students build coping skills, resolve conflicts, and take ownership of their behavior.

Systems have also improved operationally:

- Transition from paper to digital referrals, allowing for more efficient tracking and response
- Increased expectation for direct parent communication (phone calls) rather than solely written notices
- Implementation of daily admin huddles to review behavior data and coordinate timely support
- Increased administrator visibility in classrooms, particularly at the start of the day, reinforcing expectations and supporting both students and staff

Additionally, the use of an MTSS support staff member for on-campus intervention has allowed students to receive behavioral support while continuing their academic learning, reducing the need for exclusionary discipline.

These efforts are showing positive early impact, as major and minor referrals have decreased compared to the previous year, indicating improved behavior systems and student support structures.

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

While the foundational systems and structures are in place, implementation varies in consistency across staff.

Key differences include:

- Some staff continue to rely on punitive approaches to behavior, rather than fully implementing restorative practices
- Inconsistent implementation of classroom community-building strategies, which are essential for prevention
- Limited depth in analyzing the intersection of social-emotional supports and instructional practices, which impacts how effectively behavior supports are integrated into daily instruction

The intended shift toward a fully restorative, proactive system is underway but not yet consistently realized across all classrooms.

There were no significant differences in budgeted expenditures. Professional development (restorative practices training, MTSS supports) and system improvements (digital referrals) were implemented as planned. The primary gap is in implementation fidelity and staff consistency, not resource allocation.

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.

Based on this analysis, the following refinements will be made to strengthen the effectiveness and consistency of social, emotional, and behavioral supports:

- Increase consistency in restorative practices implementation, with a focus on reducing reliance on punitive responses and reinforcing skill-building approaches
- Strengthen classroom community-building practices, ensuring all classrooms establish proactive systems that support positive behavior and belonging
- Deepen integration of social-emotional and instructional strategies, including examining how engagement, rigor, and instructional design influence student behavior
- Enhance staff support and accountability, using admin visibility, modeling, and feedback to reinforce expectations for consistent practice
- Continue refining Tier 2/3 processes, ensuring interventions are targeted, monitored, and adjusted based on student data

These changes are reflected in the SPSA in:

- Goal 2 Actions/Services (MTSS, behavior supports, restorative practices, and intervention systems)
- Professional Learning Plan (continued focus on restorative practices and classroom community-building)
- Monitoring and Evaluation sections (behavior data review processes, referral systems, and Tier 2/3 tracking)

Goal 3

Title and Description of School Goal

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

Parent Involvement

Increase meaningful family engagement to strengthen home-school partnerships and improve student outcomes in learning, behavior, and attendance.

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

Oakwood Elementary has made meaningful progress in strengthening family engagement and building stronger home-school partnerships. There is evidence of increased participation and improved access for families across multiple structures.

Key areas of implementation include:

- Increased parent conference attendance during fall conferences
- A fully staffed and functioning School Site Council (SSC) and increased participation in ELAC
- Successful schoolwide events such as Back to School Night, Trunk-or-Treat, Ice Cream Socials, and Lunch on the Lawn (held twice this year), which were well attended and positively received by families
- Growth in family volunteerism, with more parents completing fingerprint clearance to support field trips and school activities

The school has also taken steps to strengthen communication and access:

- Staff are encouraged to call families directly, particularly when addressing behavior concerns
- Bilingual paraprofessionals and parent educators have been leveraged to support communication and engagement, especially during events

- At the beginning of the year, 2–3 targeted opportunities were provided to help families complete data confirmation and access Aeries, increasing family access to student information

These efforts demonstrate a commitment to creating a more inclusive and accessible environment for families. Overall, implementation is positive and growing, with strong participation in events and increasing systems to support family access and involvement.

Teachers are also making an effort to more frequently call homes to reinforce positive student behaviors. Additionally, our school held two forums that will help build our comprehensive school plan and also provide feedback on the districts five year goal initiative.

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

While several engagement strategies were successfully implemented, there were some gaps between intended and actual implementation.

Key differences include:

- The planned family learning workshops and forums were not implemented this year, limiting opportunities for deeper academic engagement with families
- Inconsistent staff participation in family engagement events, with not all staff attending or fully engaging in these opportunities
- Inconsistent communication practices, particularly around proactive outreach to families; while expectations are in place, implementation varies across staff
- Some staff perceptions of low parent involvement, which may be influenced by inconsistent outreach practices rather than actual lack of family interest

There were no significant differences in budgeted expenditures. Resources such as bilingual staff, event planning, and engagement structures were utilized as intended. The primary gap lies in implementation consistency and follow-through, rather than funding.

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.

Based on this analysis, the following refinements will be made to strengthen family engagement efforts:

- Implement planned family learning workshops and forums, with a focus on supporting families in understanding curriculum, academic expectations, and ways to support learning at home
- Increase consistency in staff communication with families, including clear expectations for proactive outreach (not only during concerns)
- Strengthen staff accountability and participation in family engagement events, reinforcing the importance of shared responsibility in building partnerships
- Shift the narrative from parent involvement to partnership, emphasizing the school's role in creating accessible, welcoming, and consistent communication systems
- Continue leveraging bilingual staff and parent educators to expand access and ensure all families can meaningfully engage
- Expand and refine home-school connection strategies, ensuring tools like Aeries and communication systems are actively used and supported throughout the year

These changes are reflected in the SPSA in:

- Goal 3 Actions/Services (family engagement events, communication systems, and parent support structures)
- Professional Learning Plan (staff expectations for family communication and engagement practices)
- Monitoring and Evaluation sections (participation data, communication logs, and feedback from SSC/ELAC and family events)

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Growth and Achievement

By Spring 2027, Oakwood Elementary School will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework. Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 5 points, reduce Mathematics distance from standard by 9 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic achievement. Locally, informed by four-year i-Ready middle-of-year trend data, the school will reduce Reading distance from standard by 10 points and reduce Math distance from standard by 8 points, as measured by the i-Ready diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1:

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

LCAP Goal 2:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Need #1: Rigorous Evidence-Based Instruction (Practice 3.2)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: English Language Arts (ELA) Distance from Standard	2025 CA Dashboard: 77.5 points below standard	2026 Dashboard: Reduce distance from standard to 72.5 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 89.7 points below standard	2026 Dashboard: Reduce distance from standard to 80.7 points below standard.
CA Dashboard: English Learner Progress	2025 CA Dashboard: 45.9% making progress	2026 Dashboard: Increase to 48.9% making progress.
i-Ready ELA MOY: Distance from Standard	(MOY 2026): 59.65 points below standard	(MOY 2027): Reduce distance from standard to 49.65 points below standard.

i-Ready Math MOY: Distance from Standard	(MOY 2026): 31.11 points below standard	(MOY 2027): Reduce distance from standard to 23.11 points below standard.
---	--	---

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy/Activity 1: Instructional Framework for Rigor (Surface–Deep–Transfer + Academic Discourse) Description: Establish and implement a school wide instructional framework that clearly defines what rigorous, standards-aligned instruction looks like in every classroom. This includes explicit expectations for: *Surface, deep, and transfer learning *Academic discourse and student talk *Standards alignment and learning intentions/success criteria Professional learning on site and at conferences, PLC planning, and classroom walkthroughs will be aligned to this framework to ensure consistency across grade levels. (Corwin)	All Students	\$71910.00 Title I 5800 Prof and Operating/Consultants \$27156.00 Title I 5220 Conference
1.2	Strategy/Activity 2: Weekly PLC Data Inquiry Cycles Focused on Instructional Response Description: Strengthen PLC structures to ensure teams engage in consistent data inquiry cycles that move beyond reviewing data to planning instructional responses. Teams will: *Analyze common formative assessment data *Identify student needs (reteach, extend, scaffold) *Plan targeted instruction aligned to standards and rigor expectations Leadership will support PLCs through structured protocols, modeling, and monitoring to ensure alignment to high-impact instructional practices.	All Students	\$15995.00 Title I 1120 Teacher Temp \$3995.00 Title I 3000 Benefits
1.3	Strategy/Activity 3: Job-Embedded Coaching and Modeling of High-Impact Instruction Description: Provide ongoing, job-embedded coaching that includes modeling, co-teaching, and observation of effective instructional practices. Focus areas include: *Academic discourse strategies *Engagement and cognitive demand *Differentiation aligned to grade-level standards This addresses the identified need for seeing effective instruction in practice, ensuring professional learning translates into classroom implementation.	All Students	\$38,995.00 Title I 1150 Teacher Sub \$9740.00 Title I 3000 Benefits

1.4	Supplemental Resources and Technology Licenses to Support AVID, Visible Learning, and Core Instruction Purchase supplemental instructional resources, materials, that support the implementation of AVID strategies, Visible Learning practices, and reinforcement of the core curriculum in English Language Arts. Resources may include organizational tools, student planners, focused note-taking materials, AVID curriculum supports, Visible Learning reference guides, anchor charts, that promote clarity of learning. Materials will be used to strengthen college and career readiness skills, increase student engagement, and support instructional practices aligned with clear learning intentions, success criteria, formative assessment, and differentiated literacy instruction.	All Students	\$13007.00 Title I 4300 Materials
1.5	Other Reference Materials (Books and Print Shop) * Supplemental learning materials * English Learner support materials * Professional Development books & materials	All Students	\$10,009.00 Title I 4200 Books \$3000.00 Title I 5715 Print Shop
1.6	Study Trips Supplementing Grade-Level Core Curriculum • Provide standards-aligned study trips that supplement and extend grade-level core curriculum through hands-on, experiential learning opportunities. Study trips will be intentionally connected to classroom instruction and designed to deepen student understanding of academic concepts across content areas. • Prior to each trip, teachers will prepare students by connecting learning objectives to grade-level standards and instructional content. During the study trip, students will engage in guided exploration, interactive activities, demonstrations, and real-world learning experiences that reinforce classroom instruction and encourage critical thinking, collaboration, communication, and problem-solving skills. • Study trips may include interdisciplinary connections that help students understand how academic concepts apply in authentic settings. Following the experience, teachers will incorporate reflective discussions, writing activities, presentations, and follow-up lessons to reinforce learning, assess student understanding, and strengthen retention of core curriculum concepts.	All Students	\$6,000 Title I 5872 Field Trips

1.7	Instructional support for English Learners- District ELD Coaches will provide support to classroom teachers of EL students	English Learners	
1.8	Bilingual Paraeducators will work with certificated staff to provide additional instructional support for identified EL students.	English Learners	
1.9	ELD Instruction and Support for English Learners Ensure daily designated ELD instruction for English Learners aligned to California ELD Standards to strengthen academic language development and increase access to grade-level content. Classroom teachers will deliver consistent designated and integrated ELD instruction focused on language acquisition, vocabulary development, reading, writing, speaking, and listening skills.	English Learners	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social-Emotional Learning & Positive Behavior Interventions and Support (PBIS)

Oakwood Elementary will strengthen and align its MTSS framework to ensure consistent, proactive, and restorative social-emotional and behavioral supports. The focus will be on improving Tier 1 practices, refining Tier 2/3 interventions, and aligning behavior systems with instruction to increase student engagement and instructional time.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Need #2: Access to Core Instruction (Practice 3.3)

LCAP Goal 2

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Oakwood Elementary's California School Dashboard and local data indicates continued areas of need in student engagement, behavior, and attendance, with disproportionate impacts among student groups, including African American students and Students with Disabilities. While reductions in behavioral referrals have been observed, inconsistencies in classroom behavior practices and student engagement persist, contributing to variability in student experience and instructional time. Focus group and survey data further indicate that implementation of Tier 1 behavior supports and restorative practices is uneven across classrooms, and the connection between instructional practices and student behavior is not yet consistently understood or applied. In addition, variability in family communication and engagement around behavior continues to impact student outcomes.

To address these needs, Oakwood will strengthen and align its MTSS framework by improving consistency in Tier 1 practices, refining Tier 2/3 interventions, and increasing staff capacity in restorative and instructionally aligned behavior strategies. These efforts are designed to reduce behavioral disparities, increase student engagement, and ensure equitable access to a positive and supportive learning environment.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIS PBIS Metric	2025-2026 MOY Suspension Rate: 7 Suspensions	2026-2027 MOY Suspension Rate: 6 Suspensions

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Strategy/Activity 1: Strengthen Tier 1 Behavior Systems Through Classroom Community and Engagement Description: Develop consistent Tier 1 practices across classrooms that emphasize: *Community-building routines (circles, relationship-building strategies) *Clear expectations and proactive supports *Integration of engagement strategies that reduce behavioral challenges This ensures behavior systems are preventative and instructionally aligned, reducing reliance on reactive responses.	All Students	
2.2	Strategy/Activity 2: Consistent Implementation of Restorative Practices with Staff Accountability Description: Continue and deepen implementation of restorative practices by: *Providing ongoing professional learning and modeling *Establishing clear expectations for use across classrooms *Monitoring implementation Focus will be placed on shifting from punitive responses to skill-building approaches, ensuring students learn appropriate coping and problem-solving strategies.	All Students	
2.3	Strategy/Activity 3: Integrated MTSS Behavior and Instruction Data Cycles (Tier 2/3) Description: Strengthen Tier 2/3 systems by aligning behavior data with instructional data through structured team meetings. The Tier 2/3 team will: *Review referral and intervention data *Monitor student progress *Align behavioral supports with instructional needs This ensures that behavior and academics are addressed together, improving overall student outcomes and engagement.	All Students	

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Involvement

Oakwood Elementary will strengthen family engagement systems by improving communication, increasing consistency across staff, and expanding access for all families. The focus will be on proactive outreach, meaningful family learning opportunities, and leveraging bilingual supports to build strong home-school partnerships.

As a result, the school will increase family participation, strengthen communication, and improve student outcomes in learning, behavior, and attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 & 3-

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

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Per the Comprehensive Needs Assessment (CNA) and stakeholder input, Oakwood Elementary has opportunities to strengthen family engagement by improving communication systems, consistency across staff, and equitable access for all families. While participation in events and advisory groups (SSC, ELAC) has increased, family engagement remains inconsistent, and some families continue to feel disconnected from the school.

Focus group and survey data indicate that communication practices vary across classrooms, with limited proactive outreach and inconsistent expectations for engaging families in student learning, behavior, and attendance. Additionally, opportunities for meaningful academic engagement (e.g., family workshops) have not been fully implemented, limiting the school's ability to build strong home-school partnerships.

Opportunity: Strengthen Family Engagement Systems to Support Student Outcomes

Related Four Domains Practices: 4.1, 4.3

Oakwood can leverage its supportive school community and existing family participation structures (SSC, ELAC, school events) to strengthen the practice of engaging families as active partners in student success.

Strategy

To address this need, Oakwood will establish clear, consistent communication expectations across staff, increase proactive outreach to families, and implement family learning opportunities that support academics, behavior, and attendance. The school will continue to leverage bilingual staff and parent educators to expand access and ensure all families can engage meaningfully.

Efforts will focus on:

- Defining and modeling effective home-school communication practices
- Providing family workshops and resources to support learning at home
- Expanding inclusive engagement opportunities that reflect the needs and schedules of families

These actions will strengthen partnerships, increase family participation, and support improved student outcomes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council	2025-2026 MOY School Site Council Membership: 5 parents & 5 Oakwood staff	2026-2027 MOY School Site Council Membership: 5 Parents & 5 Oakwood Staff
Parent Square Communication	2025-2026 MOY: Teachers are communicating with more than one communication platform	2026-2027 MOY: All Oakwood staff utilizing Parent Square for all family communication
Ice Cream Social, Back to School Night, Open House	2025-2026 MOY: 85% Participation Rate	2026-2027 MOY: 88% Participation Rate

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy/Activity 1: School wide Family Communication Protocols Description: Establish clear, consistent expectations for proactive family communication, including: *Required teacher outreach (positive and concern-based communication) *Use of phone calls as a primary strategy for behavior and academic concerns *Ongoing communication beyond events or referrals • Training and support will be provided to build teacher confidence and effectiveness in family communication.	All Students	
3.2	Strategy/Activity 2: Family Learning Workshops and Academic Engagement Opportunities Description: Implement planned family workshops and forums focused on: *Understanding curriculum and grade-level expectations *Supporting learning at home (literacy, math, study skills) *Navigating tools such as Aeries and school data systems These workshops will move engagement beyond events to meaningful academic partnership.	All Students	
3.3	Strategy/Activity 3: Expanded Access and Inclusion Through Bilingual and Community Supports Description: Continue to leverage bilingual paraprofessionals and parent educators to: *Support communication during events and outreach *Assist families with data confirmation and system access *Increase participation from diverse family groups	All Students	\$823.00 Title I: Parent Involvement 2120 Para Temp \$500.00 Title I: Parent Involvement 4325 Food For Meetings \$732.00 Title I: Parent Involvement 4300 Materials

	Efforts will focus on ensuring all families have equitable access to engagement opportunities and feel connected to the school community.		\$959.00 Title I: Parent Involvement 3000 Benefits \$822.00 Title I: Parent Involvement 2920 Other Class Temp \$822.00 Title I: Parent Involvement 2420 Clerical Temp
--	---	--	---

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$204,465.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$204,465.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$199,807.00
Title I: Parent Involvement	\$4,658.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$204,465.00

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

State or Local Programs	Allocation (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$204,465.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Title I	199,807.00
Title I: Parent Involvement	4,658.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	15,995.00
1150 Teacher Sub	38,995.00
2120 Para Temp	823.00
2420 Clerical Temp	822.00
2920 Other Class Temp	822.00
3000 Benefits	14,694.00
4200 Books	10,009.00
4300 Materials	13,739.00
4325 Food For Meetings	500.00
5220 Conference	27,156.00
5715 Print Shop	3,000.00
5800 Prof and Operating/Consultants	71,910.00
5872 Field Trips	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1120 Teacher Temp	Title I	15,995.00
1150 Teacher Sub	Title I	38,995.00
3000 Benefits	Title I	13,735.00
4200 Books	Title I	10,009.00
4300 Materials	Title I	13,007.00
5220 Conference	Title I	27,156.00
5715 Print Shop	Title I	3,000.00
5800 Prof and Operating/Consultants	Title I	71,910.00
5872 Field Trips	Title I	6,000.00
2120 Para Temp	Title I: Parent Involvement	823.00
2420 Clerical Temp	Title I: Parent Involvement	822.00
2920 Other Class Temp	Title I: Parent Involvement	822.00
3000 Benefits	Title I: Parent Involvement	959.00
4300 Materials	Title I: Parent Involvement	732.00
4325 Food For Meetings	Title I: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	199,807.00
Goal 3	4,658.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Cassandra Sotelo	Principal
Shawn Sutter	Classroom Teacher
Denise Hall	Classroom Teacher
Robin Clark	Classroom Teacher
Marquessa Oliver	Other School Staff
Mary Zuniga	Parent or Community Member
Harpret Dadwal	Parent or Community Member
Melanie Mayes	Parent or Community Member
Sarah Mimilis	Parent or Community Member
Samantha Tamboura	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 27, 2026.

Attested:



Principal, Cassandra Sotelo on April 27, 2026

SSC Chairperson, Harpret Dadwal on April 27, 2026