

# 2022-2023 School Plan for Student Achievement (SPSA)

**SPSA Year:**

X2022-23

School Name and School Code	Live Oak Elementary 36 67710 6035810		SSC Approval Date: May 10, 2022
School Address	9522 Live Oak Avenue, Fontana, CA. 92335		Local Governing Board Approval Date: Pending Board approval on June 8, 2022
			Original
Name of Principal	Patricia Corral	Phone # and Email	(909) 357-5640, Patricia.Corral@fusd.net
Name of SSC Chairperson	Salvador Rodriguez	Phone # and Email	909-746-3245, rodrsd@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

### VISION AND MISSION

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.

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, English Language development (ELD), and math to strengthen our students' abilities.

### SCHOOL AND COMMUNITY PROFILE

Live Oak Elementary School is located on the west side of an unincorporated section in the city of Fontana. Our current enrollment is 511 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, early childhood 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 3 of Positive Behavior and Interventions Supports (PBIS) to promote school wide expectations and positive culture & climate. Live Oak was the proud recipient of the California PBIS Coalition Silver Medal for school wide implementation in 2019 and a Bronze Medal recognition in 2021.

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.

### SPSA HIGHLIGHTS (bullet points)

The following are key features of this school year's Single Plan for Student Achievement, SPSA:

- Tier 1-3 Positive Behavior Intervention and Supports (PBIS) Framework
- United 2 Read K-3 Reading
- Accelerated Reader Program

## SCHOOL BACKGROUND

- Teacher Clarity training
- Parent Empowerment Workshops
- Live Oak Elementary School is proud to host The Theatrical Company provided online art classes to 25 Live Oak students through the VAPA grant.
- Our students in kindergarten through 6th grade will participate in STEM virtual field trips through Garner Holt Productions.

### INCREASED OR IMPROVED SERVICES (bullet points)

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.

- Live Oak Elementary School will continue offer tutoring for all students.
- Live Oak Elementary School will provide tutoring services for struggling EL students before and/or after school.
- Live Oak Elementary School will further invest in teacher professional development leverage Professional Learning Community process to further engage, monitor and improve pedagogy to better meet the needs of Live Oak students.
- Live Oak will continue improving the culture and climate of the school through continued efforts of (PBIS).
- Live Oak will maintain up to date technology hardware/peripherals to keep up with demand.
- Live Oak will establish a Parent Resource Center as a portal to building strong partnerships with relation to student academic achievement

### MOONSHOT

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.

## School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

### Student Population

This section provides information about the school's student population.

#### 2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>466</b>	<b>95.7</b>	<b>33.5</b>	<b>0.9</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

#### 2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	156	33.5
Foster Youth	4	0.9
Homeless	4	0.9
Socioeconomically Disadvantaged	446	95.7
Students with Disabilities	44	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
American Indian or Alaska Native	1	0.2
Asian	3	0.6
Filipino		
Hispanic	443	95.1
Two or More Races	4	0.9
Native Hawaiian or Pacific Islander	2	0.4
White	7	1.5

**These data points indicate:**

1. Live Oak has a large socio economically disadvantaged group at 95.7% of our student population. This indicates that specific needs addressing Social Emotional Learning and additional services such as food, clothing, extended learning opportunities, and progress monitoring are critical in narrowing their achievement gap.
2. English learners at Live Oak constitute 33.5% of the student population. This indicates that a focused approach to ensure we implement best practices in instruction and assessment are critical in narrowing their achievement gap.
3. Students with disabilities make up 9.4% of Live Oak's student population. This indicates that communication about learning goals between school and families needs to be a priority along with better student monitoring systems and scaffolded instructional approaches to make input comprehensible.

## School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

### Overall Performance

#### 2019 Fall Dashboard Overall Performance for All Students

##### Academic Performance

###### English Language Arts



Orange

###### Mathematics



Orange

##### Academic Engagement

###### Chronic Absenteeism



Orange

##### Conditions & Climate

###### Suspension Rate



Orange

**These data points indicate:**

1. These data points indicate for both academic areas, students did not make the expected growth in reading and math for the school year. This is a decrease from the 2018 student data results, thus we are not narrowing the achievement gap for all students. Identifying the needs of our largest student groups to allow teachers to intervene sooner is critical. Addressing students' critical thinking, reading, and writing abilities, along with a Professional Learning Community approach to monitoring student growth and professional growth opportunities for teachers can help students improve their academic achievement.
2. These data points indicate chronic absentee data increased in 2019 from the 2018 student data results. This reveals the need to increase student engagement both in the classroom and school wide. In addition, Live Oak needs to develop a culture centered on student success through parent engagement opportunities.
3. These data points indicate our suspension rates increased from 2018. This reveals the need to engage students through a social emotional approach coupled with academic goal setting.

## School and Student Performance Data

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)]

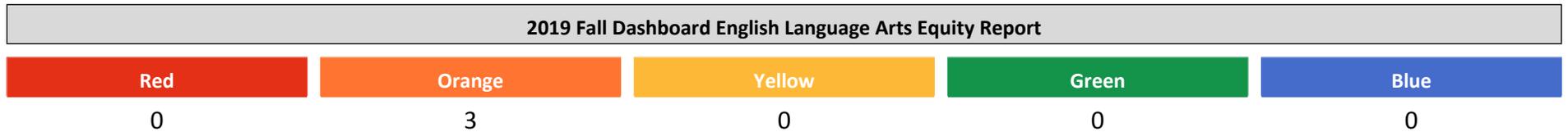
A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Performance for All Students/Student Group**

All Students	English Learners	Foster Youth
 Orange 48.1 points below standard Declined Significantly -21.2 points 269	 Orange 49.3 points below standard Declined Significantly -20.4 points 160	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 50.3 points below standard Declined Significantly -20.5 points 239	 No Performance Color 123.8 points below standard Declined Significantly -18.5 points 28

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p><b>Hispanic</b></p>  <p>Orange 46.5 points below standard Declined Significantly -21.1 points 257</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>90.3 points below standard Declined -7.7 points 90</p>	<p><b>Reclassified English Learners</b></p> <p>3.4 points above standard Declined -12.7 points 70</p>	<p><b>English Only</b></p> <p>53.6 points below standard Declined Significantly -26.9 points 102</p>

**These data points indicate:**

- These data points indicate both All and ELL student groups, did not make the expected growth in ELA as there was a further decline in points from standard. We are not narrowing the achievement gap in ELA for All and specifically, ELL students.

2. These data points indicate for both our socio economically disadvantaged students and students with disabilities did not make the expected growth in ELA as there was a further decline in distance from standard. We are not narrowing the achievement gap in ELA for these student groups.
3. These data point indicate that within our English learner population, our identified ELs increased the furthest from standard than our reclassified and English only population. We are not narrowing the gap for our EL students in particular.

## School and Student Performance Data

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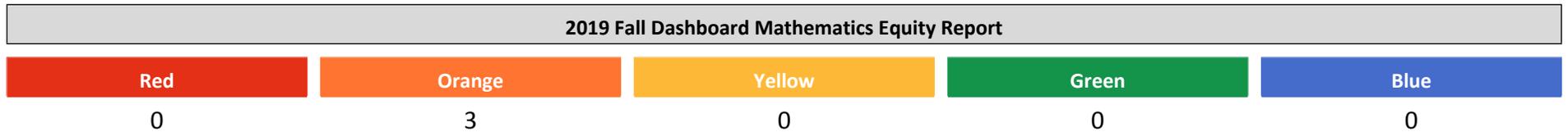
A review of the following data informs the comprehensive needs assessment.

### Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**

**All Students**

  
 Orange  
 71.6 points below standard  
 Declined -11.9 points  
 268

**English Learners**

  
 Orange  
 73.5 points below standard  
 Declined -10.5 points  
 159

**Foster Youth**

  
 No Performance Color  
 Less than 11 Students - Data Not Displayed for Privacy  
 3

**Homeless**

  
 No Performance Color  
 Less than 11 Students - Data Not Displayed for Privacy  
 5

**Socioeconomically Disadvantaged**

  
 Orange  
 73.4 points below standard  
 Declined -11 points  
 238

**Students with Disabilities**

  
 No Performance Color  
 132.9 points below standard  
 Declined -14.3 points  
 28

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.9 points below standard Declined -11.2 points 256	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
94.6 points below standard	46.6 points below standard	72.7 points below standard
Maintained -1.8 points	Declined -8.7 points	Declined Significantly -16 points
89	70	102

**These data points indicate:**

1. All student groups declined in math with the exception of current English Learners who maintained. This reveals students are not making progress in math achievement.

2. Based on the decline in math, we are not narrowing the achievement gap for all, ELLs, or our socio economically disadvantaged students.

## School and Student Performance Data

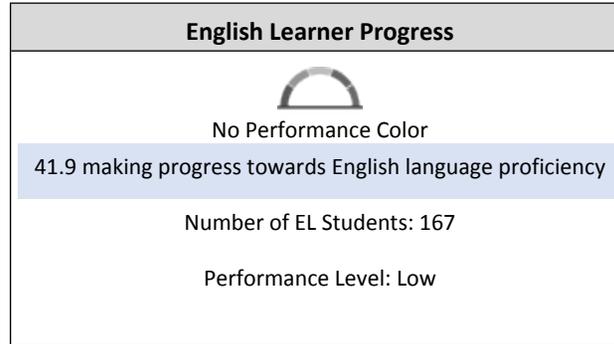
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A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

#### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

#### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32.9	25.1	5.9	35.9

#### These data points indicate:

1. With an ELPI of 41.9%, English learners are acquiring English language at the low rate. This reveals that many students are not making sufficient progress in acquiring English.

## School and Student Performance Data

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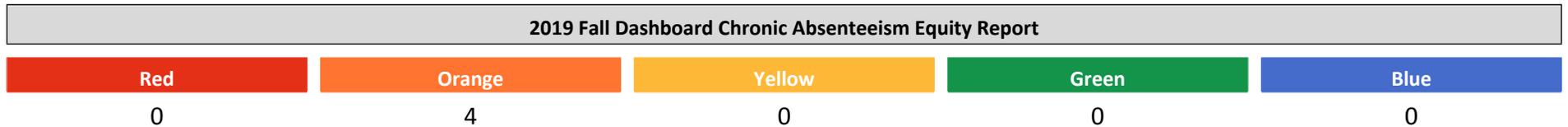
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

All Students	English Learners	Foster Youth
 Orange 8.5 Increased +1.1 563	 Orange 7.1 Increased +2.2 226	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 25 Increased +25 24	 Orange 8.3 Increased +0.9 495	 Orange 17.9 Increased +8.9 56

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 9.1 Increased +9.1 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.3 Increased +0.7 528	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	495	58	12.1
Female	253	29	11.7
Male	242	29	12.4
American Indian or Alaska Native	1	0	0.0
Asian	4	0	0.0
Black or African American	8	2	33.3
Filipino	0	0	0.0
Hispanic or Latino	467	54	11.8
Native Hawaiian or Pacific Islander	2	0	0.0
Two or More Races	5	0	0.0
White	8	2	25.0
English Learners	184	17	9.5
Foster Youth	6	0	0.0
Homeless	10	0	0.0
Socioeconomically Disadvantaged	471	57	12.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	53	10	20.0

**These data points indicate:**

1. Live Oak averaged a 12.1% chronic absentee rate for the 2020-2021 school year. The percentage is an increase from the previous year and reflective of the challenges associated with distance learning.
2. Both our Hispanic and English learner student groups were below the schoolwide average. This is promising in that they are two of the largest student groups. The student groups with rates larger than the schoolwide average were African American, Socioeconomically Disadvantaged, and Students with Disabilities. This indicates a schoolwide focus on monitoring these student groups to improve chronic absentee rates.
3. Maneuvering through distance learning during a pandemic proved to be a challenge. A combination of digital divide and student disengagement were strong contributors to our increase in chronic absentee rates at Live Oak. As such, we continue to make concerted efforts in reengaging students to school by strengthening student teacher relationships, communicating more effectively with our Live Oak families, providing more fun and engaging activities.



## School and Student Performance Data

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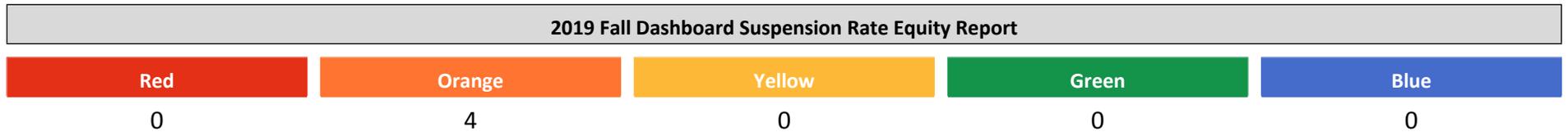
A review of the following data informs the comprehensive needs assessment.

### Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

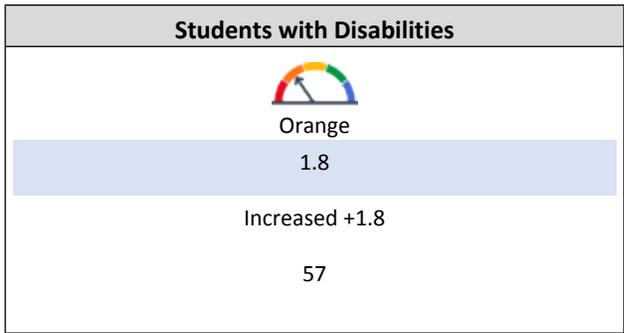
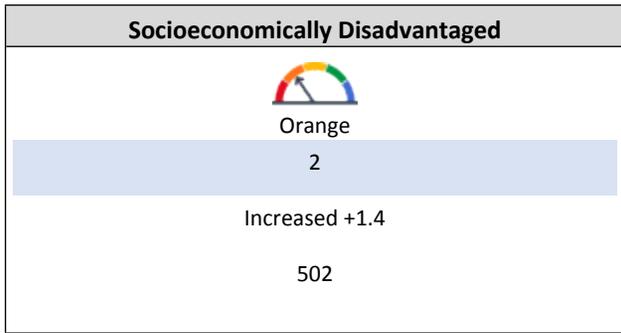
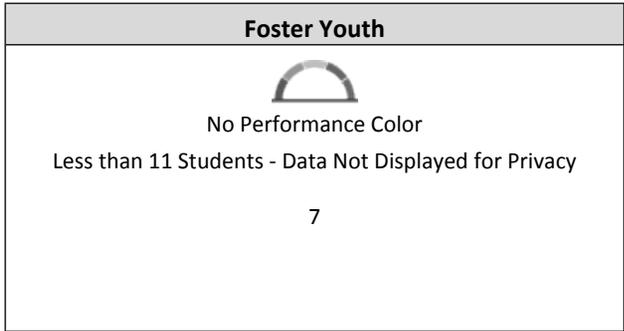
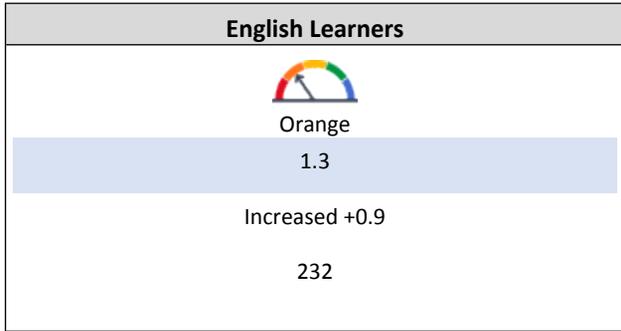
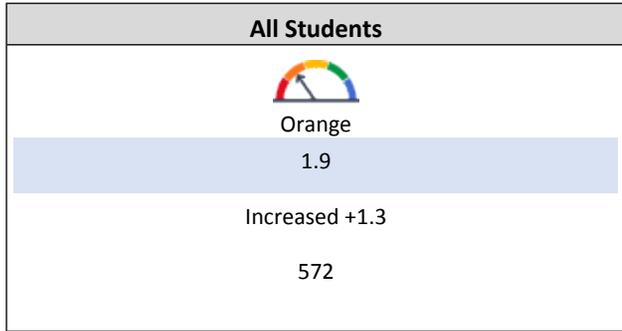


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 16.7 Increased +8.3 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.3 Increased +0.8 536	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.6	1.9

**These data points indicate:**

1. Live Oak saw an increase in student suspension rates across all student groups indicating a need to focus in this area.

## School and Student Performance Data

### Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.54 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.53
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.03 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Classroom walkthrough: Percent of classroom demonstrating effective integration of differentiated instruction	50% - 78% depending on the month
Site Specific Measures:	

#### These data points indicate:

When looking at the performance MAP data at Live Oak, a greater percentage of students are performing in the bottom two performance bands in both math and reading. Live Oak students performed better in reading than in math. The most significant needs to accelerate learning in both reading and math were in grade 2 and 6. Student groups that need additional support and intervention in reading include our males, English learners, and Students with Disabilities. Student groups that need additional support and intervention in math include English learners, and Students with Disabilities. When looking at the growth from Fall 2020 to Fall 2021, it is clear that distance learning significantly hindered student growth in both math and reading, although more significantly in math. Every grade level at Live Oak made less than one year of growth and increased the gap with the national norm in both reading and math. The most significant lack of reading growth occurred in grades 2, 3, and 6. Comparatively, the most significant lack of math growth occurred in grades 2 and 3. There was no significant disproportionality in growth among student groups. Our site specific measure data, classroom walkthroughs, demonstrated an increase of small group differentiated instruction from 50% to 78% between the months of September through January.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.55 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.76
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.29 (Excludes K-2 due to invalid Fall 2020 results)

Academic Data – English Learners (EL)	
Site Specific Measures: Walkthrough Data: % of classrooms observed with integrated language tasks during Designated and Integrated ELD	95%
Site Specific Measures:	

**These data points indicate:**

English learner students at Live Oak made similar growth in MAP reading compared to schoolwide reading growth. In language, English learners demonstrated less growth than students schoolwide. In math, English learners, made less growth than students schoolwide. When analyzing our Site Specific Measures, our data indicates 95% of our classrooms have evidence of integrated language tasks during ELD as evidenced in walk through data. This outcome was achieved by allocating a dedicated time within the schoolwide master schedule as well as providing professional development on the integration of language tasks by our EL Teacher on Assignment. As students returned to in person instruction, we anticipate a positive movement in conditional growth index with our ELs in MAP assessments.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 8% Level 3: 39% Level 2: 39% Level 1: 14%
2020-2021 ELPAC Listening Domain: % by Performance Level	21% - Well Developed 69% - Somewhat/Moderately Developed 11% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	27% - Well Developed 61% - Somewhat/Moderately Developed 12% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	9% - Well Developed 53% - Somewhat/Moderately Developed 38% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	9% - Well Developed

Language Acquisition Data – English Learners (EL)	
	64% - Somewhat/Moderately Developed 27% - Beginning Development
Site Specific Measures: Imagine Learning: % of EL students with improved score from pre-test to post-test	45% to 63% depending on the content
Site Specific Measures: Walkthrough Data: % of classrooms observed with integrated language tasks during designated ELD	95%

**These data points indicate:**

Across all grade levels and student groups, Written language is the greatest area of need when looking at Overall and Composite scores for ELPAC Performance across 3 years. When looking at the written language composite score (reading and writing), a greater number of students fall within the “beginning to develop” in reading than in writing, particularly in grades 1,3,5, and 6. Over the past 4 years, the reading domain cohort data indicates a need to provide a particular focus and support for students currently in grades 2, and 4 – 6. When looking at ELPI progress from 2019 to 2021 by cohort groups, students in grades 4 and 6 increased the percentage of students that decreased in their ELPI level. Thus, students did not demonstrate the expected yearly progress toward English proficiency. The greatest number of students in grades 4 and 6, were students dropping from ELPI level 3 and 4 to 2 High (2H). This reveals additional support and monitoring of students within the 2H level, will ensure they decrease further on their ELPI. Additionally, students within 3L, should also be monitored to avoid decreasing their language acquisition as this continued decreasing pattern will negatively impact their language development and academic growth. Students who have used Imagine Learning, are demonstrating growth.

When analyzing our Site Specific Measures, 45% of students grew in Oral Vocabulary portion of Imagine Learning and 63% of students grew in Literacy on Imagine Learning. The data tells us that a systematic program is helping students grow in critical area of language acquisition. In addition, 95% of our classrooms have evidence of D ELD as evidenced in walk through data. This outcome was achievable by dedicating the time in the schoolwide master schedule.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	24%
Site Specific Measures: Participation rate on Parent Needs Survey	< 10% of parents returned the survey
Site Specific Measures:	

**These data points indicate:**

Live Oak did not meet the Fontana USD goal of a 25% return rate on the Parent/Family Climate survey. Despite efforts, Live Oak families were challenged in completing the survey due to lack of access to a laptop device, and families struggled to maneuver through the multistep process of completing a 72 survey questionnaire. Live Oak offered incentives in the form of gift cards to encourage families to complete the survey. As a result, Live Oak did receive insight on how to best serve our families. Our climate survey revealed that our school has strong Inclusion Efforts, Policy Awareness, and Substances and Student Interactions. The three areas that may require more attention are School Fit, Learning Model and Family Engagement. The term Learning Models refers to in person versus distance learning.

In addition, Live Oak also sent out a Parent Needs Survey so that we could provide parents with appropriate workshops and development. This survey resulted in a less than 10% of our parents participated in our survey regarding training needs to support student learning. Due to its proximity to the 72 Family Climate Survey time window, we believe survey fatigue may have kept more families from responding. Our next steps will be to select a better timeframe so that more families are able to respond. In addition to that, providing the survey during our other committee meeting times and providing time to complete may result in a stronger response rate.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.15 Fall 3rd to Fall 4th: -0.72
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 38% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 74% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 56% 24-25 3rd Gr. Cohort (21-22 Kinder): 21%
Site Specific Measures: Average words read per month	Average number of words read per month semester I: 12,104,687
Site Specific Measures:	

**These data points indicate:**

More than two thirds of current third grade students will read proficiently by the end of the 2021-2022. However, the 2022-2023 3rd grade cohort (current 2nd graders) are projected to widen the proficiency gap by the end of the 2022-2023 school year. This indicates that a more targeted focus on phonemic awareness, phonics, vocabulary and comprehension foundational skills in the early grades is critically needed to close the academic reading gap. This gap is

projected to decrease significantly with the 2024-2025 3rd grade cohort group. Our site specific data demonstrates an increase of words read ever month. During the month of January, COVID affected our student attendance thus, a decrease in words read was documented. Live Oak students are increasing the time on independent reading by increased words read as captured in Renaissance Place. Words read per month: September: 5,172,286; October: 7,422,115; November: 12,685,940; December: 23,138,408. The Site Specific Measure indicates an increase of independent reading as measured by words read, has increased. It is anticipated the increase in independent reading will have a positive impact on academic achievement.

<b>Behavior</b>	
<b>School Metrics/Indicators</b>	<b>Current Outcomes</b>
Site Specific Measures:	

**These data points indicate:**

## ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site’s ongoing implementation of ELD and the development of the SPSA.

**Has Integrated ELD been implemented effectively? How was it measured?** Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Integrated ELD instruction has been implemented at Live Oak Elementary. Teachers at Live Oak have used the adopted Wonders ELA curriculum which includes supports and scaffolds for ELA/ELD. Our teachers used the following strategies to support EL’s during core instruction; response frames, sentences frames, thinking maps, productive partnering, vocabulary strategies, and previewing of lessons. Evidence Thinking Maps along with response frames was utilized on a weekly basis as evidenced through virtual walk throughs. Our English learner Teacher on Assignment also provided the staff with professional development in integrating ELD. Our Bilingual Aide supported the classroom teacher to review and scaffold learning from Wonders ELA/ELD provide language production support via small groups. One area noted in classroom observations was the need to integrate language tasks to meet the language and rigor demands of ELA. Therefore, during the 2020-2021 a concerted effort among the entire teaching staff, implemented daily/weekly quick writes during ELD to improve student communication skills. Our districtwide benchmark assessments, MAP CGI: reading and math, demonstrate ELs made the most improvement of all student groups at Live Oak. This is met with great enthusiasm.

**Has Designated ELD been implemented effectively?** Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Designated ELD has been implemented at all grade levels ranging from Kinder through 6th grade. Our schoolwide master schedule reflected D-ELD time for our EL students. Grade levels focused on using Thinking Maps to generate a conversation regarding the content. Teachers followed up lessons with quick write activities as a way to encompass both productive and receptive language skills. In addition to this, 15 software licenses were purchased for ELs in emerging and expanding levels, that focused on language and literacy called Imagine Learning Language and Literacy. The current data is demonstrating student growth particularly with students in the emerging stage. The feedback from students utilizing this software has been positive as they have to engage in with the program via voice recordings.

**What adjustments are needed to improve or enhance the implementation of your site’s core comprehensive ELD (I-ELD and D-ELD)?** Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

The key adjustments that need to be made are the refinement of effective instructional practices and protection of Designated ELD. The alignment of assessment, curriculum, and instruction can be met through expanding PLC time for grade levels. Utilizing resources such as the English Learner Teacher On Assignment can support teachers in the planning for both designated and integrated ELD. To increase practice opportunities, the bilingual aide can support during core instruction. We truly need to have our ELD designated time protected in order to provide the skills, scaffolds, and strategies that students will see during the core ELA block. Other important adjustments to improve outcomes for EL’s:

Progress Monitoring System that tracks progress on ELPAC and overall growth

Tiered Interventions for EL Levels provided during designated EL

EL TOA's support the monitoring of EL growth and collaborate with site leaders

EL TOA's provide direct services to most at-risk EL students

## Comprehensive Needs Assessment

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)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Qualitative Data	
<p><b>Surveys</b> Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>The fall 2021 Student Climate Survey, was administered to students in grades 3rd - 5th grade. 100% of students in grades 3-5 completed the survey. This survey showed Live Oak had strengths in the following areas: Supportive Relationships, Rigorous Expectations, and Teacher- Student Relationships were rated at 85% or higher. This demonstrates that Live Oak is strong in building relationships among the school community. The areas that were rated lower at 61% or lower were Self-Efficacy, Other Risks, and Learning Opportunities. Other Risks refers to students feeling sad over the last year. Learning Opportunities refers to how often students are given a chance to help decide class activities</p> <p>The Student Social Emotional Learning survey was administered to students in grades 3rd - 5th and 6th grade. In addition, a Student Social Emotional Learning survey was also administered to sixth grade students. 100% of students in 3rd - 5th, took the survey in the fall of 2021. This survey data showed similar results as the Climate Survey. The data revealed Supportive Relationships, Teacher- Student Relationships, and Sense of Belonging were strengths for Live Oak. The data revealed Growth Mindset, Self Efficacy, and Emotion Regulation were areas of need.</p> <p>In the sixth grade survey, 100% of students responded. The data was almost identical to what grades 3-5 revealed.</p> <p>The Family Climate Survey was administered fall 2021. Our participation goal was 25%. Live Oak participation rate was just shy of that goal at 24% despite efforts. Obtaining 25% was difficult in that many of our families were challenged with the lack of access to technology since students were attending school with their one to one device. Another concern families shared was having to navigate the site as it required several steps. The 72 question survey was deemed too long, especially when there is no laptop available. Parents expressed that a hard copy of the survey would have been easier to complete. As an incentive, Live Oak offered parents a raffle entry for a restaurant gift card.</p>

## Analysis of Qualitative Data

The survey results indicated a favorable response to the following topics: Inclusion Efforts, Policy Awareness, and Substances and Student Interactions. The areas that were rated lower were school Learning Models; particularly distance learning models, and Family Engagement. Having been in distance learning during most of the 2020-2021 school year, these results are not a surprise.

Upon gathering data to determine schoolwide needs, it was clearly evident that Live Oak should focus on student self-efficacy and growth mindset as they are foundational to student success in academics and life. Teacher feedback also validated this concern. Teacher feedback was gathered during an October staff meeting where administration shared various survey data. For this reason, professional development regarding self efficacy and its direct correlation to learning targets will be provided. Live Oak also gathers survey data due to our PBIS status. Twice a year, students and teachers take a survey regarding various school topics. This data is shared and discussed with the staff. The staff feedback is taken into consideration when developing professional development.

## Classroom Observations

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

Weekly classroom walkthroughs were conducted in all classrooms. During these walk throughs, evidence of Teacher Clarity around learning targets, success criteria, PBIS implementation and small group reading instruction:

- 100 percent of the classrooms identified learning targets
- 90 percent of the classroom had identified success criteria
- 100 percent of the classrooms in K-2 had small group reading instruction
- 100 percent of the classrooms implemented PBIS within their classroom

One area of concern was that students had a difficult time differentiating between the Learning target (standard being addressed) and the content-specific work. Often times students were able to identify the task rather than the learning target. With this feedback, teachers worked as PLCs on creating success criteria that were better aligned to formative assessments and checks for understanding. Further work in learning targets and success criteria is needed.

The school administration established a goal of visiting classrooms at least once a week and provide feedback on learning targets and success criteria.

## Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

<b>Standards, Assessment, and Accountability</b>	
<p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p>	<p>Locally, NWEA Data is used to monitor the growth and progress towards meeting the literacy and numeracy goals identified in the SPSA. In addition, Kindergarten through third grades utilized A2i data as part of their instruction modification needs. Both Fall and Winter NWEA data reports provide predictions to target potential outcomes for the Spring CAASP. PLC teams utilize the fall and winter NWEA data to adjust their units of study in the event that some essential standards have to be re-taught. Grade level PLCs included the use of internal common assessments such as those in Performance Matters. A data analysis protocol was used to identify patterns and areas of concern. The analysis helped teacher design lessons that were more focused toward the standard, scaffold when necessary and or reteach the standard. Teachers were also able to create better aligned assessments.</p> <p>Program Needs:</p> <ul style="list-style-type: none"> <li>• Refinement and refocus on key instructional practices to leverage higher academic achievement</li> <li>• Increase teacher collaboration around instruction and student monitoring</li> <li>• Increase professional development in areas of need: Student Engagement, ELD, ELA- reading and writing, Math</li> </ul>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>At the site level, we use ELPAC data to establish beginning of year ELD groups. Grade level PLC teams utilize the current language development levels to provide scaffolds during integrated ELD and designated ELD. CAASP data becomes available during summer and fall and provides trends on students meeting performance standards in ELA and Math. PLC Teams utilize data from class level common formative assessments to differentiate learning for all students. During PLCs, grade levels identified SMART, Small Measurable goals.</p> <p>Program Needs:</p> <ul style="list-style-type: none"> <li>• EL TOA to provide staff PD on strategies to improve receptive and productive language during designated ELD instruction</li> <li>• EL TOA to collaborate with teachers to monitor our current and reclassified ELs to provide additional resources and instructional supports</li> <li>• EL TOA to communicate with families and provide resources and parent workshops to encourage EL student achievement</li> <li>• Bilingual Aides to provide strategic interventions and supports through small group differentiated instruction</li> </ul>
<p>Process for annually evaluating and monitoring implementation and progress toward</p>	<p>Live Oak includes parents and teachers in the evaluation and monitoring of progress through SSC, staff meetings, Coffee with the Principal, and ELAC. Each group analyzes available data to monitor the implementation of the school plan.</p>

**Standards, Assessment, and Accountability**

<p>accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>In January, formal progress monitoring occurred. SSC reviewed the level of implementation and available outcome data of all SPSA Actions. Actions and services for tutoring and teacher collaboration time are not being implemented because teachers are unavailable after school. SSC will revise the SPSA to utilize remaining funds to address identified needs.</p> <p>As part of the SPSA monitoring, development, and evaluation process, SSC:</p> <ul style="list-style-type: none"> <li>• Examines the identified needs and how they are being addressed</li> <li>• Discusses the actions/services and related expenditures</li> <li>• Develops identified needs as well as actions/services based on the data</li> <li>• Monitors the actions/services throughout the year</li> <li>• Develops a list of actions/services that are most/least effective</li> <li>• Examines each action/service to determine whether to continue, modify, or discontinue</li> </ul>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>NWEA Math and Reading is used as a district wide universal screener to identify and facilitating the grouping of students who need extra support. During PLC, grade level teachers analyze data that monitor students and adjustments to instruction are made. The program evaluation consists of a series of evaluation questions located in our Single Plan for Student Achievement. Through the SSC, the principal walks SSC through a data analysis of progress toward EL program goals. While this is a great start in evaluating the program to EL goals, there is much work that needs to be done. For example, more specific lens of data analysis of EL needs to be done in order to progress monitor more frequently. Teachers need to refine the Designated ELD time and assessments. Disaggregating EL data will also help develop a laser like focus in instruction and monitoring systems. EL students should also be aware of what their current academic status is and what needs to occur to move toward English proficiency, Along with that, Parents should also be engaged in this process so they can support school efforts at home.</p>
<p><b>Identified Needs based on Findings:</b></p> <p>Based on classroom Walk Through Data, Smarter Balanced, MAP assessments, ELPAC assessment data, and teacher input, the identified needs are:</p> <ul style="list-style-type: none"> <li>• Teacher need to engage in PLC for deeper data dives with available local and state assessments to identify areas of focus for ELA, math, and ELD.</li> <li>• Teachers need support in developing differentiated instructional plans that support instruction for ELs through integrated and designated ELD opportunities</li> <li>• Teachers need supplemental materials in early literacy skills and reading comprehension through differentiated instruction</li> </ul> <p>Based on Smarter Balanced data, MAP assessments, and ELPAC assessment data, students' score indicate:</p> <ul style="list-style-type: none"> <li>• Students need access to tutoring opportunities to support academic gaps</li> <li>• Students need access to technology to integrate skills learned with 21st century skills</li> <li>• Parents need to engage with the school environment in regard to student academic demands</li> </ul>	

### Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Live Oak created a Professional Development calendar that included</p> <ul style="list-style-type: none"> <li>• Teacher Clarity: writing and utilizing Learning Targets and Success Criteria</li> <li>• Technology</li> <li>• PBIS</li> <li>• Reading Instruction (United 2 Read)</li> <li>• Guided Reading</li> </ul> <p>As a way to provide best first instruction, learning targets and success criteria were vital in identifying what students were going to learn and how that was going to be measured. Because mathematics had been an area of concern for Live Oak, we identified math concepts as a need for professional development. Grades K-3 also participated in United 2 Read initiative by working with a reading consultant as our data indicates reading (decoding) and reading (comprehension) are areas of need.</p>
<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>Instructional Assistance and support was provided in the following areas:</p> <ul style="list-style-type: none"> <li>• Student Data Analysis</li> <li>• Lesson plan design in ELA and Math</li> <li>• United to Read</li> <li>• PBIS</li> <li>• Professional development on district approved programs, and best practices. Conferences relevant to our needs are also offered to teachers.</li> </ul>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Our teachers meet in Professional Learning Communities every other Wednesdays to plan lessons, discuss data, and create common assessments. Because this time was only offered twice a month for two hours, and some of the time had to be dedicated to professional development, PLC occurred only 1-2 hours a month during staff meeting Wednesday. It is obvious more PLC time is needed for teachers to discuss best practices as well as to create targeted assessments.</p>
<p><b>Identified Needs based on Findings:</b></p> <p>Based on classroom walk through data and teacher input, the identified needs are:</p> <ul style="list-style-type: none"> <li>• Teachers need support in Teacher Clarity by unpacking standards to write learning targets and success criteria</li> <li>• Teachers need support in how to engage students to school while still meeting academic demands</li> <li>• Teachers need additional PLC time dedicated for effective instructional planning and student monitoring.</li> <li>• Teachers need support in student engagement within the school day</li> </ul>	

### Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p> <p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics,</p>
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## Teaching and Learning

History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:

- TK-5th grade My Math, McGraw Hill
- TK-5th grade Wonders, McGraw Hill
- TK-5th Social Studies Alive! TCI
- 6th grade Study Synch for ELA
- 6th grade Discovery Education math

\*Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.

Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching. Visible learning and the unpacking of grade level standards were foundational to the work on teacher and student clarity.

Teachers utilize differentiated instructional groups both during class and during Response to Intervention Time in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, WonderWorks, and Lexia. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored

Live Oak Elementary utilizes district adopted materials in all core areas: ELA, ELD, and math. McGraw Hill Wonders for ELA and ELD, McGraw Hill My Math for math. One hundred percent of the classrooms use these materials as their primary source for instruction. Teachers created their own pacing guides to align common core state standard claims, Teacher clarity, specifically Learning Targets and Success Criteria was the central focus instruction is provided to all students through our state Common Core Standards. Teachers incorporate learning targets and success criteria to their lessons plans so that content and rigor are focused.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Ready Common Core, WonderWorks). Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.

In addition to the district adopted curriculum, supplemental instruction materials are also incorporated to the instructional day for students who are identified as reading below grade level standards. Through the Response to Intervention (RTI) model, students are provided additional assistance using the following reading intervention programs are: System 44, Read 180, (etc). Along with that, Live Oak utilizes United to Read framework in grades K-2 to support reading instruction.

### Identified Needs based on Findings:

Based on classroom walk through data, teacher input, MAP assessment data, and ELPAC student data, the identified needs are:

### Teaching and Learning

- Teachers need continued professional development around Teacher Clarity to identify instructional progressions and student monitoring.
- The school needs to resource supplemental instructional program that address with language and literacy needs individually.

### Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students had access to the core instructional program. All students participated in daily grade level tier 1 Multi-Tier System of Supports (MTSS) at designated times during the instructional day where student were groups homogenously by academic need. All kindergarten through third grade students participated in United 2 Read literacy initiative. Tier I supports and services provided by the regular program that enable underperforming students to meet standards include

- Instructional Support Teacher
- Read 180/System 44 via
- PBIS Framework including Restorative Practices
- United 2 Read Small group differentiated instruction
- Response to Intervention as outlined in the master schedule
- Accelerated Reader (AR)
- LEXIA & MobyMax
- Language acquisition support via bilingual aide

Student groups for whom there exist disparities in achievement and summary of the root causes.

Performance data indicates that students are making progress in decreasing distance from standard in both ELA and math, however, not all student groups are making the same amount of growth in ELA and math. Disparities in achievement continue to exist for our EL students, low SES, and Hispanic students. The root causes can be attributed to EL students having to master English while learning the grade level content. While there are common formative assessments given to all students, language acquisition monitoring systems are a missing component to our ELD program. Students with Disabilities, SWD, having identified learning disabilities which cause more deficits and needing more individualized supports throughout the school day that are most effective when provided in a small group setting. EL- EL students continue to underperform in all core academic areas. The root causes to these are: student access to D-ELD, designated English Language Development, effective student monitoring systems, instructional collaboration and parent engagement opportunities. Designated ELD time, is one subject that tends to be short changed with time. There are great attempts to understand lesson planning around designated ELD, the reality is a greater awareness of the lesson components needs further development for better instructional practices. There are currently no intensive ELD intervention or intensive math intervention curricular programs. The needs of 38% of the language needs of EL was not met, which leaves a great deal of students that need to increase in language acquisition. Coupled with limited exposure to academic vocabulary and writing instruction are factors that contribute to the necessary growth. Chronic absenteeism is yet another root cause in the academic achievement disparities for all students because 12.1% of students are considered chronically absent which was an increase of 3.5% from the previous year.

**Opportunity and Equal Educational Access**

	<p>The root causes for the disparities in academic achievement, and chronic absenteeism, can be attributed to the following:</p> <ul style="list-style-type: none"> <li>• Limited teacher PLC time to unpack standards to develop effective learning targets and success criteria</li> <li>• Limited teacher PLC time to monitor student academic progress</li> <li>• Limited teacher PLC time to develop lessons with Teacher Clarity in relation to integrated and designated ELD</li> <li>• Limited parent involvement in school</li> </ul>
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<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>At this time, the needs of our largest student groups, EL, Hispanic, Socio Economically Disadvantaged students, have not been met as evidenced local data.</p> <p>The following actions/services are demonstrating effectiveness:</p> <ul style="list-style-type: none"> <li>• Reading support through AR reading incentive software</li> <li>• Deliver small group differentiated instruction in reading through United 2 Read framework in grades K-3</li> <li>• Virtual Parent Engagement Workshops</li> <li>• Purchase of library books and classroom books</li> <li>• PBIS monthly student recognition is being fully implemented</li> <li>• Common Formative Assessment (CFA) planning &amp; data analysis</li> </ul> <p>The following actions/services are demonstrating minimal effectiveness due to the lack of subs and teacher availability after school:</p> <ul style="list-style-type: none"> <li>• Professional development/PLC collaboration time</li> <li>• Tutoring</li> </ul>
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<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>• To implement PLC time and tutoring we need a remedy to the sub shortage and teachers' inability to remain after the regular work day. Potential solutions: utilizing Sports for Learning staff and the resident sub to release teachers during the school day.</li> </ul> <p>2021-22 Based on the student engagement data on the California Dashboard: Chronic absenteeism, suspensions, along with SBA, MAP, and ELPAC student scores, the data indicates:</p> <ul style="list-style-type: none"> <li>• Teachers need professional development in leveraging student engagement strategies and merge with academic demands to improve student outcomes.</li> </ul>	
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### Opportunity and Equal Educational Access

- Teachers need additional hourly pay to meet in PLC and unpack standards, lesson plan design and monitor students meeting or not meeting standard

Based on the SBA, MAP and ELPAC, the data indicates:

- Students need strategic intervention to address the academic needs of ELs.
- Students need strategic intervention to address the linguistic needs of ELs.
- Students need extended learning opportunities to further develop academic gaps in ELA and Math.

Based on the student engagement data on the California Dashboard: chronic absenteeism and suspension rate, Live Oak's needs are the following:

- School site needs to continue PBIS tiered supports to maintain positive learning environments to decrease chronic absentee rates and suspensions.
- School site needs to engage families more around literacy and math through a resource center.
- Teachers need to provide strategic language acquisition tasks to build foundational academic listening and speaking skills to All students.
- Teachers need to provide strategic math conceptual understanding and mathematical reasoning to develop a deep understanding of math.

### Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Live Oak Elementary School offered various opportunities for parent engagement. These include monthly Coffee with the Principal meetings where a training topic is discussed such as student safety. Regular ELAC and SSC Meetings - Live Oak meets with the following parents groups to engage all stake holders in the decisions that are made in our school. Parent workshops were also scheduled virtually via Microsoft Teams.

The school counselor offers workshops for parents to support their child(ren) in dealing with and preventing bullying.

All written and verbal correspondence is provided in English and Spanish including interpretation and translation services.

The Community Aide connects families to community resources, communicates school activities and opportunities to participate, and conducts surveys to solicit input and feedback.

#### Identified Needs based on Findings:

Based on the parent group feedback at Coffee with the Principal, ELAC, School Site Council, and parent surveys, the identified needs are:

- Virtual meetings are needed to keep our community informed.
- Engaging Parent training opportunities that address the academic and socio emotional needs of their child.
- Improved home school communication regarding academic interventions
- ELAC expressed a need for parent education on ELPAC/ELPI levels and how students are able to reclassify

**Parental Engagement**

**Funding**

Services provided by state and local funds that enable underperforming students to meet standards.

- Services provided by state and local funds include:
- Instructional materials for small group differentiated instruction
  - Recognition for students' academic achievements
  - TV Monitors to increase visual access to instruction

Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)

- Title I provided the following services:
- Instructional materials for small group differentiated instruction
  - Instructional software for blended learning
  - Books and software to support literacy
  - AVID professional development
  - Student Intervention Team Coordinator
  - PLC time - additional hourly
  - Parent Resource and Training Center
  - STEM Activities focusing on Engineering, Robotics, and Computer Science as a means of College and Career Readiness

**Identified Needs based on Findings:**

- Students need access to tutoring services to help close academic and linguistic gaps in their learning.
- Students need access to literacy books and literacy software that enforce independent reading and support reading comprehension.
- Teachers need professional development in the following areas: ELD, Math, ELA reading comprehension and writing to meet the academic and linguistic needs of students.
  - Live Oak Elementary School needs to refine the PLC process to collaborate on Teacher Clarity and how to address the instructional needs of students. - To implement PLC time and tutoring we need a remedy to the sub shortage and teachers' inability to remain after the regular work day. Potential solutions: utilizing Sports for Learning staff and the resident sub to release teachers during the school day.
  - Live Oak Elementary School needs to utilize a parent resource and training center to offer parent workshops on supporting academic demands.

### Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In April, SSC conducted progress monitoring of the SPSA actions and services. The principal shared the outcome and degree to which the items was implemented. The Parent resource Center was not implemented for the 2021-2022 school year as all parent meetings and trainings were held virtually. Both SSC and ELAC preferred to have any trainings and/or meetings in person.

In April, SSC determined which actions and services should continue, discontinue, or modify based on the outcomes and needs of students. SSC determined that it is best to continue with the current actions and services for the 2022-2023 school year with only minor adjustments. ELAC recommended Live Oak continue the use of STAR/AR reading to bolster reading comprehension skills as parents noticed an increase engagement in reading.

In May, SSC reviewed and approved the 2022-2023 SPSA.

#### Identified Needs based on Findings:

Based on the Stakeholder Involvement, the following were findings and needs were identified:

- A need to improve attendance in SSC and ELAC.

## SWP Requirements

<p><b>SWP Requirements:</b> [ESSA section 1114(b)(7)] 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><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(s)</b></p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>Teachers will participate in professional development around clarity to identify learning targets and success criteria for math and language arts standards. Professional development will also be conducted around English Learner Development, integrated and designated. In addition, we will utilize the Common Core State Standards to determine learning progressions that will allow us to better differentiate instruction for students. Teachers will be provided professional development in the use of Standards Based lesson planning Teachers will also be provided time to evaluate performance of all students on a regular basis.</p> <p>The major areas of focus will be to provide the following:</p> <ul style="list-style-type: none"> <li>• Professional Development in Receptive and productive language routine during integrated and designated ELD</li> <li>• Professional Development in math to increase students' academic conceptual understanding and mathematical reasoning</li> <li>• Professional Development in integrating Thinking Map across all content areas</li> <li>• Professional Development on increasing student engagement in academics</li> <li>• Professional Development in Teacher Clarity by learning how to unpack standards and leverage best instructional practices</li> <li>• Response to Intervention- Support for at-risk students, Systematic intervention strategies</li> <li>• Provide teachers the PLC time for effective lesson design, student monitoring, and data analysis</li> <li>• United 2 Read framework for K-3 for reading differentiated instruction</li> <li>• Extended learning opportunities for students in grades 3-6 in ELA and math</li> <li>• Extended learning opportunities for EL students in ELA and Math for students who struggle in those areas</li> <li>• Continue to build a positive culture and climate for students through PBIS</li> <li>• Establish a Parent Resource Center to better engage our Live Oak families with the school environment. The Parent Resource Center will serve as a portal to many training opportunities that will strengthen student academic achievement.</li> </ul> <p>Latino Family Literacy Project, reading and math resources, so that families are better connected to school</p>	<ul style="list-style-type: none"> <li>• ELD PD in Receptive and productive language routine during integrated and designated ELD, August - May</li> <li>• Math PD math to increase students' academic conceptual understanding and mathematical reasoning, August - May</li> <li>• Thinking Maps PD to integrate TM across all content areas, August - May</li> <li>• PD on increasing student engagement in academics July</li> <li>• PD in Teacher Clarity by learning how to unpack standards and leverage best instructional practices, January - May</li> <li>• Response to Intervention- Support for at-risk students, Systematic intervention</li> </ul>

		<p>strategies, August - May</p> <ul style="list-style-type: none"> <li>• Provide teachers the PLC time for effective lesson design, student monitoring, and data analysis, August - May</li> <li>• United 2 Read framework for K-3 for reading differentiated instruction, August - May</li> <li>• Extended learning opportunities for students in grades 3-6 in ELA and math, October - May</li> <li>• Purchase literacy materials and software to promote independent reading opportunities, August - October</li> <li>• Extended learning opportunities for EL students in ELA and Math for students who struggle in those areas, October - May</li> <li>• Continue to build a positive culture and climate for students through PBIS, August - May</li> <li>• Establish a Parent Resource Center to better engage our Live Oak families with the school environment. The Parent Resource Center will serve as a portal to many training</li> </ul>
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		<p>opportunities that will strengthen student academic achievement. August - May</p> <p>Latino Family Literacy Project, reading and math resources, so that families are better connected to school, September - May</p>
<p>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</p>	<p>The academic program at Live Oak Elementary can be strengthened by making these improvements to student learning.</p> <ul style="list-style-type: none"> <li>• Extended learning opportunities through tutoring for students in grades kindergarten through sixth to assist in closing knowledge gaps in academics</li> <li>• Focus on language and written tasks to improve the academic needs of ELs</li> <li>• Improve student monitoring systems such as Student Intervention Team, Professional Learning Communities to develop student intervention plan for students.</li> <li>• Implement AVID strategies in four upper grade classrooms as a pilot.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended learning opportunities through tutoring for students in grades kindergarten through sixth to assist in closing knowledge gaps in academics, October - May</li> <li>• Focus on language and written tasks to improve the academic needs of ELs, August - May</li> <li>• Improve student monitoring systems such as Student Intervention Team, Professional Learning Communities to develop student intervention plan for students, August - May</li> </ul>
<p>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</p>	<p>Based on the compilation of data around academic achievement, academic engagement, and parent involvement, the following are identified actions that will impact our at promise students.</p> <ul style="list-style-type: none"> <li>• Extended learning opportunities for students at promise with tutoring in ELA and math</li> <li>• Purchase software and offer extended learning opportunities to help address academic and language acquisition gaps</li> <li>• Improve student monitoring systems such as Student Intervention Team, Professional Learning Communities to develop</li> </ul>	<ul style="list-style-type: none"> <li>• Extended learning opportunities for students at promise with tutoring in ELA and math, October - May</li> </ul>

	<p>student intervention plan for students.</p> <ul style="list-style-type: none"> <li>• Improve small group targeted interventions for all tiers- I and II for effective teacher planning time. Tier III through the IST K-5, and Math Instructional Support Aide K-3.</li> <li>• Develop learning plans for student in Student Intervention status</li> <li>• Provide professional development in the areas of ELD, reading and math</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase software that can address language acquisition and academic needs, August - September</li> <li>• Improve student monitoring systems such as Student Intervention Team, Professional Learning Communities to develop student intervention plan for students, August - May</li> <li>• Improve small group targeted interventions for all tiers- I, II through effective teacher planning time, August - May</li> <li>• Develop learning plans for student in Student Intervention status, September - May</li> <li>• Extended learning opportunities to help address academic and language acquisition gaps, October - May</li> <li>• Provide professional development in the areas of ELD, reading and math, August - May</li> </ul>
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## 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)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-48.6	>= -33.6
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-71.6	>= -56.6
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.54 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.53	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.03 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	24%	>= 25%

<b>Identified Need(s):</b>	<p>Based on the walk through data and teacher input, teachers need professional development in unpacking high impact standards in effective instructional practices in ELA and math.</p> <p>Based on California Dashboard student engagement data and teacher input, teachers need professional development how to increase student engagement in the classroom to improve their academic achievement in ELA and math.</p> <p>Based on walk through data and teacher input, teachers need to collaborate in Professional Learning Communities to review student results, monitor student progress, and plan instruction around the 4 PLC questions to meet the academic needs of all students.</p> <p>Based on California Dashboard student engagement data, Smarter Balanced, MAP, and ELPAC data Live Oak needs to engage families in learning opportunities related to strategies to support their students' success in school.</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1A: Provide Differentiated Instruction in reading comprehension, ELA, History, Science and Math skills in a blended learning environment</p> <ul style="list-style-type: none"> <li>• Instructional Software</li> <li>• Non fiction reading articles for increased informational text: hard copy and/or digital format opportunities</li> <li>• High interest/quality reading books for students</li> <li>• Instructional materials</li> <li>• Printing instructional materials, Duplo</li> <li>• Technology equipment to access lesson content: student laptops, TV monitors and hover cams for instruction</li> <li>• Additional hourly pay for certificated and classified staff for tutoring</li> <li>• Registrations/memberships to online subscriptions</li> </ul>	<p>Teacher lessons plans, admin walkthroughs, PLC notes, student sign-in/usage log</p>	<p>Students in TK-6</p>	<p>Teachers and school administrators Library Specialist</p>	<p>\$8,000.00</p>	<p>\$8,000.00</p>
<p>1B: Provide Professional Development on Teacher Clarity: unpacking standards to create effective learning targets and success criteria.</p> <ul style="list-style-type: none"> <li>• Teacher additional hourly pay</li> <li>• Conference and travel fees</li> <li>• Consultant fees and materials</li> <li>• Substitute teacher costs</li> </ul>	<p>Grade level agendas and sign in sheets, Classroom admin walk through data</p>	<p>Students in TK-6</p>	<p>Teachers and school administrators</p>	<p>\$2,000.00</p>	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1C: Provide Professional Development on effective student engagement strategies to improve student attendance, decrease suspensions, and further engage students in learning.</p> <ul style="list-style-type: none"> <li>• Teacher additional hourly pay</li> <li>• Conference and travel fees</li> <li>• Professional growth materials: books, software, etc</li> <li>• Print materials</li> <li>• Substitute teacher costs</li> <li>• Consultant and related fees</li> </ul>	<p>Teacher lessons plans, Classroom admin walkthroughs, PLC notes</p>	<p>Students in TK-6</p>	<p>Teachers and school administrators</p>	<p>\$4,000.00</p>	<p>\$2,000.00</p>
<p>1D: Establish a Parent Resource Center for the purpose of engaging parents in learning about strategies to support their child's academic and Social Emotional needs</p> <ul style="list-style-type: none"> <li>• Training modules centered on student learning</li> <li>• Technology equipment to support parent workshops: laptops</li> <li>• Materials and books to inform parents about student learning</li> <li>• Communication resources: printing, folders, etc.</li> <li>• Classified hourly (interpretation/translation)</li> <li>• Contracted Services and materials</li> </ul>	<p>Parent need survey, evaluations on resources</p>	<p>Parents of Students in TK - 6</p>	<p>Teachers, school administrators, and classified staff</p>	<p>\$2,000.00</p>	<p>\$1,500.00</p>

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1E:Provide additional time for PLCs to focus on the 4 key questions: What do students need to learn? How will we know they learned it? What will we do when they did not learn it? What will we do when they did learn it?</p> <ul style="list-style-type: none"> <li>Additional hourly pay for teachers to collaborate with colleagues on instruction, assessment, student monitoring</li> <li>Substitute teacher costs during the teacher work day</li> </ul>	Admin walkthroughs, PLC notes	Students in TK-6	Teachers and school administrators	\$3,000.00	
<p>1F:Establish a Student Intervention Team process to monitor at promise students' academic growth and intervention effectiveness</p> <ul style="list-style-type: none"> <li>Certificated and classified hourly pay</li> <li>Printing costs</li> </ul>	Number of students served,	Students in K - 6	Teachers, classified staff, and school administrators	\$1,500.00	
<p>1G:Establish Elementary AVID to help create a college readiness culture in support of closing the opportunity gap in students.</p> <ul style="list-style-type: none"> <li>Teacher additional hourly pay for professional development</li> <li>College field trip transportation costs</li> <li>Teacher additional hourly pay for planning</li> </ul>	Number of students served	Students in 4-6	Teachers and school administration	\$1,500.00	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>• Student materials</li> <li>• Print materials</li> <li>• Conference and travel fees for professional development</li> <li>• Consultant fees and materials</li> </ul>					
<p>1H: Establish a student leadership council to promote a positive school culture.</p> <ul style="list-style-type: none"> <li>• Materials</li> <li>• Teacher additional hourly pay</li> <li>• Supplemental materials</li> </ul>	Agendas, sign in sheets	Students in K-6	Teachers and school administration	\$500.00	
<p>1I: Provide STEM opportunities to students that focus on engineering, robotics, computer science, etc, as a means of college are career readiness and build social capital.</p> <ul style="list-style-type: none"> <li>• Consultant fees and materials</li> <li>• Teacher additional hourly pay</li> <li>• Field trip costs</li> <li>• Instructional materials</li> <li>• Conference and travel fees for professional development</li> </ul>	Number of students serves	Students in K-6	Teachers and school administrators		\$4,000.00
<b>Total Estimated Cost for This Goal:</b>				22,500	15,500

## 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)]

LEA/School GOAL 1a Academic Needs of EIs: English learners will demonstrate improved academic growth and achievement in reading and math through the use of academic discourse structured with response frames and graphic organizers.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-50.1	>= -35.1
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-73.5	>= -58.5
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.55 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.76	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.29 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

<b>Identified Need(s):</b>	<p>Smarter Balance and MAP assessments show that ELs need to develop stronger reading comprehension skills through response frames and graphic organizers.</p> <p>Smarter Balance and MAP assessments show that ELs need to develop stronger mathematical reasoning and problem solving skills.</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a1: Provide grade level PLCs the opportunity to collaborate to develop lessons that include the use of response frames and graphic organizers in integrated ELD instruction <ul style="list-style-type: none"> <li>• Additional certificated hourly pay for PLC</li> </ul>	Grade level PLC planning agenda, teacher lesson plans, admin classroom walkthroughs	Emerging and expanding EL students.	Teachers, EL TOA, and school administrators		\$1,500.00

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>Printing materials</li> </ul>					
<p>1a2: Provide student access to differentiated Instruction to improve EL students' reading comprehension and math skills</p> <ul style="list-style-type: none"> <li>Software licensing</li> <li>Additional hourly for certificated to provide student tutoring</li> <li>Additional hourly for classified staff to provide student tutoring</li> <li>Supplemental instructional materials to meet the academic needs of ELs</li> </ul>	CFA and MAP data student results	Long term ELs and expanding	Teachers, bilingual aide, and school administrators	\$3,000.00	\$1,342.00
<p>1a3: Provide parent workshops to help parents learn strategies to promote literacy development in the home</p> <ul style="list-style-type: none"> <li>Conferences and travel fees</li> <li>Additional hourly pay for school employees to provide literacy training and support to families</li> <li>Instructional materials</li> <li>Printing materials</li> <li>Contracted Services and materials</li> </ul>	Parent workshop sign in, program surveys,	Parents of Emerging and expanding EL students	Teachers, bilingual community aide, and school administrators	\$1,800.00	
<b>Total Estimated Cost for This Goal:</b>				4,800	2,842

## 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)]

LEA/School GOAL 1b Language Needs of Els: English learners will demonstrate English language proficiency growth in receptive and productive language by developing their listening and speaking skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	41.9%	>= 44.9%

<b>Identified Need(s):</b>	Based on ELPAC Domain data ELs need further development on specific listening and speaking skills which will be a focus during their Designated ELD time to bridge their linguistic and academic skills in reading and writing.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b1. Provide additional time for Professional Learning Communities to focus on the 4 key PLC questions related to Designated ELD. <ul style="list-style-type: none"> <li>• Additional certificated hourly pay for PLC collaboration</li> <li>• Printing materials</li> <li>• Instructional materials</li> </ul>	Grade level planning pages, PLC notes and agenda	Emerging, expanding and long term ELs	Teachers, EL TOA, and school administrators	\$2,000.00	
1b2. Provide Professional Development on integration of language tasks into Designated ELD instruction for improving the EL's productive language.	Teacher time sheets, admin classroom walk throughs, conference flyers	Emerging, expanding and long term ELs	Teachers, EL TOA, and school administrators	\$1,000.00	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>• Additional certificated hourly pay for trainings related to ELs outside of the work day</li> <li>• Conferences and travel fees</li> <li>• Consultants fees and materials</li> <li>• Materials for professional development</li> <li>• Substitute teacher costs</li> </ul>					
1b3. Provide one to one or small group tutoring to develop receptive and productive language skills applicable in all content areas. <ul style="list-style-type: none"> <li>• Teacher additional hourly</li> <li>• Classified additional hourly</li> <li>• Instructional Materials</li> <li>• Printing materials</li> <li>• Software and licensing</li> </ul>	Curriculum embedded assessments in ELD, pre and post assessment data	ELs at the emerging, expanding level and long term ELs	Teachers, bilingual aide, school administrators	\$2,997.00	\$1,000.00
<b>Total Estimated Cost for This Goal:</b>				5,997	1,000

**LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.**

School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	26.1%	>= 29.1%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-45.6	>= -30.6
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.15 Fall 3rd to Fall 4th: -0.72	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 38% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 74% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 56% 24-25 3rd Gr. Cohort (21-22 Kinder): 21%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 28% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 64% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 46% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 11%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>MAP data indicated K - 3 grade students need to build early literacy skills though a focus on phonological and phonemic awareness</li> <li>MAP data indicated K-3 grade students need to develop stronger reading comprehension skills.</li> <li>Teacher input indicated a need for professional development on foundational literacy skills.</li> </ul>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2A: Provide Professional Development on foundational literacy skills to improve reading <ul style="list-style-type: none"> <li>Additional hourly pay for teachers</li> <li>Professional development materials</li> <li>Conference and travel fees</li> </ul>	teacher surveys, admin classroom walkthrough	Students in grade K-3	Teachers and school administrators	\$4,000.00	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>• Consultant fees and materials</li> </ul>					
2B: Increase independent reading by implementing a reading program to engage students and increase reading levels <ul style="list-style-type: none"> <li>• Library books</li> <li>• Literacy materials</li> <li>• Supplemental literary materials</li> <li>• Software licenses for literacy</li> <li>• Staff additional hourly pay</li> <li>• Motivational items</li> </ul>	AR reports	Students in grades K-3	Teachers and school administrators		\$2,000.00
<b>Total Estimated Cost for This Goal:</b>				4,000	2,000

### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1. Provide technology equipment to access lesson content</p> <ul style="list-style-type: none"> <li>• student laptops</li> <li>• TV monitors for instruction</li> <li>• Peripheral equipment to allow instructional content to be viewed</li> <li>• Software licensing</li> </ul>	All Students	30,000.00	School administrators and teachers
<p>2. Provide STEM opportunities to students that focus on engineering, robotics, computer science, etc, as a means of college are career readiness and build social capital.</p> <ul style="list-style-type: none"> <li>• Consultant fees and materials</li> <li>• Teacher additional hourly pay</li> <li>• Conference and travel fees for professional development</li> </ul>	All Students	30,000.00	School administrators and teachers

**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	37,297
X	<b>Title I, Part A: Carryover</b>	
X	<b>Title I, Part A: Parent and Family Engagement</b> 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).	1,640
X	<b>Supplemental Concentration (SUPC) Allocation</b> Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	21,342
X	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		58,639
<b>Total amount of state funds spent (SUPC)</b>		21,342
<b>Total amount of federal funds spent (Title I)</b>		37,297
<b>Total amount of state and federal funds spent</b>		58,639
<b>Balance</b>		0

## 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
Michelle Miletta	Classroom Teacher	2 years	September 2023	1
Andrea Chavez	Classroom Teacher	2 years	September 2023	1
Juan Arteaga	Classroom Teacher	2 years	September 2023	1
Salvador Rodriguez	Other Staff Member (Specify): Assistant Principal	2 years	September 2023	1
Marisol Torres	Parent/Community Member	2 years	September 2022	1
Nancy Serrano	Parent/Community Member	2 years	September 2022	1
Ruben Chairez	Parent/Community Member	2 years	September 2023	1
Carolynn Molina	Parent/Community Member	2 years	September 2023	1
Dago Villalon	Parent/Community Member	2 years	September 2022	1

## RECOMMENDATIONS AND ASSURANCES

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 10, 2022.

Attested:



Principal, Patricia Corral on 05/10/2022



SSC Chairperson, Salvador Rodriguez on 5/10/22