



# 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	June 7th, 2021	September 28, 2021

## 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

Additional Targeted Support and Improvement

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.

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# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
<b>Data Analysis</b>	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Due to the suspension of Smarter Balanced Assessment Consortium (SBAC) State testing did not occur during 2020-21 school year. There is no state academic assessment available. Data includes surveys, local assessment, empathy gathering and observations.

Due to the Corona Virus Pandemic, and resulting shift to distance learning and hybrid learning, the 2021-22 SPSA will be focused on mitigating gaps in learning and social-emotional supports.

Based on the above data, staff recognizes that low socio-economic and English Learners were negatively impacted at a greater percentage than all students. In addition, students with disabilities also were negatively impacted.

## Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
<b>Root Cause Analysis</b>	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Upon analysis of SPED, we noticed a mismatch of instructional programs, consisting of mismatched curriculum components and a gap for student's academic content area, and behavioral goals/needs to show growth in our SPED students. SPED students may not feel successful or comfortable within the school environment which causes SPED students to be absent and/or chronically ill on a regular basis. SPED students data shows that there was reduction in students who are chronically absent 21.5% in comparison to 15% the previous year.

Agreements on curriculum, Create attendance and behavioral plans that encourage and motivate students to feel a part of the school community. Our data shows and increase in chronically absent Address and begin adding SPED students into the general education program for a portions of the day with assistance from our SPED instructional aides. To integrate

SPED students in general education classes, we will need to work in close contact with San Juan Central, district enrollment to discuss ways in which we prepare for next school year to transition into this new way of thinking.

Our Hispanic and Low Socioeconomic students scored low in Language Arts and Math respectively.

Low Socioeconomic students chronic absences also have increased by 3.1% to 16.7%. Our Hispanic students had an increase in chronic absences as well, they increased by 9.7% to 16.3%.

## Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Have resources been allocated to the areas identified in your Root Cause Analysis? If so, has there been enough? Where have school resources typically been allocated? Type your analysis here  
Based on data analysis, root cause analysis and review of budgets and review of schedules,

The following resource inequities were identified in Goal 3: SPED students need curriculum and support that is aligned and builds from K-3 to 3-5.; 54.5% of students feel like they don't have the opportunity to provide feedback to teachers on lessons.

The following inequities were identified in Goal 1: Students in SPED have more relational training within the classroom and outside in non-instructional times. SPED students will need to be exposed to grade level standards and be integrated into general education classrooms. This means, teachers may need additional extra assignment pay to prepare standards based and goal oriented lessons, Instructional Aides may need additional training to support students. Portfolio's of students day to day work needs to be build to show student growth towards their standard goals. There is a need to dig deeper with our Hispanic students and our Low SES students to determine how to support and create positive relationships. The TSI team has started this process this year for SPED and yet we need to look more carefully into our other subgroups that need support.

The following inequities were identified in Goal 3: Hispanic students are receiving designated EL support in Language Arts instruction, will we need to look closer at integrated Language Art supports in the classrooms for students success.

## 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 2021-2022 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 Special Education services 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 twice this year, so far, and is scheduled to meet four more times. Needs assessment, SPSA, site budget, resources to support Distance and Hybrid learning and evidence of why student attendance has not increased through synchronous and asynchronous learning.

English Language Advisory Committee met in September and October to review and discuss. Data compared to 2018-2019, 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 SPED sub-group population.

Staff has been participating in Social Justice training

## 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 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below;

PL - Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and socioemotional needs through virtual platforms are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

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.

Effective communication:

Technology: While there is a digital divide there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.

## Comprehensive Needs Assessment Prior to Distance Learning:

Analysis prior to COVID 19, based on 2018-2019 State Assessments:

1. Professional learning towards planning, using assessment towards science lessons.
2. Intervention - six week cycles of learning in reading both in fiction and non-fiction

## 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.

# 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: 2020-21

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

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

The implementation of the actions described in the 2020-2021, were interrupted from March 2019-2020 due to the conversion to distance learning and then shortened school day with Hybrid in response to COVID 19.

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

Families had opportunities to receive information electronically through platforms that have been established at the school.

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



Connected School Communities - Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

**2020-21**

## Identified Need

Based on school surveys as well as attendance rates, there still is a need to focus on connected school communities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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 they 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
Distance Learning Attendance	Baseline attendance for DL was 96%	We expect an increase by 2% for Fall 2021

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	Purchase 20% of copy machine with Title 1 funds and 30% of a	All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation	1875 1875	School year 2021-2022

	copy machine with LCFF. Supplemental funds in order to provide materials for families about safety, English language acquisition, academic achievement and intervention, attendance participation, and family engagement. Providing these materials to families and increase overall student achievement and engagement with their students' education and a sense of belonging for the greater school community for students who are low socioeconomic status, English			LCFF Supplemental Site Allocation		
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	Language learners, homeless and foster youth.					
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  LCFF Supplemental Site Allocation	2998  500	School year 2021-2022
1.3	Enhance family/community by engaging in interactive activities and learning experiences through three family nights	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	2500	School year 2021-2022
1.4	Implement student voice sessions	X All Students English Learners Low-Income Students Foster Youth Other	Principal and school staff			School year 2021-2022

# 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: 2020-21

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

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

We have started PBIS practices (year 2), Multiple field trips for students, school climate is positive with most areas above 92%, Second Step in the classroom for Tier 1 supports, Class meetings occurring in most classrooms, students feel like they are a part of the community

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

Due to the pandemic and students learning from home, teachers had to shift their community to on-line. Teacher's had to pivot their normal classroom environment to online. This shift enable teachers to communicate through zoom. During zoom sessions teachers focused on checking in with students and allowing student some times the social aspect of schools for students to make connections to their classroom community.

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

We will be looking at and defining instructional strategies to support boys in and out of the classroom, continuing with Second Step, booster groups, analyzing data through SABERS and SWIS data, creating a cool down corner and a problem solving area within the classroom.

**2020-21**

## 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 2020-21	Expected Outcome 2021-22
Spring Survey 20-21 overall students feel a sense of belonging , parents, student, teachers	86.8 percent of parents agree/strongly agree 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 20-21 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%
Empathy gathering with families, students, and staff regarding distance learning and hybrid transition	Parents want their students at school with their friends and their teacher for social emotional and academic learning Students wanted to be in-person and time to talk to their friends Some students wanted summer programs that are fun such as: science camp, arts and crafts, etc. while Some wanted a break from school.	Continue with empathy gathering and other input tools to keep a pulse on school climate and social emotional growth

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
	Teachers felt that morning meetings virtual we helpful for students and community.	

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 student recognition through behavior incentives and activities.	All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	1500.00	School year 2021-2022
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	3283.00	School year 2021-2022

2.3	Utilize a campus monitor to increase connections between home and school, establish relationships with student and families, and create a positive school culture.	All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation	54480	School year 2021-2022
2.4	Provide additional Recreational Aide hours to increase positive student engagement during unstructured time.	All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation  LCFF Supplemental Centralized Services (District Only)	1500 3000	School year 2021-2022
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	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	16114.00	School year 2021-2022
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: 2020-21

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

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

Implementation of the 2020-2021 plan was hindered due to the switch to hybrid learning two-thirds of the way through the school year.

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

The difference between intended and actual expenditures resulted from converting to a distance and hybrid learning model two-thirds through the school year. Many of the actions described were changed due to the pandemic. Resources were re-allocated to supporting students and families through distance and hybrid learning models.

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

.Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes is actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

**2020-21**

## 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 2020-21	Expected Outcome 2021-22
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	<p>I-Ready Spring Results:</p> <p>Grade K has 32 students, 52% of students were nearly at standard.</p> <p>Grad 1 has 12 students, 19% of students were nearly at standard.</p> <p>Grade 2 has 8 students, 14% of students nearly at standard</p> <p>Grade 3 has 11 students, 15% of students nearly at standard</p> <p>Grade 4 has 6 students, 12% of students nearly at standard</p> <p>grade 5 has 5 students, 7% of students nearly at standard</p> <p>i-Ready Math Results:</p>	<p>Grades K-2 increase proficiency:</p> <p>22/28 students in Kindergarten reading at a level D or above by June 2022</p> <p>38/48 students in first grade will be reading at a level J or above by June 2022</p> <p>33?41 second grade students will be reading at a level M or above by June 2021.</p> <p>Grades 3-5 increase proficiency:</p> <p>30/38 of third grade students are scoring a "late" or above placement as measured by the Spring I-Ready Assessment.</p>

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
	Grades 3-5 I-Ready Math 28 students were nearly at standard/at standard Grades K-2 Math 14 students were at standard	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.
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	Title I Part A Centralized Services (District Only)		School year 2021-2022
3.2	Purchase supplemental	X All Students English Learners	Teachers / Principal	LCFF Supplemental	1830.00	School year 2021-2022

	classroom library books, materials, and supplies to support intervention, engagement and differentiation around literacy skills.	Low-Income Students Foster Youth Other		tal Site Allocation	8503	
				Title I Part A Site Allocation		
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	5500.00	School year 2021-2022
3.4	Provide professional development for staff to increase awareness of instructional strategies, language development and foundation reading skill development.  Include Professional Development K-2 -	X All Students English Learners Low-Income Students Foster Youth Other	Principal/ Teachers	Title I Part A Site Allocation	1500.00	School year 2021-2022

	Scholastic Guided Reading					
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		Title I Part A Site Allocation	1000.00	School year 2021-2022
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		Title I Part A Site Allocation	6830.00	School year 2021-2022
3.7	Provide professional development and release time for teachers collaborate and build capacity around	X All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation	200.00	School year 2021-2022

	effective and engaging instructional strategies for math.					
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		Title I Part A Site Allocation	5000.00	School Year 2021-2022
3.9	Purchase supplemental math and English Language Arts curriculum to support intervention, engagement and acceleration.	All Students X English Learners X Low-Income Students Foster Youth Other		Title I Part A Site Allocation	1000.00	school Year 2021-2022
3.10	Ensure all English Learners receive Designated and Integrated	All Students X English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher(s)	LCFF Supplemental English Learner Central	58,241	School year 2021-2022

	English Language Development (ELD) daily.  .5 FTE ELD Teacher					
3.11	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	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Bilingual Instructional Assistant/Instructional Assistant	LCFF Supplemental English Learner Central	16,366	School year 2021-2022
3.12	Provide supportive instructional materials for	All Students X English Learners Low-Income Students Foster Youth	Principal, ELD Teachers	Title I Part A Site Allocation	1000.00	School year 2021-2022

	Newcomer-English Language Learners including	Other				
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 needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).	All Students X English Learners X Low-Income Students Foster Youth Other	80% Intervention/20 % Instructional Coach	Title I Part A Site Allocation	131,921	School year 2021-2022



3.14	Hire an Instructional Assistant for 6 hrs per day to provide direct services and support to socioeconomic ally disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. IA will receive lesson plans and goal setting from teacher to monitor student growth. Instructional Assistant will provide daily support in Kindergarten	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	Title I Part A Site Allocation	27220	School year 2021-2022

	and primary classes.					
3.15	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 monitor student growth.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Site Council	Title I Part A Site Allocation	11671	School year 2021-2022
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: 2020-21

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

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

The implementation of the actions directed in the 2020-2021 plan were mostly interrupted due to the switch from distance learning to hybrid learning two-thirds of the way through the school year.

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

The difference between intended and actual expenditures resulted from starting the school year in Distance Learning and then converting to a Hybrid Learning model two-thirds through the school year. Many of the actions described we were unable to provide due to the pandemic. Resources were re-allocated to support students throughout Distance Learning and as they transitioned to

Hybrid Learning through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated in supporting students and families.

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

Due to the newly developed LCAP the SPSA was changed to reflect the four goals. Changes in actions are largely related to supporting distance learning addressing learning loss and moving toward hybrid of instruction.

**2020-21**

## **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 2020-21	Expected Outcome 2021-22
Winter 2019-2020 School Survey - College and Career - Students know what classes to take 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 they 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.

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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		LCFF Supplemental Site Allocation	3450.00	School year 2021-2022
4.2	Provide teacher release time, utilizing substitute teachers, to allow for collaboration and planning of	X All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation	2000.00	School year 2021-2022

	<p>STEAM activities and instruction.</p> <p>Provide STEAM materials as reasonable and necessary.</p>					
4.3	Promote arts integration across content areas including on-line programs, art apps, evening and wee end music performances, music instructional materials and needs.	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>		Title I Part A Site Allocation	1000.00	School year 2021-2022
4.4	Provide opportunities for enrichment through real world experiences, field trips and assemblies.	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>		Title I Part A Site Allocation	1500.00	School year 2021-2022
4.5	Promote student dance performance in a school wide	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>		Other	2500.00	School year 2021-2022

	end of year event.					
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# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$378,857.00

## 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)	\$3,000.00
LCFF Supplemental English Learner Central	\$74,607.00
LCFF Supplemental Site Allocation	\$33,552.00
Other	\$2,500.00
Title I Part A Parent Involvement	\$2,998.00
Title I Part A Site Allocation	\$262,200.00

Subtotal of state or local funds included for this school: \$378,857.00

Total of federal, state, and/or local funds for this school: \$378,857.00



# 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	0.00
LCFF Supplemental English Learner Central	74,607	0.00
LCFF Supplemental Centralized Services (District Only)	3,000	0.00
Title I Part A Site Allocation	262,200	0.00
Title I Part A Parent Involvement	2,998	0.00
Title I Part A Centralized Services (District Only)	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental English Learner Central	74,607.00
LCFF Supplemental Site Allocation	33,552.00
Other	2,500.00
Title I Part A Parent Involvement	2,998.00
Title I Part A Site Allocation	262,200.00

## Expenditures by Budget Reference

Budget Reference	Amount
	317,760.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	3,000.00
	LCFF Supplemental English Learner Central	74,607.00

	LCFF Supplemental Site Allocation	22,064.00
	LCFF Supplemental Site Allocation	11,488.00
	Other	2,500.00
	Title I Part A Parent Involvement	2,998.00
	Title I Part A Site Allocation	33,533.00
	Title I Part A Site Allocation	228,667.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,748.00
Goal 2	80,877.00
Goal 3	277,782.00
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
Tara Whittaker	Parent or Community Member
Norma Martinez	Parent or Community Member
Dina Blodgett	Parent or Community Member
Nestor Pena	Parent or Community Member
Jan Brockes	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

on file

## Committee or Advisory Group Name

English Learner Advisory Committee

District/School Liaison Team for schools in Program Improvement

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 6/07/2021.

Attested:

ON FILE

Principal, Suzanne Landuyt on June 7th, 2021

ON FILE

SSC Chairperson, Wendy Minor on June 7th, 2021

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
  - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. use methods and instructional strategies that:
    - i. strengthen the academic program in the school,
    - ii. increase the amount and quality of learning time, and
    - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. 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, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Grand Oaks Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only)**

**\$3,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$3,000.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$3,000.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental English Learner Central**

**\$74,607.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily.		\$58,241.00	Engaging Academic Programs	

.5 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

\$16,366.00 Engaging Academic Programs

LCFF Supplemental English Learner Central Total Expenditures: \$74,607.00

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		\$3,450.00	Clear Pathways to Bright Futures	
Purchase supplemental classroom library books, materials, and supplies to support intervention, engagement and differentiation around literacy skills.		\$1,830.00	Engaging Academic Programs	
Enhance family/community by engaging in interactive activities and learning experiences through three family nights		\$2,500.00	Connected School Communities	
		\$1,875.00	Connected School Communities	
		\$500.00	Connected School Communities	
Promoting positive school culture needs including social emotional supports and student recognition through behavior incentives and activities.		\$1,500.00	Healthy Environments for Social-Emotional Growth	
Increase positive school climate and character education to support students through positive behavior assemblies and recognition		\$3,283.00	Healthy Environments for Social-Emotional Growth	
Provide additional Recreational Aide hours to increase positive student engagement during unstructured time.		\$1,500.00	Healthy Environments for Social-Emotional Growth	
Improve student attendance through incentive days and end of year recognition.		\$1,000.00	Healthy Environments for Social-Emotional Growth	
Increase clerk hours, 3 hours per day to promote attendance and monitor chronic absenteeism.		\$16,114.00	Healthy Environments for Social-Emotional Growth	

## Grand Oaks Elementary School

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.		\$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

**\$2,998.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize parent liaison to improve communication between school and families		\$2,998.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$2,998.00

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

### Funding Source: Title I Part A Site Allocation

**\$262,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Grand Oaks Elementary School

Purchase 20% of copy machine with Title 1 funds and 30% of a copy machine with LCFF. Supplemental funds in order to provide materials for families about safety, English language acquisition, academic achievement and intervention, attendance participation, and family engagement. Providing these materials to families and increase overall student achievement and engagement with their students' education and a sense of belonging for the greater school community for students who are low socioeconomic status, English Language learners, homeless and foster youth.	\$1,875.00	Connected School Communities
Utilize a campus monitor to increase connections between home and school, establish relationships with student and families, and create a positive school culture.	\$54,480.00	Healthy Environments for Social-Emotional Growth
Develop a whole school library with leveled reading books to enhance curriculum.	\$5,500.00	Engaging Academic Programs
Provide professional development for staff to increase awareness of instructional strategies, language development and foundation reading skill development.	\$1,500.00	Engaging Academic Programs
Include Professional Development K-2 - Scholastic Guided Reading		
Provide opportunities for staff to engage in professional development and collaboration around best practices.	\$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.	\$6,830.00	Engaging Academic Programs
Provide professional development and release time for teachers collaborate and build capacity around effective and engaging instructional strategies for math.	\$200.00	Engaging Academic Programs

## Grand Oaks Elementary School

Provide professional development and release time for teachers collaborate and build capacity around effective and engaging instructional strategies for English Language Arts.	\$5,000.00	Engaging Academic Programs
Purchase supplemental math and English Language Arts curriculum to support intervention, engagement and acceleration.	\$1,000.00	Engaging Academic Programs
Provide teacher release time, utilizing substitute teachers, to allow for collaboration and planning of STEAM activities and instruction.	\$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 wee end music performances, music instructional materials and needs.	\$1,000.00	Clear Pathways to Bright Futures
Provide opportunities for enrichment through real world experiences, field trips and assemblies.	\$1,500.00	Clear Pathways to Bright Futures
Provide supportive instructional materials for Newcomer- English Language Learners including	\$1,000.00	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).	\$131,921.00	Engaging Academic Programs

## Grand Oaks Elementary School

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 setting from teacher to monitor student growth. Instructional Assistant will provide daily support in Kindergarten and primary classes.

\$27,220.00 Engaging Academic Programs

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 monitor student growth.

\$11,671.00 Engaging Academic Programs

\$8,503.00 Engaging Academic Programs

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Title I Part A Site Allocation Total Expenditures: \$262,200.00

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

Grand Oaks Elementary School Total Expenditures: \$378,857.00