



# 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
Live Oak Elementary School	39685856042170	4/25/25	

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 Live Oak 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..... 3
- Plan Description ..... 4
- Educational Partner Involvement ..... 4
- Comprehensive Needs Assessment Components ..... 5
  - California School Dashboard (Dashboard) Indicators ..... 5
- Goals, Strategies, & Proposed Expenditures..... 7
  - Goal 1..... 7
  - Goal 2..... 18
  - Goal 3..... 23
  - Goal 4..... 26
- Budget Summary ..... 29
  - Budget Summary ..... 29
  - Other Federal, State, and Local Funds ..... 29
- Budgeted Funds and Expenditures in this Plan ..... 30
  - Funds Budgeted to the School by Funding Source..... 30
  - Expenditures by Funding Source ..... 30
  - Expenditures by Budget Reference ..... 30
  - Expenditures by Budget Reference and Funding Source ..... 30
  - Expenditures by Goal..... 31
- School Site Council Membership ..... 32
- Recommendations and Assurances ..... 33

# Plan Description

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

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

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

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

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

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

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

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

## Goal #3: Safe and Connected School Environment

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

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

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

## Educational Partner Involvement

How, when, and with whom did your Live Oak 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 19 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.

#### English Learner Progress (Red):

- Only 34.4% of English Learners made progress towards English language proficiency, a decline of 3.6% from the previous year.

This highlights a critical need for targeted interventions to support English Learners in acquiring academic English skills.

#### Steps Taken to Address Identified Needs

According to the CNA and Dashboard data:

- Hired a reading interventionist and implemented SIPPS Reading Program to address literacy gaps.
- Initiated efforts to support migrant students but identified inconsistencies in support and transition services.
- Increased teacher collaboration around data but noted challenges in using data to adjust instruction effectively.
- Identified the need for math intervention supports, which are currently lacking.
- Strengthened focus on school safety and positive school culture through community-building initiatives (e.g., house system).
- Proposed leveraging strengths in professional development to set clear instructional performance expectations and improve data-driven instruction.
- Strengthen EL Support: Focus on accelerating language acquisition and reclassification rates.

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.

State Indicators Where Any Student Group Performed Two or More Levels Below the "All Students" Performance:

Upon reviewing the available data, at Live Oak Elementary School Students with Disabilities (Red), Socioeconomically Disadvantaged (Orange), Hispanic (Orange), and Students of Two or More Races (Orange) performed two or more performance levels below the "All Students" performance (Green) as demonstrated by the CA Dashboard 2024 Suspension Rate indicator.

Live Oak Elementary needs more support to help reduce suspensions, especially for students with disabilities and White students, who are being suspended more often than others. While the overall suspension rate at the school is low, some groups of students are still struggling with behavior challenges that lead to missed learning time. To help with this, the school plans to provide more social-emotional learning activities, teach positive behavior strategies, and use restorative practices that focus on solving problems and building relationships. These efforts will create a more supportive and positive environment where all students can stay in class, feel included, and be successful.

# 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), Live Oak 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.

Based on a review of the California School Dashboard and local data, Live Oak Elementary demonstrates several areas in need of significant improvement. The English Learner Progress indicator is in the red performance category, with only 34.4% of English Learners making progress toward English language proficiency—a decline of 3.6%. Additionally, students with disabilities show red performance in English Language Arts, scoring 151.4 points below standard, and Orange in Mathematics and Chronic Absenteeism. Notably, there is a two-level performance gap between all students and students with disabilities in both ELA and math. These data reveal persistent achievement gaps that require urgent intervention.

To address these gaps, the school has begun taking steps aligned with its two priority needs. In response to Need #1—removing barriers and providing opportunities—Live Oak has implemented targeted reading supports, such as hiring a reading interventionist and launching a structured phonics program. However, local data and teacher input reveal a need for increased academic support in mathematics. Regarding Need #2—monitoring short- and long-term goals, the school will focus on setting clear progress milestones and establishing regular structures for data review to improve instructional alignment and student outcomes. To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented, as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

- This goal is based on disaggregated data from the following sources:
- The 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, 35% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>Grade K- 25% Grade 1- 54% Grade 2- 25%</p> <p>During the 2024-2025 school year, 15% 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, 40% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p> <p>Grade K- 30% Grade 1- 59% Grade 2- 30%</p> <p>During the 2025-2026 school year, 20% 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	All Students were yellow on the 2024 California Dashboard. This was 47.7 points below standard, demonstrating an increase of 9.2 points.	All Students will perform yellow and at/below 39.2 points below standard on the 2025 California Dashboard, demonstrating an increase of 8.5 points.

	English Learners were yellow on the 2024 California Dashboard. This was 66.2 points below standard, demonstrating an increase of 39.6 points.	English Learner Students will perform yellow and at/below 54 points below standard on the 2025 California Dashboard, demonstrating an increase of 12.2 points.
3rd-6th Grade CAASPP English Language Arts	<p>During the 2023-2024 school year, 29% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 9% 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, 34% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2024-2025 school year, 14% 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, 26 % of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>Grade 2 -18% Grade 3 -33% Grade 4 -18% Grade 5 -28% Grade 6 -33%</p> <p>During the 2024-2025 school year, 3% 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, 31% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>Grade 2 -23% Grade 3 -38% Grade 4 -23% Grade 5 -33% Grade 6 -38%</p> <p>During the 2025-2026 school year, 8% 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, 27% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 7% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 32% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 12% 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, 22% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>Grade K- 30% Grade 1- 21% Grade 2- 11% Grade 3- 11% Grade 4- 24% Grade 5- 27% Grade 6- 30%</p>	<p>During the 2025-2026 school year, 27% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>Grade K- 35% Grade 1- 26% Grade 2- 16% Grade 3- 16% Grade 4- 29% Grade 5- 32% Grade 6- 35%</p>

	During the 2024-2025 school year, 4% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2025-2026 school year, 9% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
California Dashboard: Mathematics	<p>All Students were yellow on the 2024 California Dashboard for Mathematics. This was 44.6 points below standard.</p> <p>English Learners were yellow on the 2024 California Dashboard for Mathematics. This was 66.3 points below standard.</p>	<p>All Students will perform red and at/above 39.6 points below standard on the 2025 California Dashboard for Mathematics.</p> <p>English Learners will perform yellow and at/above 61.3 points below standard on the the 2025 California Dashboard for Mathematics.</p>
5th Grade California Science Test CAST	<p>During the 2023-2024 school year, 36% of 5th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 4% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.</p>	<p>During the 2024-2025 school year, 41% of 5th grade students will meet/exceed standards on the CAST Assessment in Science.</p> <p>During the 2024-2025 school year, 9% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.</p>
California Dashboard: Science	<p>During the 2023-2024 school year, 22.03% of 5th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>All Students: No Performance Color in 2024</p> <p>This was 22.1 points below standard.</p> <p>English Learners: No Performance Color in 2024.</p> <p>This was 27.3 points below standard.</p>	<p>All Students will perform yellow and at/above 17.1 points below standard on the 2025 California Dashboard for Science.</p> <p>English Learners will perform yellow and at/above 22.3 points below standard on the 2025 California Dashboard for Science.</p>
California Dashboard: English Learner Progress Indicator	34.4% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	39.4 % will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction:            * Available to model or co-teach SIPPS or Amplify lessons.            * Support teachers in delivering effective lessons.            * Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning:            * Work with site administrators to give input on professional development based on needs.            * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.            * Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support:            * Assist in DIBELS and SIPPS testing as needed.            * Progress monitors own intervention students every 3 to 6 weeks.            * Provide assistance to teachers with testing timelines.</p>	All Students	\$ Central Title I 1900 Other Cert Salaries .50 Title I Centrally- Funded ELA TOSA \$ LCFF 1900 Other Cert Salaries .50 District Funded ELA TOSA
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:            * Analyze universal screeners and state/local data to identify trends and areas for improvement.            * Collaborate, plan, and respond with best practices.            * Foster collaboration among teachers to develop targeted intervention strategies.            * Tailor instructional practices based on data insights to address diverse student needs.            * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.            * Use Data Collection Sheets to track individual student progress.</p>	All Students	\$7250 Title I 1150 Teacher Sub Subs for MTSS Data Conferences \$1821 Title I 3000 Benefits Sub Benefits

	* Evaluate intervention effectiveness and instructional strategies for continuous improvement.		
<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:  * Visible Learning  * CORE, iReady  Site ELA/Math/Science/SS Based Initiative Professional Developments Include:  *PLC Workshop/data analysis  *Visible Learning</p>	All Students	\$6000 Title I 1150 Teacher Sub Teacher subs for onsite professional dev opportunities \$1499 Title I 3000 Benefits Sub Benefits \$3694 Title I 5800 Prof and Operating/Consultants Consultants to support school initiatives \$2665 Title I 4300 Materials Manuals, books, etc. \$16000 Title I 5220 Conference Teachers to attend conferences
<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, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	\$15000 Title I 4300 Materials List AVID Supplies: Pens, pencils, highlighters, colored pencils, paper, poster paper, ruler, calculator, etc.
<b>1.5</b>	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:  Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.  Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of</p>	All Students	\$5000 Title I 1120 Teacher Temp Teacher Timecards for MTSS Collaboration \$1251 Title I 3000 Benefits Benefits to support Teacher Timecards for MTSS collaboration before/after contract hours.

	<p>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> <p><b>Resource Allocation and Coordination:</b> Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p><b>Documentation and Record-Keeping:</b> Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p><b>1.6</b></p>	<p>ELD instruction Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.</p>	<p>English Learners</p>	<p>\$ LCFF</p>
<p><b>1.7</b></p>	<p>Instructional Support District ELD Coaches will provide support to classrooms teachers of EL Students.</p>	<p>English Learners</p>	<p>\$ LCFF</p>

1.8	<p>Bilingual Para-educators 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	
1.9	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components. Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	All Students	<p>\$10000 Title I 5800 Prof and Operating/Consultants</p>
1.10	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p>	All Students	<p>\$5000 Title I 5872 Field Trips</p> <p>\$5000 Title I 5712 Transportation</p>

	<p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level.</p> <p>Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</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, 33.3% 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, 35% 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 be yellow on the 2024 California Dashboard.	All Students performed yellow on the 2024 California Dashboard.

Metric/Indicator	Expected Outcomes	Actual Outcomes
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 35 % 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, 26 % 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, 29% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 29% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.
CA Dashboard: Mathematics	All Students will be orange and yellow on the 2024 California Dashboard.	All Students performed yellow on the 2024 California Dashboard for Mathematics.
K-6th iReady MOY Mathematics Assessment	During the 2024-2025 school year, 39% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2024-2025 school year, 22% of K-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 2023-2024 school year, 36% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics.	During the 2023-2024 school year, 27% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.
California Science Test: CAST	N/A	During the 2023-2024 school year, 22.03% of 5th grade students met or exceeded standards on CAST Assessment in Science.
CA Dashboard: English Learner Progress Indicator	43% will be making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	34.4% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

## Analysis

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

It was through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Live Oak Elementary School would show a 5% increase in proficiency on the following universal measures in English Language Arts and mathematics:

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

The ELA TOSA supported all teachers in the implementation of SIPPs and worked with students in small groups. Teachers participated in CORE/SIPPS professional development and gave students SIPPS instruction as whole class and small groups. There was a push for parental involvement in the area of attending parent teacher conferences and discussions around support student learning at home reinforces what is learned in the classroom.

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

Live Oak Elementary School did not meet or exceed the articulated goal of 5% growth of the stated universal measures in English Language Arts and Mathematics by the middle of the year, with the exception of K-2 DIBELS scores. During the 2022-2023 school year, the following universal measures increased or decreased the number of students at or above grade level/students proficient from the Middle of the Year (MOY) 2022 to the Middle of the Year (MOY) 2023. I

Overall, the data shows we have not grown in most of the universal measures, and not by the articulated goal of 5%. The following articulates and accounts for some of the data from the MOY 2023 to the MOY 2024.

A significant number of kindergarten-sixth grade migrant students were not enrolled from mid November to mid April and did not receive grade level instruction while in Mexico. Staff created lessons on recording devices for students to use while in Mexico. However, most did not utilize this resource. Teachers did not teach after-school ELA intervention. While academic conferences have resumed at Live Oak staff, this was after the MOY assessments were completed. AVID strategies were not closely monitored for fidelity of implementation by administration. Some teachers were using technology supporting core instruction more than others.

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.

Live Oak will make academic conferences a priority during all four quarters. PLCs workshops with a focus of data analysis and data informed instruction will be planned and implemented this year. Live Oak will embrace the district's Visible Learning classroom model and expand into all classrooms during the 2025-2026 school year. These ongoing support and needed changes will be reflected in the 2025-2026 SPSA under Goal 1.

# 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

Live Oak 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.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among students with disabilities and white groups (chronic absenteeism), students with disabilities, Hispanic, socioeconomically disadvantaged and white groups (suspension rate) on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group Yellow Number. Which is an decrease of 4.2%.	2025 CA Dashboard Chronic Absenteeism Indicator: [Green]. Which is a decrease of 5%.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group Green Number. Which is an decrease of 0.4%.	2025 CA Dashboard Suspension Indicator: Green . Which is a decrease of 5%.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score <u>97</u> % Tier 2 TIF Score <u>96</u> % Tier 3 TIF Score <u>79</u> %	2025-2026 Local Data: Tier 1 TFI Score <u>100</u> % Tier 2 TIF Score <u>100</u> % Tier 3 TIF Score <u>85</u> %
PBIS Recognition	Platinum for the 2024-2025 School Year	Platinum for the 2025-2026 School Year
Panorama Survey	42% answered favorably to emotional regulation.	47% will answer favorably to emotional regulation.

## 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> <p>Leadership and Coordination:</p> <ul style="list-style-type: none"> <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> <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> </ul>	All Students	<p>\$</p> <p>Title I</p> <p>1120 Teacher Temp</p> <p>See Academic goal</p> <p>\$1211</p> <p>Title I</p> <p>3000 Benefits</p> <p>Classified Benefits</p> <p>\$3095</p> <p>Title I</p> <p>2150 Para Sub</p> <p>\$1000</p> <p>Title I</p> <p>4300 Materials</p> <p>\$500</p> <p>Title I</p> <p>5715 Print Shop</p>

	<ul style="list-style-type: none"> <li>• Foster a positive and inclusive school culture through PBIS initiatives.</li> </ul> <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> <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>		
<p><b>2.2</b></p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components.</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership,</p>	<p>All students</p>	<p>\$ Title I 5800 Prof and Operating/Consultants See Goal 1.8</p>

	<p>communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
--	---	--	--

# 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	N/A.	Yellow . Which is a decrease of 4.2%.
CA Dashboard - Suspension Rate	Red Number. Which is an increase/decrease of 2.9%.	Green. Which is a decrease of 0.4%
PBIS Recognition	2024-2025 Local Data: Tier 1 TFI Score <u>100</u> % Tier 2 TIF Score <u>92</u> % Tier 3 TIF Score <u>100</u> %	2024-2025Local Data: Tier 1 TFI Score <u>97</u> % Tier 2 TIF Score <u>96</u> % Tier 3 TIF Score <u>79</u> %
Panorama Survey	Platinum for the 2024-2025 School Year	Platinum for the 2024-2025 School Year

## Analysis

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

Live Oak Elementary is proud to share that we are no longer identified as an ATSI (Additional Targeted Support and Improvement) school for suspensions. This success is because of the school's focus on finding better ways to support students rather than sending them home. By using positive behavior strategies and restorative practices, we have been able to lower the number of suspensions and keep students in school where they can learn and grow. However, we know there is still more work to do, especially in helping students who continue to need extra support with behavior. Last year, there was no specific school goal to reduce chronic absenteeism, even though attendance is still an area we want to improve. As we look ahead, Live Oak will continue to focus on building a positive school culture, helping students stay in class, and working with families to support good attendance and positive behavior.

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 differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. PBIS Tiers were scored under new leadership which may have accounted for the change in PBIS recognition scores.

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.

Live Oak Elementary is working hard to help students stay in school, make good choices, and feel connected to our school community. This year, we are adding new actions to our school improvement plan to reduce suspensions and improve student attendance.

One change is that school leaders will be reaching out to find fun and meaningful assembly ideas that teach students about positive behavior, kindness, and making good choices. These assemblies will help remind students of our school expectations in a fun and engaging way.

Our PBIS (Positive Behavior Interventions and Supports) team will also be improving how we track and respond to student behavior, making sure that teachers and staff are all using the same expectations and supports. This will help students get the help they need to stay on track, while keeping responses to behavior fair and consistent. To help with attendance, the school will focus on working with families to support students who are missing too many days. We'll keep a closer eye on attendance and provide support for students and families who need help getting to school every day.

Together, these actions will create a more positive school environment where every student feels supported, included, and ready to learn. Admin will reach out to find recommendations for assemblies. This can be found in Goal 2, strategy 1.2. PBIS team will better calibrate scoring moving forward.

# 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

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

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

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night Parent Attendance Rate	47% of parents attended Back to School Night in the 24-25 year.	52% will attended Back to School Night in the 25-26 year.
Parent Teacher Conference Rate	93% of parents attended Parent-Teacher Conferences in the 24-25 school year.	95% of parents will attend Parent-Teacher Conferences in the 25-26 school year.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Community Organized Events/Activities  Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All Students	\$500 Title I: Parent Involvement 4325 Food For Meetings  \$500 Title I: Parent Involvement 4300 Materials  \$2000 Title I 1120 Teacher Temp

			Teacher timecards for events above & beyond contract \$500 Title I 3000 Benefits Benefits for teacher timecards
<b>3.2</b>	<p>Communication</p> <p>Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.</p>	All Students	\$500 Title I: Parent Involvement 4328 Warehouse Supplies Paper for parent communication
<b>3.3</b>	<p>Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities.</p> <p>Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided.</p> <p>Parent Leadership &amp; Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making.</p> <p>Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.</p>	All Students	\$355 Title I: Parent Involvement 2920 Other Class Temp Bilingual Para's to provide translation services. \$140 Title I: Parent Involvement 3000 Benefits
<b>3.4</b>	<p>Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation.</p> <p>Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education.</p>	All Students	\$246 Title I: Parent Involvement 4300 Materials See Goal 3.1

## 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
Back to School Night Parent Attendance Rate	68.4% Attendance Rate	47% of parents attended Back to School Night in the 24-25 year.
Parent Teacher Conference Rate	96.4% Attendance Rate	93% of parents attended Parent-Teacher Conferences in the 24-25 school year.

**Analysis**

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

Our Parent Conference attendance was a success at 93% even though it was a slight drop on percentage. Teachers emailed, Class Dojo'ed, and called parents with help of community liaisons in order to get parents to attend. However, Back to School Night continues have a low attendance rate. There was a heavy attendance in new events that were added this year. Live Oak had a Harvest festival with a massive turn out. We also had our first Holiday Sins-a-long and karaoke night which brought families out to Live Oak. Lunch on the Lawn is also a big draw for families. All correspondence is always translated to Spanish and our community liaison provides follow up and reminder phone calls in English and Spanish regarding important upcoming events.

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 differences between the intended implementation and/or the 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.

For the 2025-26 school year, Live Oak Elementary will enhance its parent involvement efforts by adding a new parent orientation component to Back-to-School Night. This orientation, led by school administration, will provide families with important information about school expectations, resources, and ways to support student success. To encourage participation, incentives will be offered to families who attend.

In addition, teachers and administrators will actively reach out to families to personally invite them to Back-to-School Night, parent-teacher conferences, and other school events. Staff will also encourage parents to volunteer in classrooms and participate in school activities. These efforts are designed to strengthen home-school connections, improve family engagement, and foster a welcoming school community. These actions are outlined in Section 1.4 of the Parent Involvement Goal in the SPSA.

# 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.

#### Additional Targeted Support and Improvement (ATSI) for 2024-2025

The educational outcomes of our White students will mirror that of the general population (All Students group on the dashboard).

Exited for the 2025-2026 School Year - See Analysis Below

### 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.

CDE CA Dashboard Data for the 2022-23 school year indicated that 27% of Live Oak White students were chronically absent (Orange) and 13.6% (Red) of Live Oak White students were suspended at least one day.

Through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Live Oak Elementary School would show an 8% increase in proficiency on the following universal measures in English Language Arts:

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

In addition, students at Live Oak will achieve a 5% increase in proficiency in the following universal measures in Mathematics by March 31, 2025:

- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics
- This targeted improvement will contribute to the overall academic growth and success of our students.

### 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

### 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			\$
4.2			\$

# 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
Chronic Absenteeism Rate	Live Oak school will reduce the chronic absenteeism rate by 5% for White students as reported on the 2024 CA Dashboard: moving from the Orange to Yellow performance band.	25.5% of Live Oak White students were chronically absent as reported on the 2024 CA Dashboard (Orange) - Declined 1.8%
Suspension Rate	Live Oak school will reduce the suspension rate by a minimum of 5% from 13.6% to 8.4% moving from the Red to Orange performance band as reported by the 2024 CA Dashboard.	7.5% of White students were suspended at least one day as reported on the 2024 CA Dashboard. (Orange) -Declined 6.1%.

## Analysis

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

This year, Live Oak Elementary received extra support to help improve reading skills for our youngest students in kindergarten through third grade. A district ELA (English Language Arts) teacher on special assignment, known as a TOSA, worked closely with our teachers to make reading lessons even stronger. The TOSA visited classrooms to model how to teach reading programs like SIPPS and Amplify, worked with small groups of students, and provided helpful ideas for teachers to use in their daily lessons. They also helped with important reading tests and checked on students' progress every few weeks.

In addition to classroom support, our teachers participated in several professional development opportunities to improve teaching and learning. These trainings were part of a larger district effort to support students through the Multi-Tiered System of Supports (MTSS) framework, which focuses on helping students succeed academically, socially, and emotionally. Teachers received training on early literacy, MTSS, and school-wide initiatives like AVID, PBIS (Positive Behavior Interventions and Supports), and Integrated Science and Literacy. Our site also worked with CORE consultants to support SIPPS reading instruction.

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 the 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.

Due to the successful implementation of the ATSI plan during the 2024-25 school year, Live Oak Elementary has met the required improvement targets and is no longer identified as an ATSI school.



# 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	\$90,727.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$90,727.00
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	\$88,486.00
Title I: Parent Involvement	\$2,241.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$90,727.00

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: \$90,727.00

# 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	88,486.00
Title I: Parent Involvement	2,241.00

### Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	7,000.00
1150 Teacher Sub	13,250.00
2150 Para Sub	3,095.00
2920 Other Class Temp	355.00
3000 Benefits	6,422.00
4300 Materials	19,411.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
5220 Conference	16,000.00
5712 Transportation	5,000.00
5715 Print Shop	500.00
5800 Prof and Operating/Consultants	13,694.00
5872 Field Trips	5,000.00

### Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1120 Teacher Temp	Title I	7,000.00
1150 Teacher Sub	Title I	13,250.00
2150 Para Sub	Title I	3,095.00
3000 Benefits	Title I	6,282.00
4300 Materials	Title I	18,665.00
5220 Conference	Title I	16,000.00
5712 Transportation	Title I	5,000.00
5715 Print Shop	Title I	500.00
5800 Prof and Operating/Consultants	Title I	13,694.00
5872 Field Trips	Title I	5,000.00
2920 Other Class Temp	Title I: Parent Involvement	355.00
3000 Benefits	Title I: Parent Involvement	140.00
4300 Materials	Title I: Parent Involvement	746.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
4328 Warehouse Supplies	Title I: Parent Involvement	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	80,180.00
Goal 2	5,806.00
Goal 3	4,741.00

# 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
Tonia Arevalo	Principal
Nicole McKilligan	Classroom Teacher
Jessica Almazan	Classroom Teacher
Maryann Seefried	Classroom Teacher
Heather Littleton	Other School Staff
Marina Fernandez	Parent or Community Member
Elizabeth Culbertson	Parent or Community Member
Annabel Gutierrez	Parent or Community Member
Jillian Barlet	Parent or Community Member
Aaron Zaheen	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 4/25/25.

Attested:

  


Principal, Tonia Arevalo on 4/25/25

SSC Chairperson, Jillian Barlet on 4/25/25