



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 5th, 2023	June 5, 2023

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. In the spring of 2023, Grand Oaks was identified as an Additional Targeted Support and Assistance based on the needs of three sub groups. Those three subgroups are Homeless, Students with Disabilities, and English Learners.

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Grand Oaks Elementary School met the criteria for the following student groups:

1. Homeless
2. Students with Disabilities

Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Root Cause Analysis 5
 - Resource Inequities 6
- Input from Educational Partners 7
- Resource Inequities 7
- School and Student Performance Data 9
 - Student Enrollment..... 9
- Goals, Strategies, & Proposed Expenditures..... 24
 - SPSA/Goal 1 24
 - SPSA/Goal 2 28
 - SPSA/Goal 3 34
 - SPSA/Goal 4 45
- Centralized Services for Planned Improvements in Student Performance 49**
 - Centralized Services 49**
 - Budget Summary 58
 - Budget Summary 58
 - Other Federal, State, and Local Funds 58
 - Budgeted Funds and Expenditures in this Plan 59
 - Funds Budgeted to the School by Funding Source..... 59
 - Expenditures by Funding Source 59
 - Expenditures by Budget Reference 59
 - Expenditures by Budget Reference and Funding Source 60
 - Expenditures by Goal 60
- School Site Council Membership 62
- Recommendations and Assurances 63
- Instructions..... 64
 - Instructions: Linked Table of Contents 64
 - Purpose and Description 65
 - Educational Partner Involvement 65
 - Resource Inequities 65
- Goals, Strategies, Expenditures, & Annual Review 66
 - Annual Review 67
 - Budget Summary 68

Appendix A: Plan Requirements70
Appendix B:73
Appendix C: Select State and Federal Programs75

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	
Data Analysis	<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>

In the spring of 2023, Grand Oaks was identified as an Additional Targeted Support and Assistance school based on the needs of three sub groups. Those three subgroups are Homeless, Students with Disabilities, and English Learners.

Using the CA Dashboard indicators, Students with Disabilities and English learners have a very high rate of chronic absenteeism. Students with disabilities have a higher rate of absences due to chronic health issues. These students also may not feel like they are a part of the school community. English Learners and student with disabilities parents are trying to live with day to day and are not able prioritize daily school attendance.

In additional, our school level attendance data show that these same sub-groups are either late or absent more than three days a month.

In addition, Students with Disabilities are scoring at a very low rate for English Language Arts. iReady data for Students with Disabilities in grades K - 5th are performing well grade level at this time. This is to be expected with chronic absenteeism , low expectations because of the absences.

K-2 scores for text levels for students with disabilities show that 24 of these students are struggling with 1:1 matching, phonics, concepts of print, and comprehension.

Students with Disabilities are currently using Heggerty/Ascend/SIPPS as their primary intervention program with the educational specialists. Based on progress reports from the educational specialist these students are showing an area of need in reading comprehension.

IEP goals indicate that students with disabilities in the area of English Language Arts show that they are far below on CAASPP. Goal progress monitoring.

Conversations with staff indicate that students with disabilities are not attending to questions prompts in either SBAC or iReady.

Students with Disabilities have also been identified as needing additional targeted support in the area of Mathematics.

The Dashboard indicator shows that this particular subgroup is needing support within the area of mathematical practices: vocabulary and comprehension within word problems and writing about processes in math.

iReady data show that students with disabilities are needing additional support in the area of multi-step problem solving within word problems.

Educational Specialists indicate that currently, their focus in on English Language Arts and not Mathematics.

IEP goals indicate that students with disabilities are making progress in numeracy for math and phonics for language arts.

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<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.

Students with disabilities have a higher rate of absences due to chronic health issues. These students also may not feel like they are a part of the school community. English Learners and student with disabilities parents are trying to live with day to day and are not able prioritize daily school attendance.

In additional, our school level attendance data show that these same sub-groups are either late or absent more than three days a month.

Students with Disabilities are scoring at a very low rate for English Language Arts and Mathematics. I-Ready data for Students with Disabilities in grades K - 5th are performing well grade level at this time. This is to be expected with chronic absenteeism , low expectations because of the absences. SPED students tend to rush through their school work, testing, and need multiple repetitions to master standards.

Upon analysis of attendance and behavior through SWIS, it is noted the Students with Disabilities, homeless, and English Learners are chronically absent more frequently that the rest of our school population.

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 1 and Goal 4: Families, students and staff would like to have more field trips, assemblies, and opportunities to learn about different careers into adulthood.

The following inequities were identified in Goal 1: Stratgies and supports will be identified to support our students who are homeless, English Language Learners, and Students with Disabilities.

The following inequities were identified in Goal 3: Students with Disabilities will need to focus supports for English Language Arts and Mathematics. This year's PD focus for staff will be around mat: vocabulary and comprehension.

Input from Educational Partners

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 2023-2024 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, Homeless, and Students with Disabilities 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.

Educational Partners 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 2022-2023 school needs assessment, reviewed site budget, resource to engage students to increase attendance and support students academically and behaviorally.

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 English Learners, Homeless, and Students with Disabilities.

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 our sub-groups of Homeless, English Language Learners and Students with Disabilities. Homeless and English Language Learners have a higher rate of absenteeism While Students with Disabilities are very far below in Language Arts and Mathematics.

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 2022-23 It has shown to positively affect 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 clear and transparent communication.

- 1.. Intervention - Cycles of intervention have specifically targeted Language Arts skills and strategies to meet students' individual needs in Language Arts.
2. Classroom teachers will begin professional learning in regard to math with a focus on vocabulary and comprehension.
3. There will be a focus on Tier 1 classroom small group instruction in mathematics this school year while continuing the practice of Language Arts Tier 1 instruction.
4. SCIS will focus on support students' in academic areas and supporting families with resources to improve attendance.

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.

Students with Disabilities have a higher rate of suspension. Students with disabilities have behavior intervention plans to focus and improve behavior.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	1.15%	1.29%	2	3	4
African American	4.2%	4.62%	3.56%	12	12	11
Asian	2.1%	2.31%	2.27%	6	6	7
Filipino	0.4%	%	0.65%	1		2
Hispanic/Latino	37.0%	44.62%	40.78%	105	116	126
Pacific Islander	%	0.38%	0.65%		1	2
White	47.9%	39.62%	44.34%	136	103	137
Multiple/No Response	7.8%	7.31%	6.47%	22	19	20
	Total Enrollment			284	260	309

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	49	35	69
Grade 1	52	56	44
Grade 2	42	46	55
Grade3	44	40	49
Grade 4	43	44	42
Grade 5	54	39	50
Total Enrollment	284	260	309

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	56	55	61	19.70%	21.2%	19.7%
Fluent English Proficient (FEP)	13	14	13	4.60%	5.4%	4.2%
Reclassified Fluent English Proficient (RFEP)	2			3.6%		

Grand Oaks Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

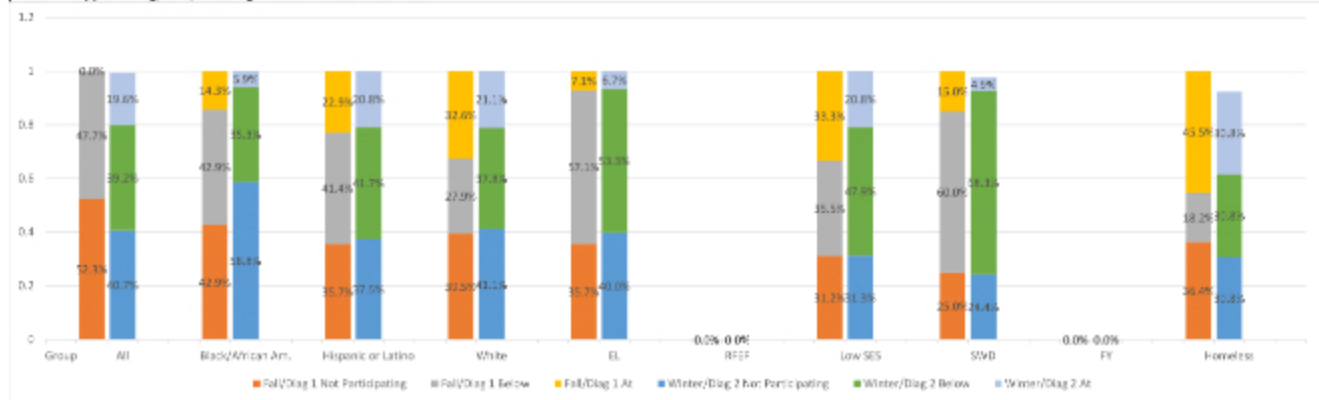
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	193	69	63	0	79	76	38			
Black/African Am.	17	6	6	2	10	6	1			
Hispanic or Latino	72	25	29	16	27	30	15			
White	90	34	24	28	37	34	19			
EL	30	10	16	2	12	16	2			
RFP	2	0	0	1	0	0	1			
Low SES	96	29	33	31	30	46	20			
SWD	41	10	24	5	10	28	2			
FY	2	0	1	1	0	2	0			
Homeless	13	4	2	5	4	4	4			

Grand Oaks Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	194	52.3%	47.7%	0.0%	40.7%	39.2%	19.6%			
Black/African Am.	17	42.9%	42.9%	14.3%	58.8%	35.3%	5.9%			
Hispanic or Latino	72	35.7%	41.4%	22.9%	37.5%	41.7%	20.8%			
White	90	38.5%	27.9%	32.6%	41.1%	37.8%	21.2%			
EL	30	35.7%	57.1%	7.1%	40.0%	53.3%	6.7%			
RFP	2	0.0%	0.0%	100.0%	0.0%	0.0%	50.0%			
Low SES	96	31.2%	35.5%	33.3%	31.3%	47.9%	20.8%			
SWD	41	25.0%	60.0%	15.0%	24.4%	68.3%	4.9%			
FY	2	0.0%	50.0%	50.0%	0.0%	100.0%	0.0%			
Homeless	13	36.4%	18.2%	45.5%	30.8%	30.8%	30.8%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Grand Oaks Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	26	23	0	0	26	0	0			
K	49	42	1	2	47	2	0			
1	53	1	30	21	3	37	13			
2	65	3	32	28	3	37	25			

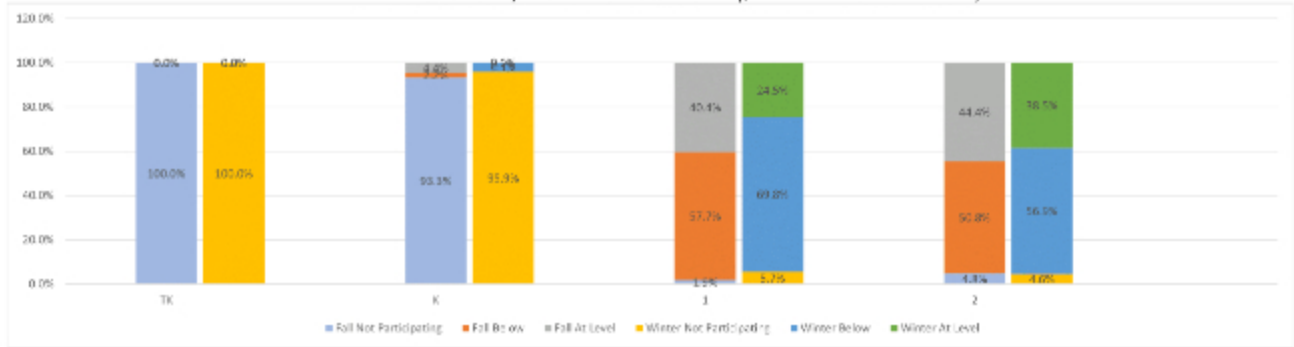
Grand Oaks Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	26	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	49	93.3%	2.2%	4.4%	95.9%	4.1%	0.0%			
1	53	1.9%	57.7%	40.4%	5.7%	69.8%	24.5%			
2	65	4.8%	50.8%	44.4%	4.6%	56.9%	38.5%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Grand Oaks Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Grand Oaks Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

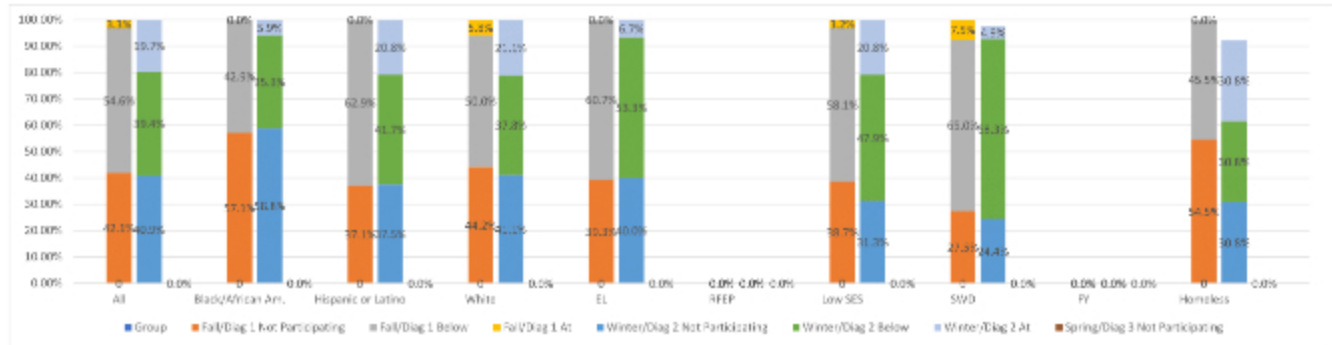
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	193	77	100	6	85	102	6			
Black/African Am.	17	8	6	0	10	7	0			
Hispanic or Latino	72	26	44	0	27	45	0			
White	90	38	43	5	42	43	5			
EL	30	11	17	0	13	17	0			
RFP	2	0	1	0	0	1	0			
Low SES	96	36	54	3	37	56	3			
SWD	41	11	26	3	10	27	3			
FY	2	1	1	0	1	1	0			
Homeless	13	6	5	0	7	5	0			

Grand Oaks Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	194	42.1%	54.6%	3.3%	43.8%	52.6%	3.1%			
Black/African Am.	17	57.1%	42.9%	0.0%	58.8%	41.2%	0.0%			
Hispanic or Latino	72	37.1%	62.9%	0.0%	37.5%	62.5%	0.0%			
White	90	44.2%	50.0%	5.8%	46.7%	47.8%	5.6%			
EL	30	35.3%	60.7%	0.0%	43.3%	56.7%	0.0%			
RFP	2	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%			
Low SES	96	38.7%	58.1%	3.2%	38.5%	58.3%	3.1%			
SWD	41	27.5%	65.0%	7.5%	24.4%	65.9%	7.3%			
FY	2	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%			
Homeless	13	54.5%	45.5%	0.0%	53.8%	38.5%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Grand Oaks Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	26	23	0	0	26	0	0			
K	49	42	2	1	46	2	1			
1	53	6	44	2	6	45	2			
2	65	6	54	3	7	55	3			

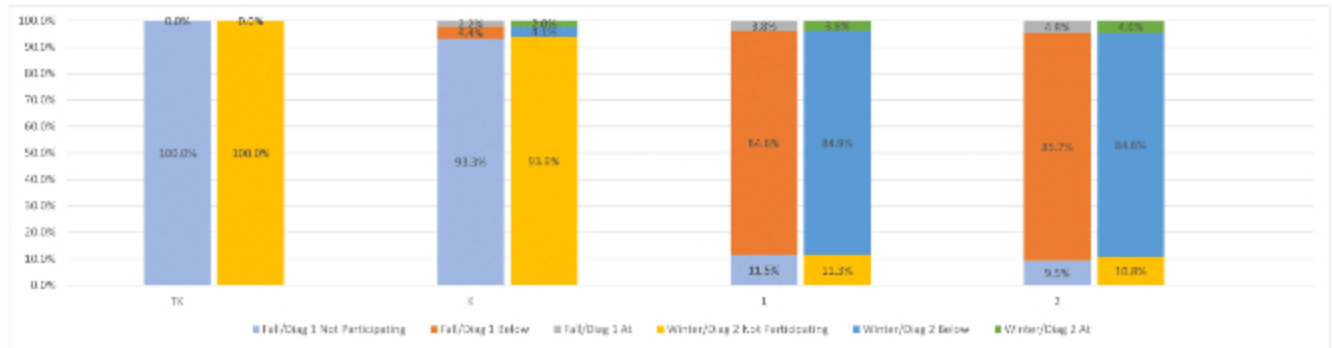
Grand Oaks Elementary -2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	26	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	49	93.3%	4.4%	2.2%	93.5%	4.1%	2.0%			
1	53	11.5%	84.6%	3.8%	11.3%	84.5%	3.8%			
2	65	9.5%	85.7%	4.8%	10.8%	84.6%	4.5%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Grand Oaks Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. In ELA Reading, 17.8% of students in grade 3 met or exceeded growth targets. In grade 3 28.3% of students had accelerated growth. In ELA Reading, 22.4% of students in grade 4 met or exceeded growth targets. In grade 4 25.9% of students had accelerated growth. In ELA Reading, 28.4% of students in grade 5 met or exceeded growth targets. In grade 5 28.4% of students had accelerated growth.

In Math, 11.3% of students in grade 3 met or exceeded growth targets. In grade 3 35.5 % of students had accelerated growth. In Math, 8.6% of students in grade 4 met or exceeded growth targets. In grade 4 44.9% of students had accelerated growth. In Math, 10.5% of students in grade 5 met or exceeded growth targets. In grade 5 35.8% of students had accelerated growth.

In ELA Reading, students continue to show growth on MAP 39.9% overall fell under met or had accelerate growth targets. In Math, students continue to show growth on MAP 38.8% overall fell under met or had accelerated growth targets.



Spring 2023
District Climate Survey Results by School

Grand Oaks

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	119	89.08%	75	77.33%	32	84.38%
B) There are students and staff on campus who listen to students when they have something to say.	119	85.71%	75	69.33%	32	90.63%
C) There is an adult from the school who checks on how students are doing.	119	77.31%	75	57.33%	32	87.50%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	119	80.67%	72	87.50%	31	83.87%
E) Staff feels supported to do their job well in meeting the needs of all students.					32	75.00%
F) Staff feels part of an effective team.					32	78.13%
Family and Staff Engagement						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	119	87.39%			32	90.63%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	118	88.14%			32	71.88%
C) The school offers families opportunities to be involved in school and classroom activities.	119	86.55%			32	78.13%
D) The school keeps families well-informed about school activities.	119	91.60%			32	90.63%
E) The staff at our school listens to family concerns about issues.	118	81.36%			32	90.63%
F) The staff at school are helpful and welcoming when families come to school or call.	118	88.98%			32	93.75%
G) The school and families are partners in promoting positive behavior for my student.	119	86.55%			32	81.25%
H) Families who speak a language other than English receive general information about our school in their home language.	117	92.31%			32	71.88%
I) Staff receive information about upcoming events and important information about the school.					32	84.38%
School Decision Making						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	119	84.03%	74	60.81%	32	78.13%
B) Important school decisions reflect diverse input.	119	75.63%	73	65.75%	32	75.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	119	89.08%				
D) The principal and staff listen to concerns of other staff members about issues.					32	78.13%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					32	84.38%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					32	90.63%
G) Our school uses data from this survey to inform site decision making.					32	68.75%
H) Staff voice matters in decision making.					32	65.63%
Safety						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	119	85.71%	74	78.38%	32	78.13%
B) Concerns about student safety are addressed in a timely manner at my school.	119	81.51%	73	75.34%	31	74.19%
C) My school is a safe place for all students.	119	84.87%	74	70.27%	32	78.13%
D) My school is a safe place for all staff.					32	81.25%
E) Students know what staff member to go to if they have a safety concern.	119	84.87%	73	76.71%	31	87.10%
F) Students know school safety protocols.	118	81.36%	71	80.28%	31	77.42%
G) I feel safe sharing different viewpoints and perspectives at my school.	119	81.51%	72	51.39%	32	71.88%
Sense of Belonging						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	116	87.07%	75	82.67%	32	90.63%
B) Adults at my school treat students respectfully.	116	88.79%	75	85.33%	32	93.75%
C) Students are respectful to each other at school.	116	64.66%	75	38.67%	32	68.75%
D) Students have opportunities to socialize with other students often at school.	117	87.18%	74	58.11%	32	90.63%
E) Students have an adult on campus they trust.	116	86.21%	73	87.67%	32	90.63%
F) Students trust other students at school.	115	77.39%	74	71.62%	31	64.52%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	115	71.30%	73	61.64%	31	74.19%
H) School staff reflects student diversity.	113	73.45%	72	65.28%	32	56.25%
Academic Progress						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	116	80.17%	75	73.33%	31	70.97%
B) Questions and concerns about schoolwork are addressed.	118	83.90%	75	82.67%	31	83.87%
C) Student grades reflect their knowledge of the material.	118	82.20%	74	75.68%	31	80.65%
D) Adults at my school believe all students can be successful.	119	86.55%	74	83.78%	32	90.63%
E) Students feel comfortable and unjudged to ask their teacher for help.	119	84.87%	74	56.76%	32	96.88%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	119	88.24%	75	89.33%	32	96.88%
G) Teachers at my school go out of their way to help all students.	119	83.19%	74	72.97%	32	90.63%
H) Students receive timely and regular feedback on their learning.	119	78.99%	72	84.72%	30	86.67%
I) Staff at my school provides resources or ideas that help families support their students at home.	119	82.35%			31	93.55%
High Expectations						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	118	80.51%	72	63.89%	32	84.38%
B) School recognizes and celebrates the academic success of all students.	118	83.90%	73	69.86%	32	78.13%
C) Adults on campus motivate students to do their best.	119	84.87%	74	81.08%	32	90.63%
D) School provides additional academic support when students are struggling.	118	76.27%	74	75.68%	32	84.38%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	118	83.05%	72	76.39%	32	81.25%
B) Students have access to classes and activities that meet their interests and talents.	118	78.81%	72	65.28%	32	68.75%
C) Students understand how to complete their schoolwork.	118	75.42%	70	77.14%	31	80.65%
D) Students complete assignments on time.	117	80.34%	71	54.93%	31	64.52%
E) Students are motivated to do their schoolwork.	118	74.58%	72	63.89%	31	70.97%

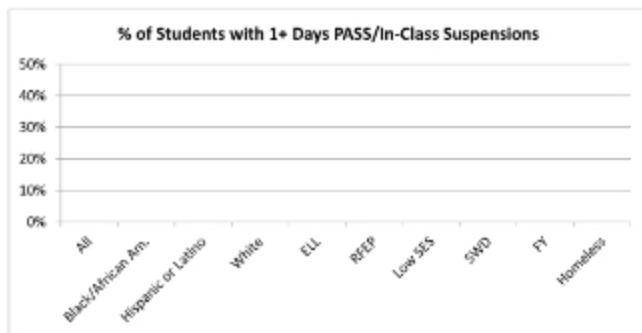
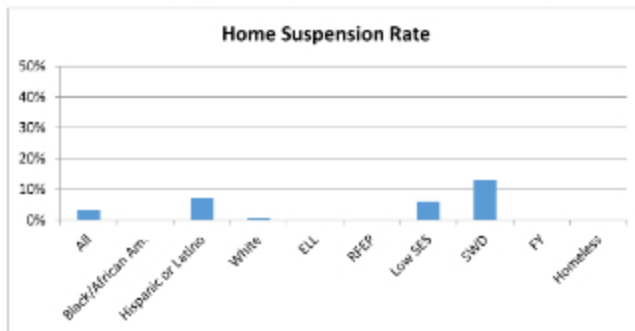
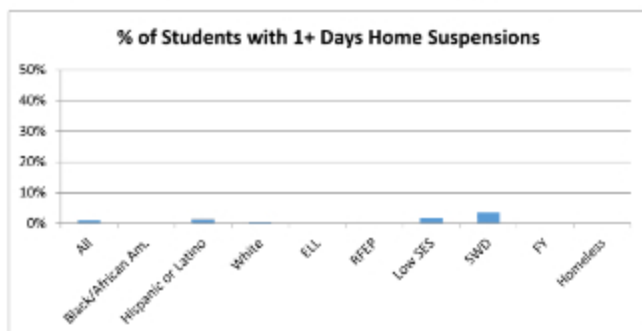
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	113	52.21%	74	59.46%	30	30.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	112	52.68%	74	48.65%	30	10.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	111	59.46%	74	59.46%	30	23.33%
D) School offers college and career programs.	110	25.45%	75	16.00%	30	10.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	110	38.18%	71	38.03%	30	13.33%
F) Students are prepared for the next step of their educational experience.	111	61.26%	73	60.27%	30	53.33%
G) Staff are optimistic about the future of their career in San Juan Unified.					30	80.00%
H) There are equitable opportunities for advancement in the district.					30	66.67%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Customer Satisfaction						
A) I would recommend my school to other families.	119	78.99%	74	75.68%	32	78.13%
B) San Juan Unified School District is a district that I would recommend to other families.	118	78.81%	75	78.67%	32	81.25%

Grand Oaks Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	349	3	0.86%	35	11	3.15%	0	0.00%	0	0.00%
Black/African Am.	27	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	139	2	1.44%	34	10	7.19%	0	0.00%	0	0.00%
White	163	1	0.61%	1	1	0.61%	0	0.00%	0	0.00%
ELL	67	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	7	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	179	3	1.68%	35	11	6.15%	0	0.00%	0	0.00%
SWD	84	3	3.57%	35	11	13.10%	0	0.00%	0	0.00%
FY	4	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	17	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Grand Oaks Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

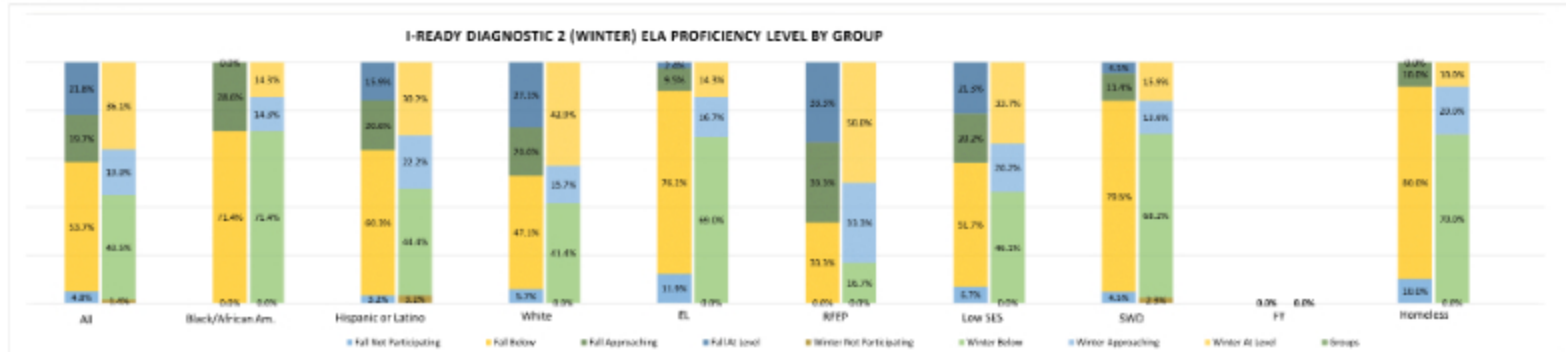
Group	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	147	7	79	29	32	2	64	28	53				
Black/African Am.	7	0	5	2	0	0	5	1	1				
Hispanic or Latina	63	2	38	13	10	2	28	14	19				
White	70	4	33	14	19	0	29	11	30				
EL	42	5	32	4	1	0	29	7	6				
BFEP	6	0	2	2	2	0	1	2	3				
Low SES	89	6	46	18	19	0	41	18	30				
SWD	44	2	35	5	2	1	30	4	7				
FY	1	1	0	0	0	0	1	0	0				
Homeless	10	1	8	1	0	0	7	2	1				

Group	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	147	4.8%	53.7%	19.7%	21.8%	1.4%	43.5%	19.0%	36.1%				
Black/African Am.	7	0.0%	71.4%	28.6%	0.0%	0.0%	71.4%	14.3%	14.3%				
Hispanic or Latina	63	3.2%	60.3%	20.6%	15.9%	3.2%	44.4%	22.2%	30.2%				
White	70	5.7%	47.1%	20.0%	27.1%	0.0%	41.4%	15.7%	42.9%				
EL	42	11.9%	76.2%	6.5%	2.4%	0.0%	69.0%	16.7%	14.8%				
BFEP	6	0.0%	33.3%	33.3%	33.3%	0.0%	16.7%	33.3%	50.0%				
Low SES	89	6.7%	51.7%	20.2%	21.3%	0.0%	46.1%	20.2%	33.7%				
SWD	44	4.5%	79.5%	11.4%	4.5%	2.3%	68.2%	11.6%	15.0%				
FY	1	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	10	10.0%	80.0%	10.0%	0.0%	0.0%	70.0%	20.0%	10.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Grand Oaks Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

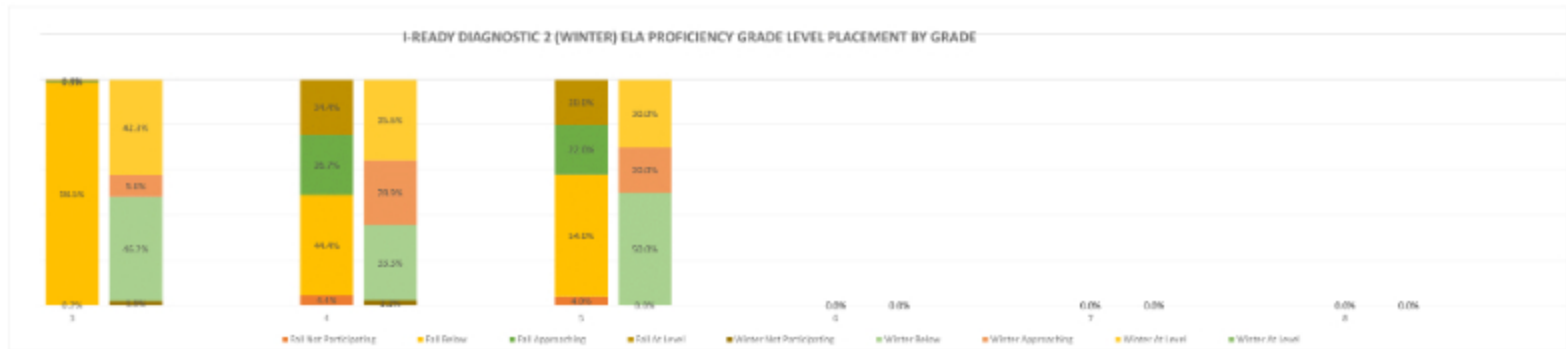
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	52	5	32	6	11	1	24	5	22				
4	45	2	23	12	11	1	15	13	16				
5	50	2	27	11	10	0	25	10	15				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	52	5.2%	61.5%	11.5%	21.2%	1.9%	46.2%	9.6%	42.3%				
4	45	4.4%	44.4%	26.7%	24.4%	2.2%	33.3%	28.9%	35.6%				
5	50	4.0%	54.0%	22.0%	20.0%	0.0%	50.0%	20.0%	30.0%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Grand Oaks Elementary - I-Ready Diagnostic 2 Math Proficiency Level by Group

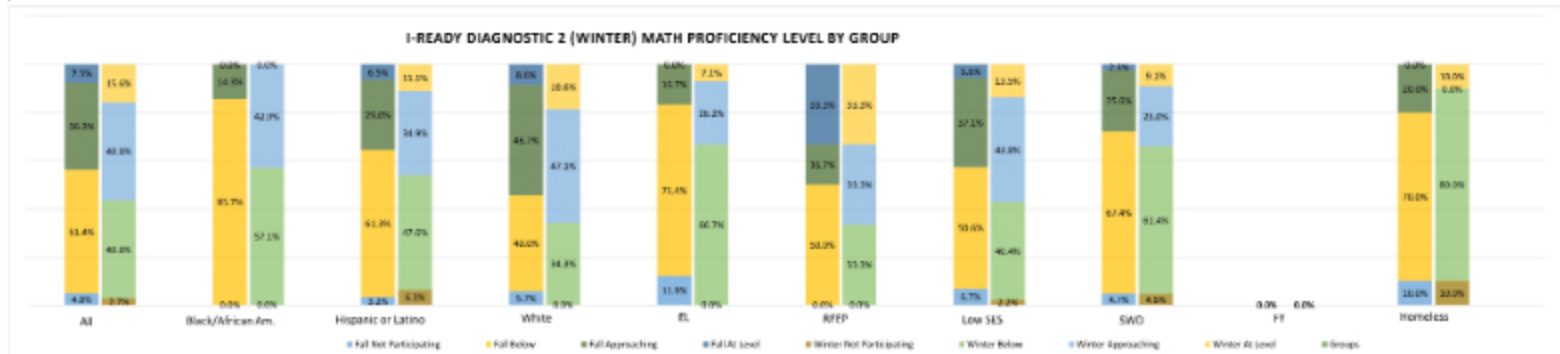
Group	Fall/Diagnostic 1 - Ready Grade Level Placement				Winter/Diagnostic 2 - Ready Grade Level Placement				Spring/Diagnostic 3 - Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	147	7	75	53	13	4	60	60	23				
Black/African Am.	7	0	6	1	0	0	4	3	0				
Hispanic or Latina	63	2	38	18	4	4	30	22	7				
White	70	4	28	32	6	0	24	33	13				
EL	42	5	30	7	0	0	28	11	3				
BFEP	6	0	3	1	2	0	2	2	2				
Low SES	89	6	45	33	5	2	36	39	12				
SWD	44	2	29	11	1	2	27	11	4				
FY	1	1	0	0	0	0	0	1	0				
Homeless	10	1	7	2	0	1	8	0	1				

Group	Fall/Diagnostic 1 - Ready Grade Level Placement				Winter/Diagnostic 2 - Ready Grade Level Placement				Spring/Diagnostic 3 - Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	147	4.8%	51.4%	36.3%	7.5%	2.7%	40.8%	40.8%	15.6%				
Black/African Am.	7	0.0%	85.7%	14.3%	0.0%	0.0%	57.1%	42.9%	0.0%				
Hispanic or Latina	63	3.2%	61.3%	29.0%	6.5%	6.3%	47.6%	34.9%	11.1%				
White	70	5.7%	40.0%	45.7%	8.6%	0.0%	34.3%	47.1%	18.6%				
EL	42	11.9%	71.4%	16.7%	0.0%	0.0%	66.7%	36.2%	7.1%				
BFEP	6	0.0%	50.0%	16.7%	33.3%	0.0%	55.3%	55.5%	55.5%				
Low SES	89	6.7%	50.6%	37.1%	5.6%	2.2%	40.4%	43.8%	15.5%				
SWD	44	4.7%	67.4%	25.0%	2.3%	4.5%	61.4%	25.0%	9.1%				
FY	1	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%				
Homeless	10	10.0%	70.0%	20.0%	0.0%	10.0%	80.0%	0.0%	10.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Grand Oaks Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

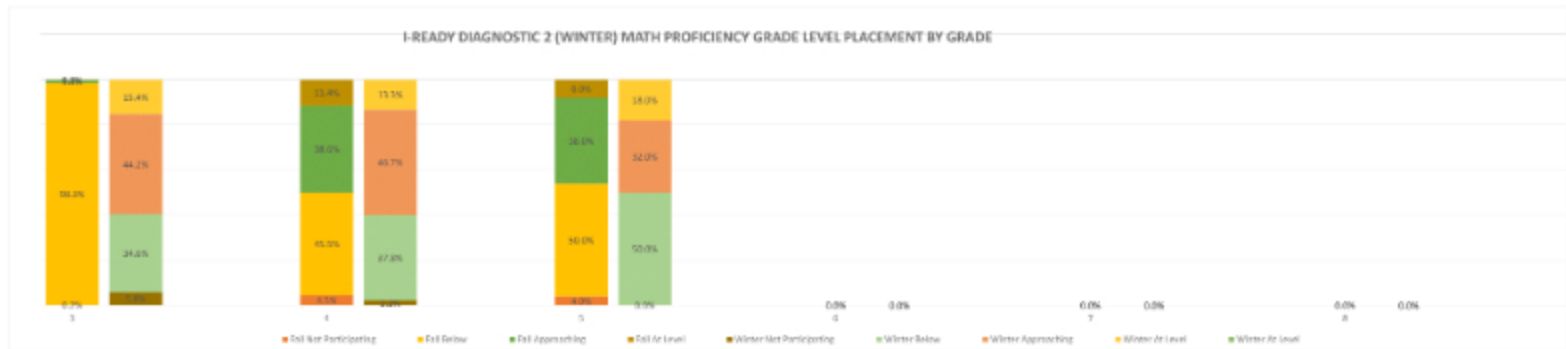
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	52	5	33	17	2	5	38	23	8				
4	45	2	23	17	5	1	17	21	6				
5	50	2	25	19	4	0	25	16	9				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	52	5.8%	57.7%	32.7%	3.8%	5.8%	34.0%	44.2%	15.4%				
4	45	4.5%	45.5%	38.0%	11.4%	2.2%	37.8%	46.7%	13.3%				
5	50	4.0%	50.0%	38.0%	8.0%	0.0%	50.0%	32.0%	10.0%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Conclusions based on this Text Level data:

We found that 57% of all students in grades K-2 were at or above grade level proficiency.

We found that 53.5% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.

We found that 47.4% of English Language Learners in grades K-2 were at or above grade level proficiency.

Based on this data, we are starting to see a positive shift in students text level data. With continued focus on Tier 1 positive teaching strategies and interventions students who are below standards are shifting to approaching proficiency.

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: 2022-23

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. Listening circles with students. Parent meetings - ELAC, SSC, Kindergarten coffee and donuts

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

District surveys indicate that parents, students and families who returned the surveys feel supported and a part of the community. We will continue the communicating with families through dojo and other means of communication such as monthly newsletters, emails, and phone calls. Helping all families to feel welcomed as they enter Grand Oaks. Providing students with opportunities to share their voice has been helpful. Coffee chat went well, families were happy and promoted voice on initiatives for school.

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

Re-establish supports for families that are having difficulty with student attendance. Create ways to progress monitor and have conversations are growth in students with disabilities in math and language arts. Building relationships with students with disabilities. Having conversations SPED teacher to mainstream students for content areas. Conduct a listening circle with students to gather street data around how they feel connected to school. In response of being in ATSI with the subgroup focus of homeless and English Learners in attendance, the attendance clerk and the SCIS I will start doing some empathy gathering with students and parents around attendance.

**2022-23
Identified Need**

Based on school surveys as well as attendance rates, there still is a need to focus on connected school communities. The Subgroups of Special Education and English Language Learners have chronic high absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Listening circles - discussion increasing student voice that correlates with feeling connected .	N/A	Create a baseline measurement after listening circle using a 1 to 5 scale
Spring 2022 Attendance data from dashboard	Attendance baseline 40.5% SPED students are chronically absent 64.7% of homeless students are chronically absent 41.2% of English Learners are chronically absent	Decrease chronically absent by 3 to 5% Create baseline measures for students engagement and feeling connected at school (see above)

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 X English Learners Low-Income Students Foster Youth		LCFF Supplemental Site Allocation	500.00	School Year 2023-24

	school site council	Other		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	2975	School Year 2023-24
1.3	Enhance family/community by engaging in interactive activities and learning experiences through three family nights and PTA events: Harvest festival, jogathon,	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	School Year 2023-24
1.4	Principal, SCIS and Attendance	All Students X English Learners Low-Income Students	Principal and school staff	Other 2000-2999: Classified	1500.00 1000.00	School Year 2023-24

	Clerk will implement student voice sessions regarding student connectedness and attendance specifically with Students with Disabilities, Homeless and English Learners	Foster Youth X Other Students with Disabilities and homeless		Personnel Salaries Other 4000-4999: Books And Supplies		
1.5	Student Government - build community	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

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: 2022-23

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 assessement some students showed to be in need of greater supports. Based off of SWIS data, most inappropriate behavior by students is occurring at lunch recess. We will need to provide extra support for supervision.

2022-23

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 2022-23	Expected Outcome 2023-24
Sabers/mySabers data given 3 times a year surveyed 276 students	Fall SABERS Teachers felt that 31.5% were socially at risk, 31.2 academically at risk, and 36.6 emotionally at risk Fall MySabers students felt that 19.6% were socially at risk, 24.5 academically at risk and 17.8 emotionally at risk.	Spring data should show a decrease by 3% in each area - social, academic and emotion - this will be given in May 2023
SWIS data	Students who had behavior forms written 28% physical agression, 16.8% physical contact, disruption 14.8% The majority of referrals were in Kindergarten. October and March were the highest referrals were written by adults.	Spring data should show a decrease by 3% in each area Plan for boosters for next school year in October 2023 and March 2024. Additional Supports at the beginning of Kindergarten to review school and classroom rules.
Morning Meeting drop in visits	When conducting classroom walk-throughs 14 of the 16 classrooms regularly conduct morning meetings.	Increase the usage of content related materials within morning meeting structure.
Suspensions Data	Suspension rate is 1.96% schoolwide Students with Disabilities had 3% of the school suspensions. For these students	Suspension rates will remain low and behavior plans will be developed for students who need extra supports.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	who are suspended a behavior intervention plan was put into place.	
Counseling Services	<p>During the 22=23 school year, our counselor and school social worker worked with :</p> <p>7 small groups session with students from TK, 2nd, 1st , Kindergarten and 3rd grade 30 students in 1:1 counseling sessions 4 classrooms received support - TK, K, K, and 4</p>	Counseling will continue with small groups and 1:1. We anticipate a decrease in needed classroom support.

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.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2401.00	School Year 2023-24

2.2	Increase positive school climate and character education to support students through positive behavior assemblies and recognition	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3283.00	School Year 2023-24
2.3		All Students English Learners Low-Income Students Foster Youth Other Students with Disabilities & homeless				
2.4	Provide additional Recreational Aide hours to increase positive student engagement during unstructured time.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1500 3,412	School Year 2023-24

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 2023-24
2.6	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.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	13,638 5,850	School Year 2023-24
2.7	Provide additional counseling hours to support student social-emotional need in small group and 1:1	X All Students English Learners Low-Income Students Foster Youth Other		Other	38287.00	School Year 2023-24

2.8	Create a site wellness team that coordinates services for students who need supports. Select a lead to coordinate this team. This team will incorporate all services (SST, PBIS, Counseling, outside resources) for students and families.	All Students English Learners Low-Income Students Foster Youth X Other homeless		Other	2000.00	
2.9		All Students English Learners Low-Income Students Foster Youth Other				
2.10		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: 2022-23

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
ELPI

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.

2022-23

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 2022-23	Expected Outcome 2023-24
Spring 2021 school survey overall academic progress - students/families understand assignments, concerns are addressed, supports for students who need extra help, given regular feedback	82% of parents agree/strongly agree 74% of students agree/strongly agree 84% 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 students, 52% of students were nearly at standard. Grade 1 has 42% of students were at standard. Grade 2 has 44.4% of students at standard Grade 3 has 42.3% of students at standard	Grades K-2 increase proficiency: Increase students proficiency from 50 students to 55 students. Students with Disabilities increase from 7 to 10 students on I-Ready reading. Grades 3-5 increase proficiency: Increase student proficiency from 53 to 58 students.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>Grade 4 has 35.6% of students at standard grade 5 has 20% of students at standard</p> <p>Students with disabilities had 2 students proficient in the Fall and that increased to 7 students in the Winter.</p> <p>i-Ready Math Results: Grades 3-5 I-Ready Math 15% of our students are at standard. Students with disabilities had 1 student proficient in the Fall and that increased to 4 students in the Winter.</p>	<p>Students with Disabilities increase from 4 to 8 students on I-Ready math.</p>
<p>Empathy gathering input academics and interventions</p>	<p>School Survey results - School provides additional academic support when students are struggling. Parents 76% agree support are provided. Students 75% and Staff 84%</p>	<p>Increase students viewpoint to 80%</p>
<p>Intervention growth tracking BPST</p>	<p>BPST, I-Ready , and informal Running Records are progress monitoring tools for Intervention teachers First grade BPST - 48/49 students have made growth. Second grade BPST - 47/48 students have made growth third grade BPST - 43/45 students have made growth</p>	<p>Build in BPST, Text Level, CAASPP, I-Ready, and writing to get a full picture of student achievement</p>
<p>Dashboard - ELPI</p>	<p>60% of students grew at least one grade level 31% of students maintained</p>	<p>increase to 63% of students growing by at least one grade level Increase to 34% of students maintaining</p>

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	8% decreased one or more grade levels	decrease to 5% of students falling one or more grade levels behind
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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 2023-24
3.2	Purchase supplemental classroom library books, materials, and supplies to support intervention, engagement and differentiation around literacy skills.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers / Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Other 4000-4999: Books And Supplies	1830.00 4000.00	School Year 2023-24
3.3	Provide extra support for Students with Disabilities taking tests that measure growth. This	All Students English Learners Low-Income Students Foster Youth X Other Special Education Students	Teacher/Principal	Title I Part A Site Allocation	1000.00	

	can be small group or 1:2. This can also be used for release time for the classroom teacher and aide to plan instruction to meet student needs.					
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: Professional/Consulting Services And Operating Expenditures Other	1500.00 5000.00	School Year 2023-24
3.5	Provide opportunities for staff to engage in professional development and collaboration around best practices and engagement	X All Students English Learners Low-Income Students Foster Youth Other	Teachers / Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	1307.00 2646.00 11000.00	School Year 2023-24

	with vocabulary, comprehension and mathematics			5000-5999: Services And Other Operating Expenditures		
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 2023-24
3.7	Student Government - This program builds student leadership to promote positive school culture and to utilize students in ways to support each other across the school day.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Teacher			School Year 2023-24

3.8	Provide professional development and release time for teachers collaborate and build capacity around effective and engaging instructional strategies for English Language Arts and 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	3000.00	School Year 2023-24
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	Principal/ Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000.00	School Year 2023-24
3.10	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily.	All Students X English Learners Low-Income Students Foster Youth Other	EL Program Manager, Principal, ELD Teacher(s)	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	84,835	School Year 2023-24

	1.0 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). 1.5 FTE BIAs (Spanish and Ukrainian/Russian)	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Bilingual Instructional Assistant/Instructional Assistant	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	16,366	School Year 2023-24
3.12	Provide supportive instructional materials for Newcomer-English	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 2023-24

	Language Learners including					
3.13	2 Teachers to 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	Title Intervention Teacher ELO Intervention Teacher	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	114,950.00 50,939.00	School Year 2023-24

3.14	Hire 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 TK-5.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	Other		School Year 2023-24
3.15	Hire SCIS I to support students both academically	X All Students English Learners Low-Income Students Foster Youth	Principal, Teachers, Site Council	Title I Part A Site Allocation	51,188 37,176	School Year 2023-24

	and behaviorally. Support families by checking in on attendance and providing resources.	Other		1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
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: 2022-23

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)

Provided multiple opportunities for field trips - Sierra Nevada Journeys, Sacramento River Cats, roller skating, Camino, Sacramento ZOO

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.

2022-23

Identified Need

Data such as surveys and the number of enrichment opportunities, show a continual need to focus on pathway and bright futures. Continue to build clubs and other events in which students can participate

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Field trip attendance	Each students attended at least one field trip during the 22-23 school year	Increase field trip experiences by 2 or more
Student Leadership and other clubs	Students who were a part of student leadership felt like they had a voice in creating events and culture at school.	Add additional clubs during lunch and after school to support additional opportunities for students.
Disrict Survey	61% of students are motivated to do their schoolwork	Increase from 61% to 65%

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		All Students English Learners Low-Income Students Foster Youth Other				
4.2	Provide teacher release time,	X All Students English Learners Low-Income Students	Ste admin/teachers	Title I Part A Site Allocation	500.00	School Year 2023-24

	<p>utilizing substitute teachers, to allow for collaboration and planning of STEAM activities and instruction.</p> <p>Provide STEAM materials as reasonable and necessary.</p>	<p>Foster Youth Other</p>		<p>1000-1999: Certificate d Personnel Salaries</p>		
4.3	<p>Promote arts integration across content areas including on-line programs, art apps, evening and music performances, music instructional materials and needs.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Ste admin/teachers</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	<p>500.00</p>	<p>School Year 2023-24</p>
4.4	<p>Provide opportunities for enrichment through real world experiences, field trips and assemblies.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Ste admin/teachers</p>	<p>5800: Professional/Consulting Services And Operating</p>	<p>9000.00</p>	<p>School Year 2023-24</p>

				Expenditures Other		
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	4000.00	School Year 2023-24

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)		
		Description	Type	Funding Source (itemize for each source)
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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	\$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	\$485,083.00

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 (\$)
------------------	-----------------

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 (\$)
	\$11,000.00
LCFF Supplemental Centralized Services (District Only)	\$16,366.00
LCFF Supplemental English Learner Central	\$84,835.00
LCFF Supplemental Site Allocation	\$38,560.00
Other	\$64,787.00
Title I Part A Parent Involvement	\$2,975.00
Title I Part A Site Allocation	\$266,560.00

Subtotal of state or local funds included for this school: \$485,083.00

Total of federal, state, and/or local funds for this school: \$485,083.00

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	38,560	0.00
LCFF Supplemental English Learner Central	84,835.00	0.00
LCFF Supplemental Centralized Services (District Only)	16,366	0.00
Title I Part A Site Allocation	266,560.00	0.00
Title I Part A Parent Involvement	2,975	0.00

Expenditures by Funding Source

Funding Source	Amount
	11,000.00
LCFF Supplemental Centralized Services (District Only)	16,366.00
LCFF Supplemental English Learner Central	84,835.00
LCFF Supplemental Site Allocation	38,560.00
Other	64,787.00
Title I Part A Parent Involvement	2,975.00
Title I Part A Site Allocation	266,560.00

Expenditures by Budget Reference

Budget Reference	Amount
	6,000.00
1000-1999: Certificated Personnel Salaries	255,780.00
2000-2999: Classified Personnel Salaries	39,891.00
3000-3999: Employee Benefits	93,965.00
4000-4999: Books And Supplies	25,014.00
5000-5999: Services And Other Operating Expenditures	2,646.00

5800: Professional/Consulting Services And Operating Expenditures

1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		11,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	16,366.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	84,835.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	19,050.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	5,850.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,014.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,646.00
	Other	49,287.00
	Other	5,000.00
2000-2999: Classified Personnel Salaries	Other	1,500.00
4000-4999: Books And Supplies	Other	9,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,975.00
	Title I Part A Site Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	170,945.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	88,115.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,475.00
Goal 2	71,371.00
Goal 3	391,237.00

Goal 4

14,000.00

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
Gladys Ochoa	Parent or Community Member
Patricia Brown	Parent or Community Member
Marcela Jimenez	Parent or Community Member
Dina Blodgett	Parent or Community Member
Nestor Pena	Parent or Community Member
Jyssica Tomlin	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 June 5th, 2023.

Attested:

ON FILE

Principal, Suzanne Landuyt on June 5, 2023

ON FILE

SSC Chairperson, Elise Huggins-Ginsburg on June 5, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 Educational Partner 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.

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 (Educational Partner 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 (Educational Partner 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) \$16,366.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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). 1.5 FTE BIAs (Spanish and Ukrainian/Russian)	2000-2999: Classified Personnel Salaries	\$16,366.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$16,366.00

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

Funding Source: LCFF Supplemental English Learner Central \$84,835.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$84,835.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$84,835.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Grand Oaks Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$38,560.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	\$2,646.00	Engaging Academic Programs	
Interpreters for parent meetings, sst, school site council	2000-2999: Classified Personnel Salaries	\$500.00	Connected School Communities	
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	
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	\$13,638.00	Healthy Environments for Social-Emotional Growth	
	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	

Grand Oaks Elementary School

	3000-3999: Employee Benefits	\$5,850.00	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

LCFF Supplemental Site Allocation Total Expenditures: \$38,560.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional counseling hours to support student social-emotional need in small group and 1:1		\$38,287.00	Healthy Environments for Social-Emotional Growth	
Create a site wellness team that coordinates services for students who need supports. Select a lead to coordinate this team. This team will incorporate all services (SST, PBIS, Counseling, outside resources) for students and families.		\$2,000.00	Healthy Environments for Social-Emotional Growth	
Principal, SCIS and Attendance Clerk will mplement student voice sessions regarding student connectedness and attendance specifically with Students with Disabilities, Homeless and English Learners	2000-2999: Classified Personnel Salaries	\$1,500.00	Connected School Communities	
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
		\$5,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs	

Grand Oaks Elementary School

Promote student dance performance in a school wide end of year event.	4000-4999: Books And Supplies	\$4,000.00	Clear Pathways to Bright Futures
		\$9,000.00	Clear Pathways to Bright Futures

Other Total Expenditures: \$64,787.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$2,975.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize parent liaison to improve communication between school and families	2000-2999: Classified Personnel Salaries	\$2,975.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$2,975.00

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

Funding Source: Title I Part A Site Allocation \$266,560.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide extra support for Students with Disabilities taking tests that measure growth. This can be small group or 1:2. This can also be used for release time for the classroom teacher and aide to plan instruction to meet student needs.		\$1,000.00	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	

Grand Oaks Elementary School

Provide opportunities for staff to engage in professional development and collaboration around best practices and engagement with vocabulary, comprehension and mathematics	1000-1999: Certificated Personnel Salaries	\$1,307.00	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 English Language Arts and Math.	1000-1999: Certificated Personnel Salaries	\$3,000.00	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
Provide teacher release time, utilizing substitute teachers, to allow for collaboration and planning of STEAM activities and instruction.	1000-1999: Certificated Personnel Salaries	\$500.00	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	\$500.00	Clear Pathways to Bright Futures
	3000-3999: Employee Benefits	\$50,939.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$37,176.00	Engaging Academic Programs
Provide supportive instructional materials for Newcomer- English Language Learners including	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs

Grand Oaks Elementary School

2 Teachers to 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	\$114,950.00	Engaging Academic Programs
Hire SCIS I to support students both academically and behaviorally. Support families by checking in on attendance and providing resources.	1000-1999: Certificated Personnel Salaries	\$51,188.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$266,560.00

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

Grand Oaks Elementary School Total Expenditures: \$474,083.00