

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Live Oak Elementary 36 67710 6035810		SSC Approval Date: Oct. 9, 2018
School Address	9522 Live Oak Ave. Fontana, CA. 92335-5313		Local Governing Board Approval Date: _____
Name of Principal	Patricia Corral	Phone # and Email	(909) 357-5640 Patricia.Corral@fusd.net
Name of SSC Chairperson	Emperatriz Alfaro	Phone # and Email	(909) 357-5640 ealfaro2@yahoo.com
SCHOOLWIDE PROGRAM (SWP)	TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP	<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds		<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

SCHOOL BACKGROUND

<p style="text-align: center;">VISION AND MISSION</p>	<p>Live Oak is the place to be. We believe in using safety, respect, responsibility, and perseverance to support a positive school climate as we prepare all students for college, career, and life. Live Oak Elementary School provides students with state approved Common Core Standards education, previously approved by the Fontana Unified School District Board of Trustees and the California State Board of Education.</p> <p>Live Oak is committed in providing students with quality first instruction and interventions when deemed necessary. Live Oak believes in building instructional and professional capacity among the staff in order to provide students a quality education. Through shared teacher leadership and relevant teacher professional development, we can focus on key instructional practices in reading and math to strengthen our students' abilities.</p>
<p style="text-align: center;">SCHOOL AND COMMUNITY PROFILE</p>	<p>Live Oak Elementary School is located on the west side of an unincorporated section in the city of Fontana. Our current enrollment is 560 students: Transitional Kindergarten through sixth grade. Live Oak is proud to have two preschool classes. Live Oak houses one Deaf and Hard of Hearing class: multi grade level and Transitional kindergarten and kindergarten Special Education class. Live Oak Elementary School offers free breakfast and lunch to all of its students and partners with the City of Fontana to offer the Fontana Extended Learning Program (FELP). Live Oak is currently in year 2 of Positive Behavior and Interventions Supports, PBIS, to promote school wide expectations and positive culture & climate.</p> <p>Live Oak Elementary School believes in bringing out the best in all our staff, students, and community through respect, consideration, and compassion towards each other. All students are provided grade level curriculum through the California Common Core Standards. Students who struggle with grade level proficiency are provided an opportunity to close the gaps through our tiered intervention system, Response to Intervention (RTI). Lexia, Read 180, System 44, United to Read and built in interventions from McGraw Hill Wonders, our board adopted curriculum, provide students with an opportunity for differentiated instruction. Students not making growth will be referred to our Student Intervention Team (SIT). This team approach of educators allows the student, teacher, and family needs to be addressed in a manner that will best make input comprehensible for the student.</p>
<p style="text-align: center;">SPSA HIGHLIGHTS (bullet points)</p>	<p>Live Oak Elementary school improved in multiple areas that included increases in student proficiency rates, and attendance rates.</p> <ul style="list-style-type: none"> • Live Oak Elementary School was awarded the Silver Status for PBIS Implementation. • Live Oak Elementary School met the school attendance target at 96.76%. • Live Oak Elementary School had three student teams qualify for the National World Robotics Olympiad in Sunnyvale, CA. • Students in kindergarten and first grade surpassed student growth data on A2i reading assessments with United to Read. • Students in second, third, and fourth grade met MAP projected growth targets in both Reading and Math Fall 2018 – Fall 2019 • Students in sixth grade met Measures of Academic Progress, MAP, projected growth targets in Reading • Students in fourth grade made growth on Smarter Balanced Assessments in both English Language Arts (ELA) and Math • Live Oak Elementary School surpassed its goal for family school engagement by offering English and Citizenship classes, along with Parent Workshops, and family night events. • Goals not met: overall NWEA MAP math, overall and EL targets in ELA and Math, suspension rates, chronic absenteeism rate, and 5th grade Healthy Fitness Zone

<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<p>Live Oak Elementary School understands the importance engaging in continuous improvement. Based on the data collected and collaborative conversations, Live Oak has identified the following services as a means of improving student outcomes.</p> <ul style="list-style-type: none"> • Live Oak Elementary School needs to improve MAP scores in fifth grade and sixth grade math. • Live Oak Elementary School will continue offer tutoring for English learners. • Live Oak students will provide tutoring services before and/or after school. • Live Oak Elementary School needs to begin exposing students to STEM (Science, Technology, Engineering, and Mathematics) through computer science. Computer science will help prepare students for 21st century college and career choices. • Live Oak Elementary School will need to continue increasing the level of rigor in lessons so that critical thinking skills are further developed in students. • Live Oak Elementary School will need to further invest in teacher professional development to improve on the Professional Learning Community process and pedagogy to better meet the needs of Live Oak students. • Live Oak needs to continue improving the culture and climate of the school through continued efforts of Positive Behavior Intervention and Supports (PBIS). • Live Oak needs to maintain up to date technology hardware/peripherals to keep up with demand.
<p>MOONSHOT</p>	<p>The Staff at Live Oak Elementary School have a 21st century vision. As we become responsible digital citizens of the world, more than ever, our students need to develop a set of technical skills that will prepare them for college and careers. We believe STEM, specifically computer science, is an avenue that can prepare our students for future careers that rely heavily in technology.</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-17	-52
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-45	-74
NWEA MAP Reading: % of students who meet expected fall to fall growth	52%	54.35%
NWEA Math: % of students who meet expected fall to fall growth	52%	50.94%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	40%	35%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
1A: Computer Software & Hardware <ul style="list-style-type: none"> Reading (AR) Stipend for Ren. Learn. Math Hardware (printers, document cameras, laptops, cables, headphones) 	\$6,624	\$7,500	School wide use of AR was evident. This year there were more students who reached one million words read than ever before.	Continue
1B: Provide ELA/MATH Tutoring <ul style="list-style-type: none"> Extend learning opportunities to help with basic facts and foundational reading skills 	\$2,500	\$500	The opportunity was open for staff to conduct tutoring. However, only two teachers agreed to host tutoring afterschool. Better advertisement should increase more participation	Continue and expand
1C: Educational Fieldtrips <ul style="list-style-type: none"> Promote future goal setting 	\$7,000		All grade levels took advantage of either on campus or off campus field trips. Students responded positively to their experience.	Continue

1D: Supplemental Instructional Materials <ul style="list-style-type: none"> Books (library, classroom, magazines) Printing 	\$6,910	\$3,642	School library was able to purchase many books with these funds. In turn, student excitement around reading increased. Staff and students took advantage of the non fiction articles as a way to promote citing evidence and close reading strategies.	Continue
1E: Literacy & Numeracy Recognition Bi-weekly, semester, and end of the year recognition for Reading and Math	\$300		Did not use Title I funds	Discontinue
1F: Integrated Technology <ul style="list-style-type: none"> Purchase student laptops 	\$1,776		Purchased two student laptops	Continue when funds become available
1G: SIT Coordinator <ul style="list-style-type: none"> Organize and monitor the Response to Intervention process 		\$500	Did not occur	Discontinue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	9.3%	1.4%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-72.6	-91.4
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-86.7	-95.8

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results:
	Title 1	SUPC		Continue Modify (list the modifications) Discontinue
2A: English learner tutoring	\$1,000	\$1,000	No tutoring services were provided due to certificated teacher unavailability	Continue and expand

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the number of college and career awareness activities	2 days	1 day. Did not meet

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
3A: College Field Trip	\$1,000		Students did not attend a college field trip	Continue
3B: Career Day	\$300		Students benefited from Career Day through reflection pieces about the career they found interesting	Continue
3C: STEM Exposure <ul style="list-style-type: none"> • Robotics, coding, engineering 	\$8,700		Students enjoyed learning how to code. Three Live Oak teams qualified for the national competition	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table

Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	Proficient, Advanced	Developing
Instructional Leadership Team Rating	Proficient, Advanced	Developing

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A: PLC Collaboration Time <ul style="list-style-type: none"> Subs Professional Books Professional Conference/Travel Fees 		\$7,100	Teachers were able to meet with their grade level during the school day.	Continue
4B: Instructional Rounds (Key Instructional Practice & DOK) <ul style="list-style-type: none"> Cycles of Professional Learning Additional Hourly Pay 	\$1,863	\$2,000	Did not implement due to substitute shortage.	Continue
4C: Professional Development <ul style="list-style-type: none"> Thinking Maps United 2 Read (K-1) Close Reading Data Chats with administration Professional Conferences 	\$10,000	\$4,650	ILT members benefited from attending the Solution Tree PLC conference to build capacity among the PLC lead.	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates				
Metrics/Indicators			2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate			0%	0%
Suspension rate:	Sw		.9%	1.9%
	FY (homeless)		0%	0%
	Hisp		.25%	1.3%
	ELL		.5%	1.4%
	AA		2.3%	16.7%
	Sped		1.75%	1.8%
Expulsion rate			0%	0%
Attendance Rate			97.3%	96.76%
Chronic Absenteeism Rate			7.15%	8.5%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A: Student attendance <ul style="list-style-type: none"> • Student Incentives • Student awards • Student Attendance Reports 		\$500	Students were given awards for positive behavior, attendance, and academic achievement.	Continue

<p>5B: Student Climate</p> <ul style="list-style-type: none"> • Weekly, monthly, semester student recognition • PBIS lessons • Assemblies • Academic Awards • Student Attendance Reports 		<p>\$1,100</p>	<p>Live Oak Elementary School was able to create videos to demonstrate student expectations. Parents and staff were provided hard copies of handbooks to promote the efforts of a positive culture and climate.</p>	<p>Continue</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	10	12
Parent Engagement and Local Climate Survey	22%	64%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results:
	Title 1	SUPC		Continue Modify (list the modifications) Discontinue
6A: Parent Engagement and Involvement <ul style="list-style-type: none"> Invite parents to college field trips College day Workshop on A-G requirements Career day Parent English Classes ELAC/SSC Coffee with the Principal Parent Workshops Childcare for workshops Latino Family Literacy	\$2,804		Parent survey results showed Parent Engagement Workshops were valuable. Parents took advantage of the English and Citizenships classes offered. No college trips were taken.	Continue
6B: Family Math/STEM and Literacy Nights Teacher hourly	\$1,300		Parent survey results were positive. Having teachers and parents playing engaging games helped build positive relationships	Continue
6C: Parent Communication <ul style="list-style-type: none"> Communication Folders for newsletters, calendars, bulletins Duplo maintenance	\$1,396	\$950	Due to the low rate of parents digitally connected to the school site through Q or otherwise, the school relies on hard copies to communicate with the families.	Continue

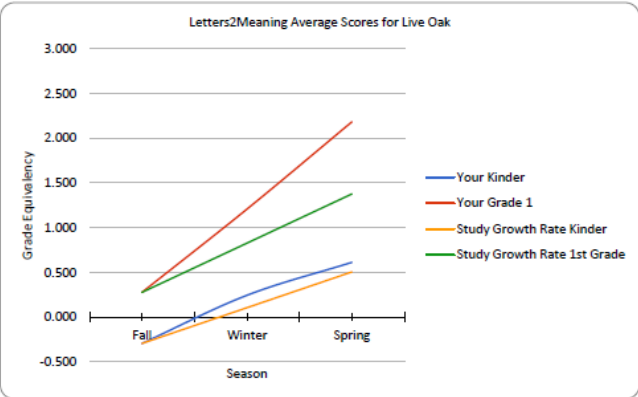
2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 7: Promote Healthy Environments		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase number of fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	41%	21.1%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A: Student Leadership <ul style="list-style-type: none"> • Lead student council • Schoolwide activities that promote healthy environments 		\$500	Student leadership has provided leadership abilities. Consideration to have this be a stipend position may be good.	Continue
7B: Increase school site aide hours <ul style="list-style-type: none"> • 1hr a day x 4 days (1-2 aides) 		\$1,300	Approval of this came late in the 2018-2019 school year, thus recognizing the impact on students is hard to determine	Continue
7C: PBIS (Positive Behavior Intervention Supports) <ul style="list-style-type: none"> • Student incentives • Communication: posters, banners 		\$500	Banners were purchased to promote school wide expectations.	Modify. These banners can be purchased through another funding source.

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>An evaluation of actions and services at Live Oak was conducted through a data analysis using several data sources. These data sources included: Measure of Academic Progress (MAP); Smarter Balanced Assessment (SBA); A2i, attendance reports, surveys, agendas, etc. Once the information was gathered, School Site Council, SSC, identified school wide needs</p>
<p>Describe the conclusions drawn from the overall results:</p>	<p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p>A strength for Live Oak was Goal 6: Strengthen Family and Community Engagement. Live Oak parent survey results were well above the target at 62% completion rate. Live Oak provided families more opportunities to learn through various face to face interactions in the form of parent workshops, English and Citizenship classes, etc. Live Oak attendance rate was at 96.76%. Live Oak implemented the Positive Behavior and Intervention Supports, PBIS, framework to help move the school into a more positive culture and climate. Live Oak received a Silver Status from the state of California for meeting the criteria within PBIS guidelines. Live Oak participated in United 2 Read initiatives in both kindergarten and first grade during the 2018-2019 school year. The data monitoring system utilized by United 2 Read is called A2i. A2i measures to two areas, decoding and language comprehension. In one year's time Live Oak students demonstrated tremendous growth as both grade levels surpassed the study growth areas. See table 1.</p> <p>Table 1 A2i L2M student scores in kindergarten and first grade</p>  <p>The graph shows that 'Your Grade 1' students achieved the highest grade equivalency, reaching approximately 2.2 by Spring, significantly exceeding the 'Study Growth Rate 1st Grade' target. 'Your Kinder' students also showed strong growth, reaching about 0.6, which is above the 'Study Growth Rate Kinder' target. Both groups demonstrated consistent improvement from Fall to Spring.</p> <p>Students in second, third, fourth, and sixth grade met their projected targets on the reading portion of the MAP assessment. In math, second, third, and fourth grade met the projected RIT growth. The following actions and services are believed to have contributed to the positive gains in the areas previously identified. The</p>

purchasing of Renaissance Learning, increasing and updating library books in the library, professional conferences for the Instructional Leadership Team, and providing substitutes for dedicated teacher PLC time. Students in third and fourth grades met the projected MAP RIT target of 52% in both Reading and Math. Sixth grade students met the target in Reading. See Table 2

Table 2
Overall Student RIT Growth Fall 2018 – Fall 2019

% Met Projected RIT	Reading	Math
1st grade	17%	24%
2nd grade	68%	70%
3rd grade	64%	62%
4th grade	70%	79%
5th grade	47%	39%
6th grade	65%	35%

Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?

ELA	2018 % Met or Exceeded	2019 % Met or Exceeded	2018 Distance From Standard (DFS)	2019 Distance from Standard (DFS)	Change in DFS from 2018 and 2019
3rd grade	50%	26.5%	-15	-45	-30
4th grade	27.9%	44.3%	-56	-27	29
5th grade	35.9%	24.3%	-32	-73	-41
6th grade	32.9%	27.6%	-21	-58	-37

Math	2018 % Met or Exceeded	2019 % Met or Exceeded	2018 Distance From Standard (DFS)	2019 Distance from Standard (DFS)	Change in DFS from 2018 and 2019
3rd grade	37.5%	21.7%	-31	-47	-16
4th grade	26.3%	37.1%	-48	-30	18
5th grade	12.8%	9.5%	-84	-104	-20
6th grade	15.5%	9.1%	-84	-109	-25

Live Oak fourth grade students made growth in both the ELA and Math sections of SBA. Third, fifth and sixth graders did not make any growth in either ELA and Math of the SBA. The actions and services that may have impacted these results was the unavailability of personnel in providing tutoring services.

In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?

There were notable gaps were seen in the low income, EL, African American, SWD, and foster youth in both ELA and Math portions of the SBA. Some of the factors that may have contributed to these results is the lack of extended learning opportunity for the most academically needy students. This is especially critical when students in the same demographics have a higher tendency to enter school with academic deficiencies. In order for the Live Oak staff to address the data results for our the 2018-2019, ambiguity on teacher clarity PLC time, standards and rigor, had to be better defined so that adequate teacher collaboration time to review student assessment data and determine next steps is a top priority. Within the PLC, specific conversations and planning needed to be better identified for the neediest of sub groups. In order to truly implement any initiatives with any level of sustainability, time needed to be dedicated to planning, assessing, and instruction. Unfortunately, sub shortage impacted any scheduled school day teacher collaboration time.

What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?

This data indicates Live Oak needs a recommitment of the PLC process in order to thoroughly examine student data and reinforce teacher collaboration. The laser like focus on learning targets established by the grade levels will create a deeper understanding of the complexity and rigor needed to expand students' critical thinking skills. Furthermore, a recommitment in providing students access to a guaranteed and viable curriculum indicates a need for professional growth in differentiated small group instruction across all grade levels. Providing students with extended learning opportunities can also assist in helping close achievement gaps. This is especially important for our English learner population. Engaging in professional development opportunities either during the day or afterschool will build capacity on strong pedagogy in the classroom. Continuing our efforts in providing a positive school climate and culture through PBIS, we anticipate a reduction in chronic absentee rates and lowered suspension rates. Live Oak's moonshot continues to be STEM, and so providing access to students in science careers that are fortified with 21st century skills, will allow students the opportunity engage in the STEM field.

2017-2020 Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

2018-19 Outcomes provided by Assessment and Accountability in the Fall SPSA Data Workbook

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-17	-42
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-45	-64
NWEA MAP Reading: % of students who meet expected fall to fall growth	54.32%	56%
NWEA Math: % of students who meet expected fall to fall growth	50.94%	56%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	30%	40%

Identified Need(s):	<ul style="list-style-type: none"> Teachers need instructional resources to increase reading fluency and comprehension skills. Teachers need instructional resources to further develop number sense. Teachers need support in developing differentiated instructional plans. Students need additional time for targeted instructional support: extended learning opportunities. Students need technology platforms to encourage and motivate reading and math skills.
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<p>SWP Requirements: [ESSA section 1114(b)(7)]</p> <p>The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
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Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	<ul style="list-style-type: none"> Increased instructional differentiation through supplemental software, extended learning opportunities and access to technology Response to Intervention- Support for at-risk students, Systematic intervention strategies 	Weekly from August 2019-May 2020
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	<ul style="list-style-type: none"> Improved implementation of Professional Learning Communities to support instructional planning in every grade level Increase teacher access to professional development: Reading Comprehension, Writing, Numeracy, and math instruction with the goal to increase Depth of Knowledge 	Weekly from August 2019-May 2020
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards	<ul style="list-style-type: none"> CLOSE READING STRATEGIES- Reading Comprehension RTI- Lexia, WONDERS, Moby Max For Targeted Small Group A2i reading framework for K-2 Extended learning opportunities to help address academic gaps 	Weekly from August 2019-May 2020

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
1A: Instructional Resources for Reading fluency and comprehension & Number Sense <ul style="list-style-type: none"> Scholastic Magazines for students – nonfiction reading comprehension Increase and/or replace classroom library books Increase and/or replace school library books Sound spelling cards for phonics instruction during small group instruction Math resources to support small group instruction Math resources to support whole group instruction 	Pre/Post Assessments curriculum and teacher generated, MAP, student grades	All Students	Principal, classroom teachers	\$16,527.00
1B: Instructional Coaching <ul style="list-style-type: none"> Additional hourly pay for teachers to work with instructional coaches, Teachers on Assignment, for differentiated instructional planning 	CFA, MAP, IAB reports, Lexia reports	All Students	Principal, classroom teachers	\$3,240.00
1C: ELA/Math Tutoring <ul style="list-style-type: none"> Extended learning opportunities for students demonstrating need 	Pre/post assessments, Grade level assessments, CFA, MAP, IAB reports	Students performing below grade level standards	Classroom teacher	\$3,500.00

1D: STEM Exposure <ul style="list-style-type: none"> Engineering For Kids Robotics Team 	Students will engage in pre and Post assessments regarding attitudes and perceptions regarding STEM careers, will be used to monitor. Pre/post science assessments to monitor growth	30 Students in grades 4 th - 6 th	Principal, classroom teacher	\$8,700.00
Total Estimated Cost for This Goal:				\$23,267.00

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending Anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	1.4%	13%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-91.4	-81.4
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-95.8	-89.8
Classroom Walkthrough Data- DOK level 3	35%	40%

Identified Need(s):	<ul style="list-style-type: none"> Teachers need additional coaching in differentiated instructional planning based on English Learners' English language development and other academic needs. Students need extended learning opportunities to develop academic language and skills in ELA and math. If and when teachers are not available to provide extended learning opportunities, qualified classified staff and/or college tutors will be hired.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1

2A: Instructional Coaching <ul style="list-style-type: none"> • Additional hourly pay for teachers to work with instructional coaches, Teachers on Assignment, for differentiated instructional planning • 	CFAs, Lexia, MAP reports. Student work samples	English Learners	Principal, classroom teacher	\$2,491.00
2B: EL Tutoring in ELA and Math	CFAs, Lexia, MAP reports, Student work samples	English Learners	Principal, classroom teachers	\$2,000.00
Total Estimated Cost for This Goal:				\$4,491.00

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the number of college and careers awareness activities	Live Oak qualified three teams of three students for the national World Robotics Olympiad, WRO. Survey results indicated more students are considering STEM careers.	Provide a college field trip for 6 th grade students

Identified Need(s):	<ul style="list-style-type: none"> Teachers see the need to expose students to STEM related tasks and careers. As such, the staff would like to continue exposing students to a Robotics program. Students need to be exposed to a variety of careers and colleges through on campus activities or college campus visits
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
3B: College Campus Visit <ul style="list-style-type: none"> 6th grade students and parents visit local university 	Students will engage in pre and post surveys about attitudes and perceptions about college	6 th grade students	Principal, school counselor, 6 th grade teachers	\$1,000.00
Total Estimated Cost for This Goal:				\$9,700.00

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Developing	Proficient, Advanced
Instructional Leadership Team Rating	Developing	Proficient, Advanced

Identified Need(s):	<ul style="list-style-type: none"> • Teachers need professional development to deliver differentiated small group instruction. • Teachers need increased opportunities to function as a PLC addressing the four guiding questions. • Teachers need increased time to support Common Formative Assessments and instructional practices. • Teachers need professional development to design rigorous, engaging instruction.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as walk-throughs, PLC agendas)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A: Professional Development <ul style="list-style-type: none"> • United 2 Read • Math instruction • Small group instruction training Professional Conferences	PLC agendas and notes, CFAs, walk through data	All Students	Principal, classroom teacher, TOAs	\$2,600.00
4B: PLC Collaboration <ul style="list-style-type: none"> • Substitute teacher for classroom coverage Additional hourly pay for teachers	PLC agendas and notes, CFAs, walk through data	All students	Principal, classroom teachers, TOAs	\$4,960.00
Total Estimated Cost for This Goal:				\$7,560.00

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	1.0%	.9%
	FY (homeless)	0%	0%
	Hispanic	1.3%	.3%
	ELL	1.4%	.4%
	AA	16.7%	5%
	Sped	1.8%	.8%
Expulsion rate		0%	0%
Attendance Rate		97.65%	96.76%
Chronic Absenteeism		8.5%	7.5%

Identified Need(s):	<ul style="list-style-type: none"> • Live Oak needs to promote the importance of excellent attendance. • Live Oak will continue to implement school wide PBIS. • Teachers need professional development on behavioral and social/emotional learning instruction.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 Attendance supports and incentives are not allowable out of Title I.
5A: Professional Development Trauma informed instruction	Sign in sheets, PD evaluation,	All Students	Principal, PBIS coaches, classroom	\$500.00

			teachers	
Total Estimated Cost for This Goal:				\$600.00

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	10	12
Parent Engagement and Local Climate Survey	62%	25%

Identified Need(s):	<ul style="list-style-type: none"> • Parents need opportunities to participate in their child's learning. • Parents need communication in their primary language. • Parents need timely communication to make informed decisions regarding their child's education.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
6A: Increase Access to Parent Workshops on Various School-Related Topics <ul style="list-style-type: none"> • Additional hourly for presenter, instructional materials, and printing • Communication for parents on PBIS • Childcare for parent workshops 	Sign in sheets, parent survey results, event feedback surveys	All Students	Principal, Community Aide	\$2,850.00

6B: Increase Access to Multiple Forms of Bilingual School-Home Communication <ul style="list-style-type: none"> • Communication supplies and materials (such as folders for calendars, bulletins, and notices) 	Parent feedback on communication flyers	All Students	Principal, Community Aide	\$1,573.00
Total Estimated Cost for This Goal:				\$4,323.00

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Student computers, hardware, and software	All students	\$40,000	Principal

Programs Included in this Plan *Sites are not to edit this page.*

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$49,941.00
<input checked="" type="checkbox"/>	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,825.00
Total amount of federal funds allocated to this school		\$49,941.00

The following site-level supports are included in the district's 2017- 20 LCAP/LEAP:

LCAP/LEAP Goal	Description of Supports
Goal 1	<ul style="list-style-type: none"> • Supply closet to provide instructional supplies and materials for students • One full-time ELA Intervention Teacher/Instructional Support Teacher (IST) to provide literacy interventions to students that are not meeting the state's Common Core Standards. • Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones • School-wide access to Lexia computer adaptive software and instructional activities • Add+Vantage Math Recovery; teacher professional development, assessments, student instructional activities, student manipulatives • School-wide access to Moby Max computer adaptive software and instructional activities • Instructional materials for GATE activities • GATE enrichment, PD and extended learning opportunities • Title I Alternative Supports to provide extended learning opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance
Goal 2	<ul style="list-style-type: none"> • CELDT and ELPAC administration and calibration • EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified • ELD curriculum, core and supplemental • Bilingual Aides • Translators • English Learner Teachers on Assignment for instructional support
Goal 3	<ul style="list-style-type: none"> • Naviance, a college planning tracking system • Credit recovery programs, online and on site • Extra hourly for counselors to support students academically • PSAT, ACT with Writing, and SAT for high school students • Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways • Extra hourly and professional development for the design, implementation, and continued support of the High School Academies • Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science & Technology Fair • Site Coordinators for Advanced Placement and International Baccalaureate programs • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff • Supplemental funding for Advanced Placement and International Baccalaureate exams

Goal 4	<ul style="list-style-type: none"> • Professional development for teachers on adopted curriculum • Professional Learning Community (PLC) support for sites • Professional development for principals and assistant principals • Additional assistant principal support at select elementary sites • Extended work year for elementary and middle school principals • Induction and PAR support for school sites/teachers
Goal 5	<ul style="list-style-type: none"> • PBIS and Restorative Practice professional development for Cohorts • PBIS extra hourly for site coaching support • Extra hourly for PBIS implementation • PBIS and Restorative practice materials
Goal 6	<ul style="list-style-type: none"> • Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement • Parent Workshops to increase parent engagement • Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons • Family Math and Literacy Nights
Goal 7	<ul style="list-style-type: none"> • District Safety Officers at elementary and middle school sites

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Patricia Corral	Principal	Not-Applicable	Not-Applicable	1
Jose Ledesma	Classroom Teacher	2 years	September 2021	1
Valerie Dominguez	Classroom Teacher	2 years	September 2021	1
Wendy Vega-Franco	Classroom Teacher	2 years	September 2021	1
Salvador Rodriguez	Other Staff Member (Specify): Assistant Principal	2 years	September 2021	1
Sub Total: 5				
Marisol Torres	Parent/Community Member	2 years	September 2020	1
Darlene Aguirre	Parent/Community Member	2 years	September 2020	1
Emperatriz Alfaro	Parent/Community Member	1 years	September 2020	1
Rosa Hernandez	Parent/Community Member	1 years	September 2020	1
Maria Castrejon	Parent/Community Member	1 years	September 2020	1
Sub Total: 5				
				Total: 10

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Required:

English Learner Advisory Committee _____
MARIA CASTRO
Signature

Recommended:

Special Education Advisory Committee _____
Signature

Optional:

Other committees established by the school or district (specify) _____
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: 10/17/19.

Attested:

Patricia Corral
Typed name of School Principal

Patricia Corral

Signature of School Principal

12/13/19
Date

Emperatriz Alfaro
Typed name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

12/13/19
Date