



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grand Oaks Elementary	34-67447-6034573	March 7, 2022	June 28th, 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. It also serves as the Additional Targeted Support and Assistance plan.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	3
Stakeholder Involvement	3
Resource Inequities	4
School and Student Performance Data	6
Student Enrollment.....	6
Goals, Strategies, & Proposed Expenditures.....	7
SPSA/Goal 1	7
SPSA/Goal 2	11
SPSA/Goal 3	16
SPSA/Goal 4	27
Budget Summary	32
Budget Summary	32
Other Federal, State, and Local Funds	32
Budgeted Funds and Expenditures in this Plan	33
Funds Budgeted to the School by Funding Source.....	33
Expenditures by Funding Source	33
Expenditures by Budget Reference	33
Expenditures by Budget Reference and Funding Source	33
Expenditures by Goal	34
School Site Council Membership	35
Recommendations and Assurances	36

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2022-2023 SPSA was developed in collaboration with parents, teachers, leadership and students. The Grand Oaks School Site Council (SSC), is comprised of parents, teachers, and staff. The SSC met 4 times to determine needs and develop goals and actions to address them. Teachers provided direct input through Wednesday Collaboration Time Meeting, Leadership Team. Parents of English learners met to discuss programs related to the specific needs of English learners. Those conversations will continue throughout the year.

The CA Dashboard data highlighting the need to monitor and refine systems to support equitable outcomes for students receiving English Learners and African American students this was discussed during staff meetings, professional development sessions, Leadership Team meetings, and School

Site Council meetings. The Grand Oaks Targeted Support. Actions will be brought back to additional stakeholder groups for feedback and additional resource allocations as needed.

Stakeholders will continue to be involved with monitoring and refining the School Plan throughout the year. Leadership team meets every two weeks and reviews data point and next steps in best practices for teachers teaching and student learning. School Site Council met six times this school year.

English Language Advisory Committee met in September, October, February and May to review and discuss. Data compared to 2020-2021 school needs assessment, reviewed site budget, resources to support hybrid or distance learning and how to engage students to increase attendance.

At staff meetings, professional development sessions, Leadership Team meetings, and School Site Council meetings we discussed the dashboard and data that highlights the need to monitor and refine systems to support our students who are LowSES, EL, and African American.

Staff has been participating in small group reading strategies, PBIS strategies to support relationships within and outside the classrooms.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on data analysis, root cause analysis and review of budgets and review of schedules, the following resource inequities were identified:

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around the models of learning through 2022-2023 the focus of this plan is to address resource inequities related to engagement in the classroom to meet needs and strategies in student of color and LowSES.

Intervention: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps. A walk to learn, 30 min intervention time in tier 1 will continue this school year, as in 2020-2021 it has show to positively effect student growth in academic areas.

Effective communication:

Parents and students continue to appreciate and to give voice to initiatives at Grand Oaks. We will continue to provide communication in multiple ways to support clean and transparent communication.

1.. Intervention - six week cycles of learning in reading both in fiction and non-fiction and small group effective instruction.

Suspensions:

There has been a decrease in school suspensions, due to the continued training and positive behavior systems at our school site.

Each classroom has Second Step program to teach social-emotional behaviors.

In place of suspensions, we have in place, a positive referral system to celebrate students.

Restorative Practices are beginning with student to student interactions to share how to effectively communicate.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.68%	0.7%	1.15%	2	2	3
African American	3.41%	4.2%	4.62%	10	12	12
Asian	3.41%	2.1%	2.31%	10	6	6
Filipino	0.34%	0.4%	%	1	1	
Hispanic/Latino	32.08%	37.0%	44.62%	94	105	116
Pacific Islander	0%	%	0.38%	0		1
White	51.19%	47.9%	39.62%	150	136	103
Multiple/No Response	8.87%	7.8%	7.31%	26	22	19
	Total Enrollment			293	284	260

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	55	49	35
Grade 1	43	52	56
Grade 2	49	42	46
Grade3	44	44	40
Grade 4	52	43	44
Grade 5	50	54	39
Total Enrollment	293	284	260

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively builds community relationships, identify assets and needs and connect students and families with resources to help them access opportunities the school and community can provide students/families.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Conducted surveys for parents, student and staff. Along with district survey

What worked and didn't work? Why? (monitoring)

Due to COVID restrictions, parents didnt feel like they could participate in the classroom because of the social distancing guidelines to mitigate COVID spread.

Due to COVID restrictions, assemblies, field trips, and school community events were at a minimum this school year. In the Spring when restrictions were reduced, we had an opportunity to take all grades to the MOSAIC science musem. 3rd-5th grade were able to attend an end of year swim party at Rusch park through our community partnerships. We also wer able to hold Art night where students performed and shared their art work.

Working with our district attendance department became difficult due to COVID as well. Where usually have meeting and supports in place for families that struggle with attendance issues.
Having food pick up and opportunities for clothes/shoes for students helped to me students basic needs.

What modification(s) did you make based on the data? (evaluation)

Re-establish supports for families that are having difficulty with student attendance.

2021-22

Identified Need

Based on school surveys as well as attendance rates, there still is a need to focus on connected school communities. Specifically looking at our students who are considered LowSES and African American.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2021 - School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree	86.8% of the parent community feel that they are involved by being informed, 91% of parents feel like the are having phone calls returned and 88.5% feel that the staff is helpful and welcoming	Increase of parent community overall from 90%.
Spring 2021 School Survey - Overall rating of questions in school decision making section. Percent strongly agree/agree	85% of the parent community and 87.5% of the staff strongly agree around school decision making is happening. This is an increase from last year's school survey by 13.5%.	continue whole school processes for feedback loop and school decision making

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Interpreters for parent meetings, sst,	All Students English Learners Low-Income Students		LCFF Supplemen	500.00	School year 2022-2023

	school site council	Foster Youth Other		tal Site Allocation 2000-2999: Classified Personnel Salaries		
1.2	Utilize parent liaison to improve communication between school and families	X All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	3546.00	School year 2022-2023
1.3	Enhance family/community by engaging in interactive activities and learning experiences through three family nights and PTA events: Harvest	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	School year 2022-2023

	festival, jogathon,					
1.4	Implement student voice sessions	X All Students English Learners Low-Income Students Foster Youth Other	Principal and school staff			School year 2022-2023

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

SABERs and MySabers - Fall and Spring
SWIS data- Analysis happened monthly throughout the school year

What worked and didn't work? Why? (monitoring)

We were able to establish small group and individual counseling or small group work regarding social emotional needs. Teacher implemented morning meetings and conducted second step lessons regularly.

What modification(s) did you make based on the data? (evaluation).

Some students on the SABERs data done by teachers did not show a need for intervention and check in. When students completed their on mysabers assesement some students showed to be in need of greater supports.

**2021-22
Identified Need**

Based on data such as surveys and empathy gathering, there is a need to continue focusing on healthy environments for social emotional growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring Survey 21-22 overall students feel a sense of belonging: parents, students, and teachers	86.8 percent of parents agree/strongly agrees students feel a sense of belonging 77.1 % of students agree/strongly agree with a sense belonging 91.7% of teachers agree/strongly agree with a sense of belonging	continue with sense of belonging and increase parents feeling that students belong to 90% Increase student sense of belonging to 87%
Spring Survey 21-22 school climate is positive, nurturing and caring	88.5% of parents agree/strongly agree 86.5% of students agree/strongly agree 87.5% of teachers agree/strongly agree	continue with positive school climate and increase stakeholders to 90%
Spring Survey 21-22 school safety		

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Promoting positive school culture needs including social emotional supports and	All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	2401.00	School year 2021-2022

	student recognition through behavior incentives and activities.			4000-4999: Books And Supplies		
2.2	Increase positive school climate and character education to support students through positive behavior assemblies and recognition	All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3283.00	School year 2021-2022
2.3	Utilize a school community intervention Assistant to provide supplemental academic support to low income students.	All Students English Learners X Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	19,116 25,232	School year 2022- 2023
2.4	Provide additional Recreational	All Students English Learners Low-Income Students		LCFF Supplemental	1500 3,412	School year 2021-2022

	Aide hours to increase positive student engagement during unstructured time.	Foster Youth Other		tal Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries		
2.5	Improve student attendance through incentive days and end of year recognition.	All Students X English Learners X Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000.00	School year 2021-2022
2.6	Increase clerk hours, 3 hours per day to promote attendance and monitor chronic absenteeism.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 2000-2999: Classified	11,863 5,225	School year 2022 - 2023

	Also, to be a resource for community partnerships such as: shoes that fit, dental screening, etc.			Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
2.7		All Students English Learners Low-Income Students Foster Youth Other				
2.8		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded. We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

BPST - each trimester
Text Level data
I-Ready Data
CAASPP 2022 (results not identified as of yet)
ELPAC

What worked and didn't work? Why? (monitoring)

Students made gains over all on BPST, Text level data and I-ready. Students were targeted for tier 2 and tier 3 interventions for a 6 week period then referred for SST if needed.

Tier 1 - walk to learn interventions where students were in small groups to increase academic skills in reading and writing. Math intervention has not been established beside I-Ready math at this time. We do not have enough personnel for teacher intervention.

Student had an opportunity to receive tutoring online from district Title 1 initiative.

What modification(s) did you make based on the data? (evaluation)

Continue with the processes we have established for literacy learning.

2021-22

Identified Need

Data such as surveys, iReady results, and empathy gatherings indicate there is a need for focusing on a being a connected community and fostering a love for learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2021 school survey overall academic progress - students/families understand assignments, concerns are addressed, supports for students who need extra help, given regular feedback	78.2% of parents agree/strongly agree 88% of students agree/strongly agree 95.5% of teachers agree/strongly agree	increase 4% for each stakeholder of academic progress empathy gather around the disconnect between teacher at 96% and students/parents
I-ready reading and math results	I-Ready Spring Results: Grade K has 32 students, 52% of students were nearly at standard. Grad 1 has 12 students, 19% of students were nearly at standard. Grade 2 has 8 students, 14% of students nearly at standard Grade 3 has 11 students, 15% of students nearly at standard	Grades K-2 increase proficiency: 22/28 students in Kindergarten reading at a level D or above by June 2022 38/48 students in first grade will be reading at a level J or above by June 2022 33?41 second grade students will be reading at a level M or above by June 2021.

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	<p>Grade 4 has 6 students, 12% of students nearly at standard grade 5 has 5 students, 7% of students nearly at standard</p> <p>i-Ready Math Results: Grades 3-5 I-Ready Math 28 students were nearly at standard/at standard Grades K-2 Math 14 students were at standard</p>	<p>Grades 3-5 increase proficiency: 30/38 of third grade students are scoring a "late" or above placement as measured by the Spring I-Ready Assessment. 30/38 of fourth grade students are scoring "late" or above placement as measured by the Spring I-Ready Assessment. 27/34 of fifth grade students are scoring a "late" or above placement as measured by the Spring I-Ready assessment.</p>
Empathy gathering input academics and interventions	School Survey results - Students are encouraged to continue learning even when its difficult 75% students felt they are encouraged while 100% of staff left that they were being encouraging Empathy Gathering for students -	Increase students viewpoint to 80%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Implement IReady Math and Language Arts	X All Students English Learners Low-Income Students Foster Youth Other	Teachers/Principal			School year 2022-2023
3.2	Purchase supplemental	X All Students English Learners	Teachers / Principal	LCFF Supplemental	1830.00	School year 2022-2023

	classroom library books, materials, and supplies to support intervention, engagement and differentiation around literacy skills.	Low-Income Students Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	6324.00	
3.3	Develop a whole school library with leveled reading books to enhance curriculum.	X All Students English Learners Low-Income Students Foster Youth Other	Principal / ICT Principal/ Leadership Team	Title I Part A Site Allocation 4000-4999: Books And Supplies	5500.00	School year 2022-2023
3.4	Provide professional development for staff to increase awareness of instructional strategies, language development and foundation reading skill development.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/ Teachers	Title I Part A Site Allocation 5800: Professiona I/Consulting Services And Operating Expenditur es	1500.00	School year 2022-2023

	Include Professional Development - Guided Reading K-5 GLAD training for all staff working iwth students.					
3.5	Provide opportunities for staff to engage in professional development and collaboration around best practices.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers / Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1000.00	School year 2022-2023
3.6	Meet technology needs to include iPads, chargers, headphones, apps, laptops, laptop and iPad accessories, and equipment to enhance the core instructional program.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/ Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	3000.00	School year 2022-2023

3.7	Provide professional development and release time for teachers collaborate and build capacity around effective and engaging instructional strategies for math.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/ Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2000.00	School year 2022-2023
3.8	Provide professional development and release time for teachers collaborate and build capacity around effective and engaging instructional strategies for English Language Arts.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/ Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2000.00	School year 2022-2023
3.9	Purchase supplemental math and English Language Arts curriculum to support intervention,	All Students X English Learners X Low-Income Students Foster Youth Other	Principal/ Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000.00	School year 2022-2023

	engagement and acceleration.					
3.10	<p>Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily.</p> <p>1.0 FTE ELD Teacher</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	<p>EL Program Manager, Principal, ELD Teacher(s)</p>	<p>LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries</p>	84,835	School year 2022-2023
3.11	<p>Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, Teachers, Bilingual Instructional Assistant/Instructional Assistant</p>	<p>LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries</p>	16,366	School year 2022-2023

	teacher (BIA/IA). .4375 FTE BIAs					
3.12	Provide supportive instructional materials for Newcomer-English Language Learners including	All Students X English Learners Low-Income Students Foster Youth Other	Principal, ELD Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	500.00	School year 2022-2023
3.13	Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of inquiry that includes a followed con a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those	All Students X English Learners X Low-Income Students Foster Youth Other	80% Intervention/20 % Instructional Coach	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	100,000 46,233	School year 2022-2023

	needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).					
3.14	Hire an Instructional Assistant for 6 hrs per day to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. IA will receive lesson plans and goal	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers			School year 2022-2023

	<p>setting from teacher to monitor student growth. Instructional Assistant will provide daily support in Kindergarten and primary classes.</p>					
3.15	<p>Hire one Instructional Assistants for 3 hours per day to provide direct services and support to disadvantaged and low performing students. Assist the teacher in implementing state standards and provide quality instruction. IAs will receive lesson plans and goal setting from teacher to</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, Teachers, Site Council</p>			<p>School year 2022-2023</p>

	monitor student growth.					
3.16		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Parent and student surveys 2 to 3 times a year

What worked and didn't work? Why? (monitoring)

Due to COVID restrictions we were not able to participate in as many field trip, assemblies, and family nights as we would have liked.

What modification(s) did you make based on the data? (evaluation)

Planning opportunities for students to see things and experience things outside of their own community.
Provide opportunities for students to learn about different careers both through college and through a trade.
Create student government where students can participate in the leadership at the school site.

2021-22

Identified Need

Data such as surveys and the number of enrichment opportunities, show a continual need to focus on pathway and bright futures.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2019-2020 School Survey - College and Career - Students know what classes to pass to graduate high school. Parents strongly agree	44% of parents and students feel like they are aware of course to take to graduate high school and go to college.	Have teachers talk regularly about college and other choices they will have as the become adults. Increase the number of students and parents from 44% to 47%.
Winter 2019-2020 School Survey - College and Career - Parents are informed about career pathways and programs available at middle and high school. Parents strongly agree	48% of parents and students feel like they know what classes they need to take to graduate high school.	Conduct orientation for Sylvan middle school to highlight opportunities for student interest. Increase this number from 48% to 51%
Number of enrichment opportunities offered before, during or after school.	After school and during lunch activities include Bridges, basketball, baseball, Destiny kids club, drama club, band. Twenty-seven 4th and 5th grade students attended Sierra Nevada Journeys Science camp. Our SDC students were integrated into this program as well. Eighty students grades K-5 participated in the Sunrise Park and Rec summer program.	due to COVID, we are looking at restarting program Continue with community partnerships, Sierra Nevada journeys, increase the number of 4th and 5th students attending to 34. Increase participation of Grand Oaks students to 100 students K-5.
Winter 2019-2020 School Survey - Meaningful participation overall rating based on these questions: *Students are motivated/engaged in what they are learning	Baseline	Increase or maintain from 2019-202

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures



SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Pilot implementation of National Inventors Hall of Fame - I Can Invent units for students and teachers in pilot classrooms	X All Students English Learners Low-Income Students Foster Youth Other	Ste admin/teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3450.00	School year 2022-2023
4.2	Provide teacher release time, utilizing substitute teachers, to allow for collaboration and planning of STEAM activities and instruction. Provide STEAM materials as reasonable and necessary.	X All Students English Learners Low-Income Students Foster Youth Other	Ste admin/teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2000.00	School year 2022-2023

4.3	Promote arts integration across content areas including on-line programs, art apps, evening and music performances, music instructional materials and needs.	X All Students English Learners Low-Income Students Foster Youth Other	Ste admin/teachers	Title I Part A Site Allocation 4000- 4999: Books And Supplies	1000.00	School year 2022-2023
4.4	Provide opportunities for enrichment through real world experiences, field trips and assemblies.	X All Students English Learners Low-Income Students Foster Youth Other	Ste admin/teachers	Title I Part A Site Allocation 5800: Profession al/Consulti ng Services And Operating Expenditur es	1500.00	School year 2022-2023
4.5	Promote student dance performance in a school wide end of year event.	X All Students English Learners Low-Income Students Foster Youth Other	Ste admin/teachers	Other 4000- 4999: Books And Supplies	2500.00	School year 2022-2023



Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$221,451.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$362,116.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,412.00
LCFF Supplemental English Learner Central	\$101,201.00
LCFF Supplemental Site Allocation	\$33,552.00
Other	\$2,500.00
Title I Part A Parent Involvement	\$3,546.00
Title I Part A Site Allocation	\$217,905.00

Subtotal of state or local funds included for this school: \$362,116.00

Total of federal, state, and/or local funds for this school: \$362,116.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	33,552.00	0.00
LCFF Supplemental English Learner Central	101,201.00	0.00
LCFF Supplemental Centralized Services (District Only)	3,412	0.00
Title I Part A Site Allocation	217,905.00	0.00
Title I Part A Parent Involvement	3,546.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	101,201.00
LCFF Supplemental Site Allocation	33,552.00
Other	2,500.00
Title I Part A Parent Involvement	3,546.00
Title I Part A Site Allocation	217,905.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	191,835.00
2000-2999: Classified Personnel Salaries	56,303.00
3000-3999: Employee Benefits	76,690.00
4000-4999: Books And Supplies	34,288.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	84,835.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	16,366.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	13,863.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	5,225.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	14,464.00
4000-4999: Books And Supplies	Other	2,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,546.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	107,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	19,116.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	71,465.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	17,324.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,546.00
Goal 2	73,032.00
Goal 3	272,088.00
Goal 4	10,450.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Suzanne Landuyt	Principal
Stephanie Goodall	Classroom Teacher
Sara O'Grady	Other School Staff
Elise Huggins	Classroom Teacher
Wendy Hull-Minor	Classroom Teacher
Rachel Head	Parent or Community Member
Norma Martinez	Parent or Community Member
Dina Blodgett	Parent or Community Member
Nestor Pena	Parent or Community Member
Cristina Burkhardt	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

on file

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 03/07/22.

Attested:

ON FILE

Principal, Suzanne Landuyt on March 7th, 2022

ON FILE

SSC Chairperson, Wendy Minor on March 7th, 2022

Budget By Expenditures

Grand Oaks Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,412.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,412.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$101,201.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily.	1000-1999: Certificated Personnel Salaries	\$84,835.00	Engaging Academic Programs	
1.0 FTE ELD Teacher				
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .4375 FTE BIAs	2000-2999: Classified Personnel Salaries	\$16,366.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$101,201.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Grand Oaks Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$33,552.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Pilot implementation of National Inventors Hall of Fame - I Can Invent units for students and teachers in pilot classrooms	4000-4999: Books And Supplies	\$3,450.00	Clear Pathways to Bright Futures	
Interpreters for parent meetings, sst, school site council	2000-2999: Classified Personnel Salaries	\$500.00	Connected School Communities	
	3000-3999: Employee Benefits	\$5,225.00	Healthy Environments for Social-Emotional Growth	
Purchase supplemental classroom library books, materials, and supplies to support intervention, engagement and differentiation around literacy skills.	4000-4999: Books And Supplies	\$1,830.00	Engaging Academic Programs	
Enhance family/community by engaging in interactive activities and learning experiences through three family nights and PTA events: Harvest fesrtival, jogathon,	4000-4999: Books And Supplies	\$2,500.00	Connected School Communities	
Promoting positive school culture needs including social emotional supports and student recognition through behavior incentives and activities.	4000-4999: Books And Supplies	\$2,401.00	Healthy Environments for Social-Emotional Growth	
Increase positive school climate and character education to support students through positive behavior assemblies and recognition	4000-4999: Books And Supplies	\$3,283.00	Healthy Environments for Social-Emotional Growth	
Provide additional Recreational Aide hours to increase positive student engagement during unstructured time.	2000-2999: Classified Personnel Salaries	\$1,500.00	Healthy Environments for Social-Emotional Growth	
Improve student attendance through incentive days and end of year recognition.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth	

Grand Oaks Elementary School

Increase clerk hours, 3 hours per day to promote attendance and monitor chronic absenteeism. Also, to be a resource for community partnerships such as: shoes that fit, dental screening, etc.	2000-2999: Classified Personnel Salaries	\$11,863.00	Healthy Environments for Social-Emotional Growth
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LCFF Supplemental Site Allocation Total Expenditures: \$33,552.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Promote student dance performance in a school wide end of year event.	4000-4999: Books And Supplies	\$2,500.00	Clear Pathways to Bright Futures	

Other Total Expenditures: \$2,500.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$3,546.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize parent liaison to improve communication between school and families	2000-2999: Classified Personnel Salaries	\$3,546.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$3,546.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Grand Oaks Elementary School

Funding Source: Title I Part A Site Allocation

\$217,905.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide teacher release time, utilizing substitute teachers, to allow for collaboration and planning of STEAM activities and instruction.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Clear Pathways to Bright Futures	
Provide STEAM materials as reasonable and necessary.				
Promote arts integration across content areas including on-line programs, art apps, evening and music performances, music instructional materials and needs.	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures	
Provide opportunities for enrichment through real world experiences, field trips and assemblies.	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Clear Pathways to Bright Futures	
Provide supportive instructional materials for Newcomer- English Language Learners including	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs	
Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of inquiry that includes a followed con a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).	1000-1999: Certificated Personnel Salaries	\$100,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$46,233.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$6,324.00	Engaging Academic Programs	

Grand Oaks Elementary School

	3000-3999: Employee Benefits	\$25,232.00	Healthy Environments for Social-Emotional Growth
Utilize a school community intervention Assistant to provide supplemental academic support to low income students.	2000-2999: Classified Personnel Salaries	\$19,116.00	Healthy Environments for Social-Emotional Growth
Develop a whole school library with leveled reading books to enhance curriculum.	4000-4999: Books And Supplies	\$5,500.00	Engaging Academic Programs
Provide professional development for staff to increase awareness of instructional strategies, language development and foundation reading skill development.	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Engaging Academic Programs
Include Professional Development - Guided Reading K-5 GLAD training for all staff working iwth students.			
Provide opportunities for staff to engage in professional development and collaboration around best practices.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Engaging Academic Programs
Meet technology needs to include iPads, chargers, headphones, apps, laptops, laptop and iPad accessories, and equipment to enhance the core instructional program.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
Provide professional development and release time for teachers collaborate and build capacity around effective and engaging instructional strategies for math.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs
Provide professional development and release time for teachers collaborate and build capacity around effective and engaging instructional strategies for English Language Arts.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs
Purchase supplemental math and English Language Arts curriculum to support intervention, engagement and acceleration.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs

Grand Oaks Elementary School

Title I Part A Site Allocation Total Expenditures: \$217,905.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Grand Oaks Elementary School Total Expenditures: \$362,116.00