

# Targeted Support and Improvement (TSI) 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	May 1, 2025	

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 Targeted Support and Improvement (TSI) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

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

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices..

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

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

**Goal #3: Safe and Connected School Environment**

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

## Educational Partner Involvement

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

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

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

**Phase One: Self-Reflection**

The process began with a self-reflection phase in January 2025, during which 23 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

### Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

### Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

### Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Based on the 2024 California School Dashboard data for Oakwood Elementary, the following state indicators were identified in the red or orange performance categories:

#### English Language Arts – Red:

The All-Student group scored 79.2 points below standard, with all major student subgroups (African American, Hispanic, White, Students with Disabilities, and Socioeconomically Disadvantaged) also in the red performance level. This indicates widespread underperformance in literacy across nearly all demographic groups.

#### Mathematics – Orange:

Overall performance was 98.1 points below standard. While the All-Student group was Orange, significant subgroups like African American and Students with Disabilities were in the red performance band. English Learners, Hispanic, Socioeconomically Disadvantaged, and White students were in the orange category, reflecting a need for substantial instructional support in math.

#### English Learner Progress – Orange:

Only 47.8% of English Learners made progress towards English language proficiency, a decline of 5.5% from the previous year, placing the school in the orange performance level for this indicator.

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.

Based on the 2024 California School Dashboard for Oakwood Elementary, the following student groups performed two or more performance levels below the All-Student group on state indicators:

1. Suspension Rate: All Students: Yellow

- African American Students: Red
- Two or More Races: Red

These student groups performed two levels below the All-Student group, indicating significantly higher suspension rates that warrant targeted behavioral and climate interventions. Both of these groups scored two levels below the All-Student group, with particularly severe gaps—137.8 and 167.9 points below standard, respectively—indicating a targeted need for differentiated academic supports and intervention.

Oakwood Elementary is taking steps to improve and committed to lower suspension rates and improving reading and math scores for Black/African American and Students of Two or More Races. Staff use special programs to support students who struggle with behavior, including small group support and positive reward systems like the “Husky Howl” to celebrate good choices. Teachers and staff work together to help students who need extra support and build strong relationships with them.

The school is also focusing on helping students catch up in reading and math by using small group instruction and checking often to see how students are doing. Leaders are encouraging more parent involvement and working on better ways to communicate with families so we can all work together to help students succeed.

# 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**

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

### 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 data and local assessments reveals significant performance gaps and areas requiring urgent improvement. Academic achievement in English Language Arts remains low, with all student groups performing in the Red performance level and an overall average of 79.2 points below standard. Students with Disabilities scored 169.9 points below standard, and African American students scored 114 points below—representing gaps of two or more performance levels compared to the All Student group in both ELA and Mathematics.

To address these challenges, Oakwood has identified two key priorities: increasing student and family engagement in academic and behavioral improvement, and providing consistent, high-quality professional development for staff. Feedback from focus groups and surveys highlights a strong need for trauma-informed practices, strengthened student–teacher relationships, and greater involvement of families as partners in the learning process.

The school is actively working to strengthen its Multi-Tiered System of Supports (MTSS), with efforts focused on building a more inclusive school culture, delivering targeted behavioral supports, and prioritizing professional learning aligned to both academic rigor and effective classroom management. These strategies aim to foster a supportive and responsive learning environment where both students and staff can thrive.

- This goal is based on disaggregated data from the following sources:
- The 2023-2024 3rd - 6th CAASPP ELA Assessment
  - The 2024 California Dashboard: ELA
  - The 2024-2025 2nd-6th iReady MOY ELA Assessment
  - The 2024-2025 K-2 MOY DIBELS Assessment
  - The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment
  - The 2023-2024 3rd-6th CAASPP Math Assessment
  - The 2024 California Dashboard: Mathematics
  - The 2024-2025 K-6th grade iReady MOY Mathematics Assessment
  - The 2023-2024 California Science Test (CAST)
  - The 2024 California Dashboard: Science
  - The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	<p>During the 2024-2025 school year, 40% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2024-2025 school year, 50% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>	<p>During the 2025-2026 school year,45 % of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p> <p>During the 2025-2026 school year, 55% of Kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>
California Dashboard: ELA	<p>All students scored in the Red performance band on the 2024 California Dashboard, performing 79.2 points below standard.</p> <p>English Learners scored in the Orange performance band on the 2024 California Dashboard, performing 72.2 points below standard.</p>	<p>All students will achieve performance in the Yellow band by increasing 9.2 points toward standard on the 2025 California Dashboard.</p> <p>English Learner students will perform within the Yellow performance band by increasing 3 points toward standard on the 2025 California Dashboard.</p>



3rd-6th Grade CAASPP English Language Arts	<p>During the 2023-2024 school year, 21.34% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 9.76% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2024-2025 school year, 26% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2025-2026 school year, 15% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p>
2nd-6th iReady MOY ELA Assessment	<p>During the 2024-2025 school year, 22% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2024-2025 school year, 21% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>	<p>During the 2025-2026 school year, 25% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2025-2026 school year, 26% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>
3rd-6th Grade CAASPP Mathematics	<p>During the 2023-2024 school year, 19.05% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 4.65% of English Learner 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 24% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 10% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>
K-6 iReady MOY Mathematics Assessment	<p>During the 2024-2025 school year, 12.9% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 13% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>	<p>During the 2025-2026 school year, 17% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 18% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>
California Dashboard: Mathematics	<p>All students scored in the Orange performance band for Mathematics on the 2024 California Dashboard, performing 98.1 points below standard.</p> <p>English Learners also scored in the Orange performance band for Mathematics, performing 95.5 points below standard on the 2024 California Dashboard.</p>	<p>All students will reach the Yellow performance band by increasing 3.1 or more points toward standard on the 2025 California Dashboard for Mathematics.</p> <p>English Learners will reach the Yellow performance band by increasing 3 or more points toward standard on the 2025 California Dashboard for Mathematics.</p>



5th Grade California Science Test CAST	<p>During the 2023-2024 school year, 53.25% of 5th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 0% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.</p>	<p>During the 2024-2025 school year, 58% of 5th grade students will meet/exceed standards on the CAST Assessment in Science.</p> <p>During the 2024-2025 school year, 5% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.</p>
California Dashboard: Science	<p>All Students: No Performance Color in 2024</p> <p>This was 27.2 points below standard.</p> <p>English Learners: No Performance Color in 2024.</p> <p>This was 24.1 points above/below standard.</p>	<p>All students will improve their performance by 5 points toward standard, increasing from 27.2 points below standard to 22 points or less below standard as measured by the 2025 California Dashboard for Science.</p> <p>English Learners will demonstrate a minimum improvement of 5 points toward standard by increasing from 24.1 points below standard to 19 points or less below standard as measured by the 2025 California Dashboard for Science.</p>
California Dashboard: English Learner Progress Indicator	47.88% of English Learners made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard. The performance indicator was (Orange).	50% will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard moving the performance level from (Orange) to (Green)

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> <li>* Available to model or co-teach SIPPS or Amplify lessons.</li> <li>* Support teachers in delivering effective lessons.</li> <li>* Provide flexible, short-term small group instruction</li> </ul> <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> <li>* Work with site administrators to give input on professional development based on needs.</li> </ul>	All Students	<p>\$</p> <p>Central Title I</p> <p>1900 Other Cert Salaries</p> <p>District Funded ELA TOSA</p>

	<ul style="list-style-type: none"> <li>* Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.</li> <li>* Maintain consistent communication and interaction with administrators.</li> </ul> <p>Assessment Support:</p> <ul style="list-style-type: none"> <li>* Assist in DIBELS and SIPPS testing as needed.</li> <li>* Progress monitors own intervention students every 3 to 6 weeks.</li> <li>* Provide assistance to teachers with testing timelines.</li> </ul>		
<b>1.2</b>	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> <li>* Analyze universal screeners and state/local data to identify trends and areas for improvement.</li> <li>* Collaborate, plan, and respond with best practices.</li> <li>* Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>* Tailor instructional practices based on data insights to address diverse student needs.</li> <li>* Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</li> <li>* Use Data Collection Sheets to track individual student progress.</li> <li>* Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul>	All Students	<p>\$12000</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>Subs for MTSS Data Conferences</p> <p>\$2998</p> <p>Title I</p> <p>3000 Benefits</p> <p>Sub Benefits</p>
<b>1.3</b>	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District ELA/Math/Science/SS Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>* CORE SIPPS</li> <li>* iReady Co Teach Co Plan</li> </ul> <p>Site ELA/Math/Science/SS Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>*Corwin Visible Learning</li> <li>*Peer Observations</li> </ul>	All Students	<p>\$</p> <p>Central Title I</p> <p>5800 Prof and Operating/Consultants Professional Development</p> <p>\$9000</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>\$2249</p> <p>Title I</p> <p>3000 Benefits</p>
<b>1.4</b>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID)</p>	All Students	<p>\$10595</p> <p>Title I</p> <p>4300 Materials</p> <p>List AVID Supplies:</p>

	WICOR strategies to standardize Tier 1 high-quality first instruction.		
<b>1.5</b>	<p><b>MTSS (Multi-Tiered System of Supports) Collaboration</b></p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <p><b>Data Review and Analysis:</b> Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p><b>Progress Monitoring:</b> Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p><b>Problem-Solving Discussions:</b> Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p><b>Curriculum Planning and Differentiation:</b> Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p><b>Professional Learning and Development:</b> Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p><b>Parent and Community Engagement Planning:</b> Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p><b>Implementation Review and Reflection:</b> Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p><b>Collaborative Team Meetings:</b> Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p>	All Students	<p>\$4000 Title I 1120 Teacher Temp</p> <p>\$999 Title I 3000 Benefits</p>

	<p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<b>1.6</b>	<p>ELD instruction</p> <p>Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.</p>	English Learners	
<b>1.7</b>	<p>Instructional Support</p> <p>District ELD Coaches will provide support to classrooms teachers of EL Students.</p>	English Learners	
<b>1.8</b>	<p>Bilingual Para-educators</p> <p>Certificated Staff, Para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis.</p>	English Learners	
<b>1.10</b>	<p>Site Based Intervention Teacher</p> <p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> <li>* Available to model or co-teach SIPPS or Amplify lessons.</li> <li>* Support teachers in delivering effective lessons.</li> <li>* Provide flexible, short-term small group instruction</li> </ul> <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> <li>* Work with site administrators to give input on professional development based on needs.</li> <li>* Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.</li> <li>* Maintain consistent communication and interaction with administrators.</li> </ul> <p>Assessment Support:</p> <ul style="list-style-type: none"> <li>* Assist in DIBELS and SIPPS testing as needed.</li> <li>* Progress monitors own intervention students every 3 to 6 weeks.</li> <li>* Provide assistance to teachers with testing timelines.</li> </ul>	Students needing Tiered Support in ELA	<p>\$86,216</p> <p>Title I</p> <p>1100 Teacher</p> <p>Site Funded Site Intervention Teacher</p> <p>\$30287</p> <p>Title I</p> <p>3000 Benefits</p> <p>Benefits for Site Funded Intervention Teacher</p>

## Annual Review

## SPSA Year Reviewed: 2024-25

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	During the 2024-2025 school year, 50% of kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 40% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
California Dashboard: ELA	All Students will perform within the Orange band as measured by the 2024 California Dashboard.	All students scored in the Red performance band on the 2024 California Dashboard, performing 79.2 points below standard.  English Learners scored in the Orange performance band on the 2024 California Dashboard, performing 72.2 points below standard.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 29% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 22% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 26% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 21.34% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.  During the 2023-2024 school year, 9.76% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.
CA Dashboard: Mathematics	The performance color for the ALL-student group will move from red to orange.	All students scored in the Orange performance band for Mathematics on the 2024 California Dashboard, performing 98.1 points below standard.  English Learners also scored in the Orange performance band for Mathematics, performing 95.5 points below standard on the 2024 California Dashboard.
K-6th iReady MOY Mathematics Assessment	During the 2024-25 school year, 21% of K-6th grade students will perform at or above grade level on the iReady MOY Assessment in Mathematics.	During the 2024-2025 school year, 12.9% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
3rd- 6th Grade CAASPP Mathematics	During the 2023-24 school year, 17% of 3rd-6th grade students will meet or	During the 2023-2024 school year, 19.05% of 3rd-6th grade students

Metric/Indicator	Expected Outcomes	Actual Outcomes
	exceed the standards on CAASPP/SBAC Assessments in Math.	met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.
CA Dashboard: English Learner Progress Indicator	58% will be making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	47.88% of English Learners made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard. The performance indicator was (Orange).

## Analysis

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

During the 2024–2025 school year, the implementation of strategies and activities was partially effective. While only one of the eight expected annual outcomes was fully met, incremental growth was observed in several key performance indicators. For example, in foundational literacy, 40% of Kindergarten through 2nd grade students scored at or above grade level on the MOY DIBELS assessment. This includes strong performance in Kindergarten (56%) and 3rd grade (51%). However, outcomes in upper grade English Language Arts and Mathematics continue to reflect a need for intensified intervention and support.

The iReady MOY results show that only 22% of 2nd–6th grade students met grade-level expectations in ELA, and just 12.9% met expectations in Mathematics, underscoring ongoing academic challenges. Similarly, CAASPP data indicates that only 21.34% of 3rd–6th grade students met or exceeded standards in ELA, and 19.05% did so in Math.

Despite the shortfall in meeting performance targets, the strategies implemented—such as small group instruction, targeted interventions, and professional development for teachers—provided a solid foundation for progress. Growth in certain grade levels and subgroups indicates positive movement, even if performance remained below goal. Continued refinement and strengthening of these strategies will be critical to closing performance gaps, especially for English Learners, students with disabilities, and socioeconomically disadvantaged students.

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

There were no major differences between the intended implementation and the budgeted expenditures to support the articulated goal. The use of CSI funds allowed for expanded access to resources, professional development, and targeted instructional supports, which aligned closely with the original implementation plan. These funds enhanced the school's ability to deliver interventions, support PLC collaboration, and provide training in Visible Learning strategies, all of which contributed to the ongoing focus on improving outcomes for all students, particularly identified subgroups.

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

As a result of this analysis, the school will continue to implement effective practices such as targeted interventions and small group instruction, which have supported student growth in foundational skills. To further accelerate progress, the school will place greater emphasis on strengthening the work within Professional Learning Communities (PLCs) and focusing on instructional clarity through Visible Learning practices, including the use of learning intentions, success criteria, and formative assessment.

Additionally, the school will increase its efforts to target specific student subgroups identified as needing significant improvement—particularly English Learners, Students with Disabilities, African American students, and socioeconomically disadvantaged students. Instructional strategies and data discussions within PLCs will be tailored to address the learning needs of these groups, with intentional progress monitoring and instructional adjustments based on student performance.

These changes are reflected in Goal 1 of the SPSA, where revised strategies and activities emphasize differentiated instruction, subgroup-focused planning, and the use of disaggregated data to drive decision-making. Updates to annual outcomes and metrics will continue to include DIBELS, iReady, CAASPP, and California Dashboard indicators to measure growth and close performance gaps.



# 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 Behavioral**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

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

A review of Oakwood Elementary's California School Dashboard data and local findings reveals performance gaps and areas requiring urgent improvement. Chronic absenteeism remains a concern, with over 34% of students chronically absent, and multiple student groups—including African American and Students with Disabilities—performing in the Orange band. Suspension data shows disparities as well, with African American students and students of Two or More Races performing in the Red band for suspension, indicating both behavioral and engagement challenges that disproportionately impact specific student populations.

To address these challenges, Oakwood has identified two key priorities: engaging students and families in behavior and academic improvement and providing consistent professional development for staff. Evidence from focus groups and surveys indicates a pressing need for trauma-informed strategies, stronger student-teacher relationships, and greater involvement of families as partners in learning. The school is taking steps to strengthen its MTSS framework, including building a more inclusive school culture, offering targeted supports for behavior, and prioritizing professional learning aligned to both academic rigor and classroom management. These strategies aim to create a more supportive and responsive learning environment where both students and staff are empowered to succeed.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	All students were in the Yellow performance band, with 34.7% identified as chronically absent reflecting a 9.9% decrease from the previous year.	The All Student Group will reach the Yellow performance band by achieving a 3% or greater reduction in the percentage of students identified as chronically absent, improving from 34.7% to 31.7% or less.
CA Dashboard - Suspension Rate	2024 California Dashboard Suspension Indicator: The All-Student Group was in the Yellow performance band with a 6.1% suspension rate, reflecting a 1.5% decrease from the previous year.	2025 California Dashboard Suspension Indicator: Green  The All-Student Group will reduce the suspension rate by 1.6% or more, improving from 4.6% as reported on the 2025 California Dashboard.



Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 23.5% Tier 2 TFI Score 23% Tier 3 TFI Score 34% or New Metric	2025-2026 Local Data: Tier 1 TFI Score 28% Tier 2 TIF Score 28% Tier 3 TIF Score 39%
PBIS Recognition	GOLD for the 2024-2025 School Year	PLATINUM for the 2025-2026 School Year
Panorama Survey	Changing Feelings 54% Emotional Regulation 47% Positive Feelings 63% Self Efficacy 38% Sense of Belonging 60% Social Awareness 54%	Changing Feelings 59% Emotional Regulation 52% Positive Feelings 68% Self Efficacy 43% Sense of Belonging 65% Social Awareness 59%

## 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	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <ul style="list-style-type: none"> <li>• Leadership and Coordination:</li> <li>• Lead the implementation of PBIS within the school.</li> <li>• Coordinate efforts across the school community including administrators, teachers, staff, students, and families.</li> <li>• Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</li> </ul> <p>Data Collection and Analysis:</p> <ul style="list-style-type: none"> <li>• Collect and analyze behavior data to identify trends and areas of concern.</li> <li>• Use data to make informed decisions about interventions and supports.</li> <li>• Monitor the effectiveness of PBIS strategies and interventions over time.</li> </ul> <p>Developing and Implementing PBIS Systems:</p> <ul style="list-style-type: none"> <li>• Establish clear behavioral expectations (behavioral matrix) for all areas of the school.</li> <li>• Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs.</li> <li>• Design and implement proactive strategies to prevent challenging behaviors.</li> </ul>	All Students	

	<p>Training and Professional Development:</p> <ul style="list-style-type: none"> <li>• Provide training to staff on PBIS principles, strategies, and practices.</li> <li>• Support staff in implementing PBIS strategies in their classrooms and across the school environment.</li> <li>• Collaborate with outside experts and resources to improve staff training.</li> </ul> <p>Supporting Staff and Students:</p> <ul style="list-style-type: none"> <li>• Offer guidance and resources to teachers and staff for implementing behavior interventions.</li> <li>• Provide direct support and guidance to students who require additional behavioral support.</li> <li>• Foster a positive and inclusive school culture through PBIS initiatives.</li> <li>• Family and Community Engagement:</li> <li>• Involve families in PBIS activities and initiatives.</li> <li>• Communicate PBIS principles and expectations to families and gather their input and support.</li> <li>• Collaborate with community organizations</li> </ul> <p>Evaluation and Continuous Improvement:</p> <ul style="list-style-type: none"> <li>• Regularly evaluate the effectiveness of PBIS practices and interventions.</li> <li>• Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.</li> <li>• Ensure ongoing fidelity and sustainability of PBIS implementation.</li> </ul> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<b>2.2</b>	<p>Supplemental MTSS Academic/Behavioral Support</p> <p>Implement and monitor additional Multi-Tiered System of Support (MTSS) structures to address student behavior and social-emotional needs. This includes expanding Tier 1 schoolwide PBIS practices, integrating SEL instruction across all classrooms, and providing Tier 2/3 small group or individualized supports for students exhibiting chronic behavior challenges or social-emotional concerns. Use data from behavior referrals, SEL screeners, and teacher referrals to identify students in need of additional supports.</p>	All Students	

## Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	The ALL-Student Group will reach the Green performance band by demonstrating a 27% reduction in chronic absenteeism compared to the previous year.	All students were in the Yellow performance band, with 34.7% identified as chronically absent reflecting a 9.9% decrease from the previous year.
CA Dashboard - Suspension Rate	The ALL-Student Group will reach the Orange performance band by demonstrating a 3% reduction in suspensions compared to the previous year.	All students were in the Yellow performance band, with 4.6% identified as chronically absent reflecting a 1.5% decrease from the previous year.
PBIS Recognition	2024-2025 Local Data: Tier 1 TFI Score 23.5% Tier 2 TIF Score 23 % Tier 3 TIF Score 34 %	2024-2025 Local Data: Tier 1 TFI Score 28% Tier 2 TIF Score 28% Tier 3 TIF Score 39%
Panorama Survey	For the 2024-2025 School Year: Changing Feelings 58% Emotional Regulation 49% Positive Feelings 70% Self Efficacy 52% Sense of Belonging 71% Social Awareness 68%	For the 2024-2025 School Year: Changing Feelings 54% Emotional Regulation 47% Positive Feelings 63% Self Efficacy 38% Sense of Belonging 60% Social Awareness 54%

Analysis

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

Students behavioral referrals 23-24: August 53 September 92 October 48 November 48 December 81 January 58 February 105 March 61 April 128 May 165  Student behavioral referrals 24-25: August 29 September 38 October 24 November 48 December 23 January 51 February 37 March 26 April 10 May
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In the area of social-emotional behavior, the implementation of strategies and activities has been largely successful. A comparison of student behavioral referral data from the 2023–2024 and 2024–2025 school years shows a consistent and significant reduction in referrals each month, reflecting improved student behavior and increased staff capacity to address student needs proactively.

Certificated staff regularly analyzed behavioral data on a monthly basis and worked collaboratively to identify areas of need and implement appropriate supports for students who were not yet identified for interventions. Throughout the year, staff engaged in professional development focused on restorative practices, trauma-informed strategies, community circles, and relationship-building. These efforts contributed to a more supportive and responsive school climate.

While the school did not meet its ambitious targets for reducing chronic absenteeism and suspensions to the Green and Orange Dashboard performance levels, improvement was evident. Chronic absenteeism dropped by 9.9%, and suspensions decreased by 1.5%, both maintaining Yellow performance levels. In addition, Panorama Survey results showed growth in areas such as Positive Feelings and Sense of Belonging, indicating an increase in student well-being and connection to school.

Overall, the data suggests that implemented strategies are yielding positive outcomes in behavior and school climate, with continued focus on targeted supports, professional learning, and trauma-informed practices necessary to sustain and accelerate progress.

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

There were no major differences between the intended implementation and the budgeted expenditures to support the articulated goal. The use of CSI funds allowed for expanded access to resources, professional development, and targeted instructional supports.

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

As a result of this analysis, changes to Goal 2 will focus on deepening the impact of existing strategies and refining practices to better meet student and schoolwide needs. While the school has seen improvement in behavioral data and overall climate, there remains a need to strengthen supports through a more intentional and inclusive MTSS framework.

The revised strategies in the SPSA will emphasize trauma-informed practices, strengthening student–teacher relationships, and expanding opportunities for family engagement as partners in learning. Additionally, annual outcomes and metrics will be adjusted to reflect meaningful progress in areas such as behavior, attendance, suspension, and social-emotional learning as measured by Panorama surveys and California Dashboard indicators.

These updates can be found in the strategies, activities, and metrics sections of Goal 2 in the SPSA and are intended to foster a school climate where all students feel connected, supported, and empowered to succeed.

# 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

Increase meaningful family engagement to strengthen home-school partnerships 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.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

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

Per WestEd Comprehensive Needs Assessment: Opportunities to Leverage Strengths in Support of Priority Needs

Identified strengths to support Oakwood Elementary's priority needs are presented in the following section as opportunities for intervention and attention.

Opportunity #1: Enhance family engagement initiatives, with a focus on supporting accountability for their students' learning, behavior, and attendance.

Related Four Domains Practices: 4.1, 4.3

Utilize the strength of an supportive school community (4.1) to bolster the practice of engaging students and families in pursuing educational goals (4.3).

#### Strategy

The Four Domains CALL survey data show low engagement levels, highlighting the necessity for improved outreach to families. To address the need for increased family involvement, Oakwood can use the strength of a collaborative and supportive culture to implement regular workshops and communication sessions to educate parents about supporting their children's learning at home and their behavior at school. Oakwood leaders can take advantage of the bilingual capacities of staff to meaningfully engage with family members. Focus group responses indicate that many parents feel disconnected from the school community, particularly postpandemic. Utilizing parents who currently engage with Oakwood through meetings and forums can build bridges to other families. Oakwood leaders and staff can define what family support at home looks like and address some of the barriers that families share. In addition, school leaders should consider holding forums and other family events at times that are conducive to higher participation

### 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
Family Workshop Attendance Rate  Percentage of families attending at least one school-sponsored workshop, forum, or training event focused on academic, behavioral, or attendance support.	New Metric	30% of families over the school year.
Home-School Communication Engagement  Number or percentage of families who engage in two-way communication with teachers or staff at least once per trimester (e.g., through parent-teacher conferences, phone calls, school messaging apps, or home visits).	New Metric	75% of families will participate in two-way communication by the end of the school year.
Parent Survey Participation & Reported Efficacy  Percentage of parents who respond to school surveys and indicate increased understanding of how to support their child's learning, behavior, and attendance.	New Metric	80% of survey participants will report feeling more confident in supporting their child at home compared to the baseline.

## 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	Family Learning Workshops & Forums  Host a series of bilingual family engagement events (in-person and/or virtual) each trimester that focus on supporting student learning, behavior, and attendance at home. Topics will include how to interpret student data, establish homework routines, reinforce school behavior expectations, and monitor attendance. Events will include interactive components such as student-led presentations, resource giveaways, and time for Q&A with teachers and staff.	All Students	\$3,000 Title I: Parent Involvement 5875 Technology Licenses Communication App \$313 Title I: Parent Involvement 4300 Materials Resources for Workshops
3.2	Home-School Connection Campaign  Launch a campaign to strengthen two-way communication between school staff and families. The campaign will include scheduled phone calls, text/app messages, and home visits (as needed) focused on building relationships and providing families with tools to support learning and attendance. Teachers will receive support and	All Students	\$500 Title I: Parent Involvement 2120 Para Temp Bilingual Para Professional \$197 Title I: Parent Involvement 3000 Benefits Benefits for Bilingual Para Professional

	sample scripts to help guide positive, strengths-based outreach. Bilingual staff will assist with language access.		
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# Annual Review

SPSA Year Reviewed: 2024-25

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation School Site Council	Maintain 5 Parents on SSC for the 2024-2025 School Year	Maintained 5 Parents on SSC for the 2024-25 School Year.
Parent Participation Back To School Night	Increase Parent Participation to 50%	85% of Oakwood families attended Back to School Night.
Parent Participation Parent-Teacher Conferences	90% Parent Participation	81% of Oakwood families participated in Parent-Teacher Conferences.

## Analysis

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

During the 2024–25 school year, Oakwood Elementary worked hard to involve parents and families in school planning and decision-making. Families were invited to participate in meetings like the School Site Council and English Learner Advisory Committee, where they could share their ideas and give feedback on school goals. The school also kept families informed through newsletters, emails, and school events, making sure parents had many ways to stay connected and involved.

Even though getting parents re-engaged after the pandemic has been a challenge, Oakwood staff and leadership remain committed to building strong partnerships with families. Parents shared that they feel respected and appreciate the support their children receive. The school continues to focus on finding more ways to involve families and strengthen the connection between home and school.

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

There were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

In the upcoming school year, Oakwood Elementary will launch a new home-to-school connection initiative designed to strengthen relationships between families and the school. This initiative will focus on increasing communication, creating more opportunities for families to engage in their child’s learning, and building a welcoming school environment where all families feel valued and involved. In addition to this new effort, Oakwood will continue current parent involvement strategies such as School Site Council meetings, family events, newsletters, and ongoing feedback opportunities. These combined efforts reflect the school’s ongoing commitment to creating strong, positive partnerships with families to support student success.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Targeted Support & Improvement

The academic outcomes of our African American students will align with those of the All-Student group.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1: 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.

LCAP Goal #2: All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

### 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.

The 2024 California School Dashboard data for Oakwood Elementary highlights significant areas of need for Black/African American students in English Language Arts (ELA), Mathematics, and school climate. The suspension rate for Black/African American students is concerning, with 11% suspended at least once during the year—more than double the schoolwide average—placing them in the red performance level for this indicator whereas the All-Student group performed in the yellow with an overall suspension rate of 4.6%. In ELA, Black/African American students are performing in the red performance level, scoring an average of 114 points below standard and showing a decline of 6.1 points from the previous year. In Mathematics, this group is also in the red performance level, with an average of 137.8 points below standard, maintaining their prior performance. These trends point to a continued need for academic interventions, culturally responsive instructional practices, and restorative discipline strategies to support the success and well-being of Black/African American students at Oakwood Elementary.

Steps taken to address Suspension Rates for Black/African American Students:

- \* Established Tier 2 and 3 Behavioral Supports
- \* Implementation of Positive Behavior Incentives- The weekly "Husky Howl".
- \* Continued Staff Collaboration on Behavior Management.
- \* Administrative Presence and Relationship Building

Steps taken to improve ELA and Math Performance for Black/African American Students:

- \* Data-Informed Instructions and Professional Learning Communities Implementation
- \* Targeted Intervention During the School Day
- \* Emphasis on Essential Standards
- \* Instructional Coaching and Collaboration
- \* Focus on Academic Engagement

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts: Black/African American: CA Dashboard	Black/African American students performed in the Red performance band, scoring 114 points below the standard as demonstrated by the 2024 CA Dashboard.	Black/African American students are expected to perform in the Orange performance level, showing growth of 14.7 points or more toward meeting the standard in English Language Arts as demonstrated by the 2025 CA Dashboard.
Mathematics: Black/African American: CA Dashboard	Black/African American students performed in the Red performance band, scoring 137.8 points below the standard as demonstrated by the 2024 CA Dashboard.	Black/African American students are projected to reach the Orange performance level in mathematics on the 2025 CA Dashboard by increasing their scores by 14.3 points or more toward meeting the standard.
Suspension Rate: Black/African American: CA Dashboard	As reported on the 2024 CA Dashboard, Black/African American students were in the Red performance level for suspension rate, increasing by 1.4% to a total of 11% suspended at least once during the year.	Black/African American students are projected to reach the Yellow performance level on the 2025 CA Dashboard by reducing their suspension rate by 5%.

## 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
4.1	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <ul style="list-style-type: none"> <li>• Leadership and Coordination:</li> <li>• Lead the implementation of PBIS within the school.</li> <li>• Coordinate efforts across the school community including administrators, teachers, staff, students, and families.</li> <li>• Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</li> </ul> <p>Data Collection and Analysis:</p> <ul style="list-style-type: none"> <li>• Collect and analyze behavior data to identify trends and areas of concern.</li> <li>• Use data to make informed decisions about interventions and supports.</li> <li>• Monitor the effectiveness of PBIS strategies and interventions over time.</li> </ul> <p>Developing and Implementing PBIS Systems:</p> <ul style="list-style-type: none"> <li>• Establish clear behavioral expectations (behavioral matrix) for all areas of the school.</li> </ul>	Black/African American	

	<ul style="list-style-type: none"> <li>• Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs.</li> <li>• Design and implement proactive strategies to prevent challenging behaviors.</li> </ul> <p>Training and Professional Development:</p> <ul style="list-style-type: none"> <li>• Provide training to staff on PBIS principles, strategies, and practices.</li> <li>• Support staff in implementing PBIS strategies in their classrooms and across the school environment.</li> <li>• Collaborate with outside experts and resources to improve staff training.</li> </ul> <p>Supporting Staff and Students:</p> <ul style="list-style-type: none"> <li>• Offer guidance and resources to teachers and staff for implementing behavior interventions.</li> <li>• Provide direct support and guidance to students who require additional behavioral support.</li> <li>• Foster a positive and inclusive school culture through PBIS initiatives.</li> <li>• Family and Community Engagement:</li> <li>• Involve families in PBIS activities and initiatives.</li> <li>• Communicate PBIS principles and expectations to families and gather their input and support.</li> <li>• Collaborate with community organizations</li> </ul> <p>Evaluation and Continuous Improvement:</p> <ul style="list-style-type: none"> <li>• Regularly evaluate the effectiveness of PBIS practices and interventions.</li> <li>• Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.</li> <li>• Ensure ongoing fidelity and sustainability of PBIS implementation.</li> </ul> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
4.2	<p>Supplemental MTSS Academic/Behavioral Support</p> <p>Implement and monitor additional Multi-Tiered System of Support (MTSS) structures to address student behavior and social-emotional needs. This includes expanding Tier 1 schoolwide PBIS practices, integrating SEL instruction across all classrooms, and providing Tier 2/3 small group or individualized supports for students exhibiting chronic behavior challenges or social-emotional concerns. Use data from behavior referrals, SEL</p>	Black/African American	

screeners, and teacher referrals to identify students in need of additional supports.

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Oakwood will reduce the suspension rate for (all) students to 3% moving the performance level from “Red” to “Orange” as measured by the 2024 CA Dashboard.	2025 California Dashboard Suspension Indicator: Green  The All-Student Group will reduce the suspension rate by 1.6% or more, improving from 4.6% as reported on the 2025 California Dashboard.
English Language Arts CA Dashboard	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in English Language Arts for the following groups:  The All-student group will increase by one performance band from “Red” to “Orange” and will decrease the distance from standard by a minimum of 5 points.	All students scored in the Red performance band on the 2024 California Dashboard, performing 79.2 points below standard.
Mathematics CA Dashboard (distance from standard)	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in Mathematics for the following groups:  The All-student group will increase by one performance band and will decrease the distance from standard by a minimum of 15 points.	All students scored in the Orange performance band for Mathematics on the 2024 California Dashboard, performing 98.1 points below standard and showing a 4.4-point gain toward standard.

## Analysis

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

During the 2024 school year, Oakwood Elementary implemented a range of strategies to support student learning and increase achievement in reading, math, and English language development. Using a Multi-Tiered System of Support (MTSS), the school focused on small group instruction, data-driven teaching, and targeted interventions. Students made strong progress in reading, especially in early literacy skills, with notable gains on DIBELS and iReady assessments. In math, students showed significant improvement, with many moving closer to grade-level standards. Although not all academic goals were fully met, the growth shows that these strategies are helping students make meaningful progress.

In addition to academics, Oakwood strengthened its school culture through collaboration among staff and increased efforts to support individual student needs. Teachers and support staff worked together to provide extra help to students and build strong relationships. While challenges remain in areas like student behavior and family engagement, the school is committed to addressing these areas in the year ahead. The progress made in 2024 reflects the hard work of students, staff, and families working together to support success for all learners.

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

During the 2024 school year, Oakwood Elementary made a few adjustments to how it used its Title I funds based on staff input, student needs, and available resources. One major change was the decision not to move forward with hiring a math intervention teacher due to a lack of qualified applicants. Instead, that funding was redirected to support other important needs, such as purchasing books to strengthen classroom libraries, increasing access to STEAM materials, and expanding professional development opportunities for teachers. Additionally, Oakwood shifted some funds to cover substitute teacher costs, allowing staff to participate in data analysis and instructional planning.

A few items, like arts integration activities originally planned under "Artists in Schools," were also removed from the Title I budget and paid for using other funding sources. These mid-year budget adjustments helped the school stay responsive to real-time needs while keeping the focus on improving student learning and increasing achievement.

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 is proud to share that the school has successfully exited Comprehensive Support and Improvement (CSI) status. This achievement reflects the collective efforts of staff, students, and families in addressing key areas of need and making meaningful progress in student achievement, school climate, and academic engagement. Through a strong commitment to data-driven instruction, targeted interventions, and continuous improvement, Oakwood met the state's performance criteria and demonstrated sustained growth across multiple indicators on the California School Dashboard. Exiting CSI is an important milestone that highlights the school's ongoing dedication to creating a supportive and effective learning environment for 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.

## 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	\$162,354.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$162,354.00
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	\$158,344.00
Title I: Parent Involvement	\$4,010.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$162,354.00

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: \$162,354.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Title I	158,344.00
Title I: Parent Involvement	4,010.00

## Expenditures by Budget Reference

Budget Reference	Amount
1100 Teacher	86,216.00
1120 Teacher Temp	4,000.00
1150 Teacher Sub	21,000.00
2120 Para Temp	500.00
3000 Benefits	36,730.00
4300 Materials	10,908.00
5875 Technology Licenses	3,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1100 Teacher	Title I	86,216.00
1120 Teacher Temp	Title I	4,000.00
1150 Teacher Sub	Title I	21,000.00
3000 Benefits	Title I	36,533.00
4300 Materials	Title I	10,595.00
2120 Para Temp	Title I: Parent Involvement	500.00



3000 Benefits	Title I: Parent Involvement	197.00
4300 Materials	Title I: Parent Involvement	313.00
5875 Technology Licenses	Title I: Parent Involvement	3,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	158,344.00
Goal 3	4,010.00

# 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
Denise Hall	Classroom Teacher
Jaimee Wilson	Classroom Teacher
Patty Litts	Classroom Teacher
Marquessa Oliver	Other School Staff
Chelsea Harris	Parent or Community Member
Janay Brown	Parent or Community Member
Katy Johnson	Parent or Community Member
Amanda Herrera	Parent or Community Member
Krista Johnson	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

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

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

This SPSA was adopted by the SSC at a public meeting on May 1, 2025.

Attested:

  


Principal, Cassandra Sotelo on May 1, 2025

SSC Chairperson, Janay Brown on May 1, 2025